

# STUDENT HANDBOOK

HELEN WOOD HALL

## UNIVERSITY OF ROCHESTER SCHOOL OF NURSING 2024-2025

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### **University of Rochester Mission:**

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

### **UR Meliora Values**

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

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

## Medical Center and the School of Nursing (SON)

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

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

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



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



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

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

## Mission and Vision Statements of the School of Nursing

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



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

### Our Mission:

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

### Our Vision:

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

### The Educational programs of the school will:

- ❑ Produce leaders who, with their developing expertise in critical thinking and ethical decision-making, provide care that is evidence-based, culturally congruent, collaborative, and interdisciplinary for diverse individuals, groups, and populations; value and respect diversity; and 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 need for integrated healthcare delivery systems and that drives the future development of effective and efficient healthcare delivery models.
- ❑ They want the opportunity to learn and work in collaboration with other healthcare practitioners in an academic setting.
- ❑ They want an education that prepares them as excellent practitioners, leaders, educators, and researchers while valuing the complexity of their life needs.

## Statement of Philosophy

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

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

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

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

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



practice experience also refers to any nursing intervention that influences health care outcomes. For further information, please review the [Simulation Handbook for Students](#).

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

### **Organization of the School of Nursing**

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

The SON's senior leadership team consists of:

- Senior Associate Dean for Graduate Education and Innovation
  - Supports students in Masters and DNP programs.
- Senior Associate Dean for Research
  - Supports students in PhD programs.
- Associate Dean for Undergraduate Education
  - Supports students in ABSN and RN-BS programs.
- Associate Dean for Enrollment Management and Student Affairs
- Associate Dean for Finance and Operations

### **Educational Programs**

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

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

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

**Master's and Advanced Certificates.** Graduate specialties in the School offer concentrations leading toward the Master of Science degree.

**Nurse Practitioner specialties include:**

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

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

**Advanced Certificate Nurse Practitioner Specialties include:**

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

**Master's Leadership Programs**

- ❑ **Leadership in Healthcare Systems (LHCS) program:** This program prepares current leaders and ambitious healthcare professionals with a strong foundation in evidence-based leadership practice to successfully lead healthcare units, services, or organizations in today's changing world. This interdisciplinary program provides core knowledge and experiential learning to develop transformative leadership skills, with courses taught by experienced leaders from a variety of organizations. Working alongside experienced leaders, students actively engage in a wide range of management and organizational experiences to demonstrate competencies in leading and managing staff, resources, and finances, as well as working within healthcare systems to improve quality, safety, and value.
- ❑ **Clinical Nurse Leader (CNL) program:** This program prepares nurses for the clinical management of comprehensive client care for individuals and clinical populations across the continuum of care and in multiple settings. The CNL assumes leadership/accountability for health outcomes for a specific group of clients within a unit, setting, or organization through the application of evidence-based information to design, implement, and evaluate clinical microsystems. The clinical nurse leader is also responsible for the coordination and planning of care team activities and functions. Health promotion, risk reduction, and improvement in point-of-care outcomes are critical elements in the role of the clinical nurse leader.

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

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

**Leadership and Nursing Education Program Advanced Certificate Options include:**

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

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

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

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

**Ph.D. Program in Nursing and Health Science:** The Ph.D. Program in Nursing and Health Science began in 1979 as a Ph.D. in Nursing program and has since expanded to create multiple accelerated pathways to the Ph.D. for registered nurses and licensed practitioners in other health-related disciplines. The objective of the Ph.D. 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 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 researching 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 Ph.D. program research training process is based on expertise at the master's level. Applicants to the Ph.D. Program hold a master's degree from an accredited program and clinical licensures in a health profession, such as nursing, social work, or similar clinical practice field. Additional pathways include a BSN to PhD and a combined MS-PhD.

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

## Program Goals and Learning Outcomes

### ABSN Program

#### Program Goals:

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

#### Program Learning Outcomes:

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

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

## **RN to BS Program**

### **Program Goals:**

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

### **Program Learning Outcomes:**

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

## **Master's Nurse Practitioner Program (NP)**

### **Program Goals:**

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

### **Program Learning Outcomes:**

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

## **Master's Leadership in Health Care Systems (LHCS)**

### **Program Goals:**

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

### **Program Learning Outcomes:**

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

### **Clinical Nurse Leader Program (CNL)**

#### **Program Goals:**

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

#### **Program Learning Outcomes:**

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

## **Master's in Nursing Education Program (MNE)**

### **Program Goals:**

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

### **Program Learning Outcomes:**

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

**FOR DNP AND Ph.D. PROGRAM GOALS AND PROGRAM LEARNING OUTCOMES, PLEASE REFER TO THE [DNP](#) AND [Ph.D.](#) STUDENT HANDBOOKS RESPECTIVELY.**



## **SECTION II: POLICIES AND PROCEDURES FOR ALL STUDENTS**

### ***Diversity***

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

### ***Compliance Requirements***

The requirements below are **mandatory**, and students who are not in compliance will not be allowed to begin or continue in their programs until all requirements have been fulfilled. Holds are placed on non-compliant students' accounts which will prohibit future course registration. University Health Service assists students in meeting NYS college students, health professionals, and federal OSHA requirements.

- ❑ UR SON students are **required** to submit an initial health history form online and **subsequent yearly screenings** through the University Health Service's (UHS) [UHSCoconnect Portal](#). Students are responsible for payment for annual health screenings if not covered under the University Health Service insurance plan. The form includes immunization information required by NYS Law to be completed prior to students attending courses. A processing fee is charged for the initial and renewal health forms 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 RN to BS program.)
- ❑ If you are a Strong Memorial Hospital employee, you may contact the [Employee Health Office](#) 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.

#### **Initial Requirements Upon Entry:**

1. Completed Health History Form, including a complete immunization history.
2. Completed Allergy and Medication Form.
3. Completed Respirator Medical Evaluation Questionnaire
4. Documented physical examination within 12 months of sufficient scope to confirm that there are no health impairments that would be of potential risk to patients or personnel, or which might interfere with the performance of responsibilities, including the habituation or addiction to depressants, stimulants, narcotics, alcohol or other drugs or substances which may alter the individual's behavior.
5. Documentation of health insurance coverage. All full-time students will be covered and charged for University-sponsored health insurance unless they provide evidence of health insurance coverage that meets University insurance criteria. All full-time students must complete the Online Insurance Process every year.

**FEDERAL, NEW YORK STATE, AND UNIVERSITY HEALTH REQUIREMENTS** For Accelerated Programs for Non-Nurses, Master's, post-master's, DNP, and Ph.D. programs

- ❑ **Measles (rubeola):** Documentation of health insurance coverage. All full-time students will be covered and charged for University-sponsored health insurance unless they provide evidence of health insurance coverage that meets University insurance criteria. All full-time students must complete the Online Insurance Process every year.
- ❑ **Mumps vaccine:** Two (2) doses of live vaccine given on or after the first birthday AND on or after 1/1/69. Serologic evidence of mumps immunity is acceptable for establishing immunity.
- ❑ **Rubella:** One (1) dose of live vaccine given on or after the first birthday AND on or after 1/1/69. Serologic evidence of immunity is acceptable.
- ❑ **Meningococcus:** One (1) dose of vaccine within the last 5 years, or written acknowledgment of receipt of information concerning vaccination and signature declining vaccination.
- ❑ **Tuberculin Skin Test:** Two TST (Mantoux intradermal skin test) and interpretations are required, the first within one year of the second and the second within 3 months of the start of the appointment, unless a history of past positive skin test is reported. Chest x-ray: If the TST is positive, a negative chest x-ray report after a positive TST is required. We also accept QuantiFERON Gold blood tests resulting within 3 months of the start of the appointment. If you have had a baseline two TST with subsequent annual TB assessments completed through your present employer or educational facility: We require documentation of the baseline two TST with interpretations, plus documentation of all subsequent annual TB assessments. The most recent TB assessment must be within the last 12 months of the start of the appointment.
- ❑ **Tetanus-Diphtheria:** Tetanus–Diphtheria (initial series) and booster every 10 years **OR Tdap:** The CDC recommends that healthcare providers who have direct patient contact should receive a single dose of Tdap as soon as feasible if they have not previously received it.
- ❑ **Polio:** All students must have received the polio vaccine. Enter the date of the last vaccination on the form. Either Oral (OPV) or Intramuscular (IPV) forms of the vaccine are acceptable. Serological results/ titers are **not** accepted proof of immunity.
- ❑ **Hepatitis B Vaccine:** The CDC *strongly recommends* hepatitis B vaccination (includes 3 doses of vaccine and post-vaccine titer 1-2 months after the 3rd dose) for all health care professionals. A signed declination form must be completed if the applicant declines the vaccine.
- ❑ **Varicella Status:** Documentation of 2 doses of varicella vaccine or a varicella titer result must be provided. UHS strongly recommends vaccination for any students who have a negative varicella titer.
- ❑ **Influenza and COVID-19 vaccinations** are not required but are strongly encouraged to keep our patients, colleagues, and community safe. Documentation of your vaccination status (whether you got vaccinated or declined) is required by providing proof of vaccination or declination.
- ❑ **Physical Examination:** The Physical Examination for Health Profession Students **MUST** be filled out by a health care practitioner – OR – An accompanying professional/employee health update form must be attached. You can find the [physical examination form here](#). This page must be uploaded as an attachment with your Health History Form via [UHSCconnect](#).

**YOU MUST HAVE OFFICIAL DOCUMENTATION THAT SUPPORTS THE DATES YOU HAVE FILLED OUT ON THE HEALTH HISTORY FORM, OTHERWISE THOSE IMMUNIZATIONS, TITERS, ETC. CANNOT BE ACCEPTED. YOU MUST ATTACH/UPLOAD THE DOCUMENTATION WITH YOUR HEALTH HISTORY FORM.  
EMAIL HHF@UHS.ROCHESTER.EDU OR CALL 585-275-0697.**

**Background Check**

- ❑ The SON requires that ALL matriculated students complete a background check through [Castle Branch](#). Being an employee of URCM is not an exemption from this requirement. If a student has been separated for over one year, a new background check must be completed for matriculation into the current program.

## CPR Certification

- ❑ The SON requires that all students enrolled in the Accelerated Programs for Non-Nurses, RN to BS to MS, Master's NP, MNE, CNL, post-master's, and DNP programs are CPR certified through the **American Heart Association**. Completed certifications must be sent to [SONCompliance@urmc.rochester.edu](mailto:SONCompliance@urmc.rochester.edu).
- ❑ **Professional rescue cardiopulmonary resuscitation (CPR) course**. CPR certification – Basic Life Support (BLS) for the Health Care Provider through the American Heart Association is required upon matriculation.
- ❑ The School of Nursing requires CPR certification through the American Heart Association. We do not accept the American Red Cross or any other certificates that indicate they are taught following the procedures of the AHA. You must be AHA Certified.
  - To find a class, go to [AHA's website](#)
  - Enter your City and State location (ex: Rochester, NY) and click "Find a Class."
  - To the left under "Filters" select the box for "BLS: BLS Provider."
- ❑ Please do not sign up for an online course. Blended learning and classroom learning are acceptable.
- ❑ You may also use [this CPR Course](#) resource located in Helen Wood Hall.
- ❑ You must remain compliant throughout your program, and it is expected that you renew prior to the expiration date if applicable.
- ❑ School of Nursing students who are also medical center employees can submit their most recent RQI certification.

## Learning Modules

- ❑ The SON requires that all students enrolled in the Accelerated Programs for Non-Nurses, RN to BS, RN to BS to MS, Master's, post-master's, and DNP programs complete the following:
  - Child and Minor Safety
  - HIPAA
  - Academic and Professional Integrity(The training is all included as part of the Compliance Course in Blackboard).
- ❑ In addition, students in the ABSN, RN to BS to MS, Master's NP and CNL, LDR, MNE, Post Master's, and DNP programs must also complete the **City-Wide Mandatory In-service training** (completed by mid-semester for new ABSN students) and **ADA Technical Standards**.
- ❑ **Sexual Harassment:** All students are required to complete online Sexual Harassment training through the Compliance Course in Blackboard, and the University distributed separately once annually through an outside vendor, [Get Inclusive](#).

## *Financial Aid*

The University participates in the National Student Loan Clearinghouse (NSLC). The enrollment status of all matriculated students is reported monthly to the NSLC. Most loan companies seek and obtain enrollment information from the NSLC; therefore, loan deferment forms are rarely necessary. When additional verification is needed, forms requiring a signature from a School official confirming student status, enrollment dates, etc., should be submitted to the [SON 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 the [Tuition Benefits website](#). Students enrolled at least half-time (6 credits or more) may apply for federal student loans to cover any portion of charges not covered by tuition benefits.

**Federal and Private Loans.** The Financial Aid Office in Wallis Hall on the River Campus determines financial aid awards. 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. To apply for federal loans, students must complete the Free Application for [Federal Student Aid \(FAFSA\)](#) (School Code 02894) and complete a Master's Promissory Note (MPN) and [Entrance Counseling](#).

Questions regarding the financial aid application process or loan eligibility should be directed to the Financial Aid Office at 585-275-3226. Appointments can also be scheduled for you to speak with your financial aid counselor by calling the Financial Aid Office directly or by using their Calendly link on [Financial Aid's Contact page](#).

**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 [SON Scholarships Team](#). Scholarship opportunities are listed on the [SON 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 Scholarships Team with any questions concerning fellowships, stipends, and grants for specific areas of education/training.

**Scholarships/Grants for Baccalaureate and Graduate Students.** For a complete listing of scholarship/grant opportunities, please visit the [SON website](#).

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

Questions regarding SON fellowships, stipends, and/or grants should be directed to the SON Scholarship Team 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 SON Scholarships Team. For PhD Students, please consult the [PhD Handbook](#) directly.

## Academic Advising

### Academic Advising: Advisor and Student Advisee Responsibilities

Upon Admission, all matriculated students are assigned a faculty advisor. Students will receive notification of the advisor's name and contact information no later than the start of the semester. Students are required to have a degree plan (submitted by their advisors in all programs **except** ABSN) on file in the Registrar's Office. Students are expected to maintain contact with their advisors each semester 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 with 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.
- Connect with the student if an academic alert is issued.
- Meet twice per semester while the student is on probation.

#### The student advisee's responsibilities with the advisor are to:

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

## Academic Records

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

The University considers the following to be directory information:

- Name
- Campus address
- Email address.
- Home address
- Telephone number.
- Date and place of birth.
- Academic fields of study
- Dates of attendance
- Photographs
- Participation in recognized activities and sports
- Degrees and awards
- Weight and height of athletic team members
- Previous educational agencies or institutions attended.
- Other similar information.
  - (See Appendix B for the complete policy of the Family Educational Rights and Privacy Act)

## Student Access to Records

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

The SON also maintains academic information on all students and graduates of the School. Students who wish to examine their hard copy records may do so by making an appointment with the [Registrar](#).

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

- Change of Status Form
- Letters regarding academic action (e.g., probation, separation)
- Approvals for courses taken outside the SON, and the respective transcripts and syllabi.
- Descriptions and evaluations of independent study courses

## Transcripts

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

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

Prior to ordering your transcript, please **inspect your record** via [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 (\$3.90 per destination address)
  - ❑ Hard copy transcripts (\$2.90 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 (\$27.90); Canada/Mexico (\$52.90); all other international (\$52.90)
- \* 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 about the pre-authorization, please contact your bank.

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

### **Address and Personal Information Changes**

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

### **Americans with Disabilities Act (ADA)**

#### **Accommodations Policy**

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

### **Assessment and Evaluation**

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

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

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

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

For additional details about our approach and process for assessment and program evaluation, please see the [University's assessment website](#).

### **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. **ABSN students** are expected to arrive **15 minutes early** for exams. Late arrival to exams is distracting and is not permitted. **Students must take examinations at the scheduled time. If a family emergency occurs, students must notify the instructor within 24 hours of the scheduled exam.**

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

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

Nursing students are covered by the same NYS regulations as nurses and other healthcare workers regarding "fitness to work." The NYS regulation wording is that they must be "...free from a health impairment which is of potential risk to the patient, or which might interfere with the performance of his/her duties..." After an injury or surgery, each student's situation is considered based on 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, the University Health Service, and the clinical unit leadership may all be involved in determining a return to clinical.

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

### **Military Duty**

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

- For any training/drill, deployment, or change-of-station orders: Students will attempt to make arrangements with instructors to maintain and/or make up classwork as needed. Registration for those courses in which instructors accommodate the absence will remain unchanged, and tuition and mandatory fees will be assessed in full for those courses. Service members should provide instructors with maximum advance notice of absences, as well as copies of training/drill, deployment, and/or change-of-station directives from the military, Reserve, or National Guard.

- ❑ Instructors will work with students wherever possible to assign grades as appropriate (including incompletes for work to be made up later).
- ❑ Instructors must accommodate absences of up to two weeks in duration.
- ❑ When unable to make arrangements for successful course completion, notify the SON Registrar: Course(s) will be dropped and the tuition/fees for the course(s) will be rescinded.
- ❑ When unable to make arrangements for unexpected orders requiring longer than a two-week absence, notify the SON Registrar: The student's entire registration will be withdrawn or canceled and 100% of the tuition/fees will be rescinded.

### ***Religious Observance and 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 their religious beliefs will be given an equivalent opportunity to register for class or make up any exam, study or work requirements they may have missed because of such absence for religious observation, without penalties or additional fees."

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

Any student who anticipates absences (including clinical absences) from scheduled educational activities due to religious observances should, to the extent possible, provide advance written notification to the program director of the anticipated days of absence **NO LATER THAN TWO WEEKS FOLLOWING MATRICULATION**. However, approval for an absence will not be able to be considered if the accommodation request 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. There are no classes held on Martin Luther King Day and Juneteenth.

### ***Classroom Behavior and Expectations for Personal Conduct***

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

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

- ❑ Students should make every effort to arrive at class **on time** and to remain in the classroom while class is in session. Coming and going once class has started is extremely disruptive both to the students and to the professor. If a student believes they may need to leave the class early, that student should sit near the exit. Any movement in and out of the classroom, while class is in session, should be done infrequently and with minimal disruption.



- ❑ Except for class-related activities (such as digital tools for quizzes, Poll Everywhere, or other faculty-directed activities), cell phone use in the classroom is not acceptable. Students should place cell phones on silent or vibrate mode during class and defer answering calls and texts until the end of class.
- ❑ Clinical Sites: Cell phones may be used for diagnosis, medications, and treatment options if there is not a computer available for student use, preferably after you explain to the patient and family the reason for using your phone. Cell phones must always be on vibrate mode 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 disposing of any food or beverage containers used while in class.
- ❑ Return desks and chairs to their proper places prior to leaving the classroom.

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

**Social media expectations:**

- ❑ Students should review the latest guidelines found in [URMC's Social Media Toolkit](#).

***Electronic Mail and Etiquette***

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

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

- ❑ In the academic context, all electronic mail (e-mail) correspondence should be considered formal, professional communication.
- ❑ Always include a topic in the "Subject" heading of your e-mail
- ❑ To this end, begin e-mails with a formal salutation ("Dear X," or "Carolyn,").
- ❑ The body (text) of the e-mail should be written in complete sentences, without the use of slang or contemporary e-mail jargon (BTW, LOL, By 4 Now, Where RU, smiley faces [emoticons], etc.).
- ❑ E-mail correspondence should be ended formally followed by your name ("Thank you," "Sincerely," "Best Wishes," etc.).
- ❑ It is strongly suggested that you use an electronic signature for professional correspondence. This should include your full name, credentials, position, and appropriate contact information (office location, office phone number, fax number, etc.).
- ❑ Strive to be concise and to the point; avoid multiple, lengthy paragraphs.
- ❑ Do not include witty quotations, religious verses, or sales pitches in your signature.

- ❑ Do not send e-mails in an academic/professional context that is sloppy, whining, or abusive.
- ❑ Always proofread e-mail prior to sending it. Try to envision what the receiver will see when they open your e-mail. Use the proofreading feature of your communication program.
- ❑ Use the spell-checking function of the program.
- ❑ Do not use ALL CAPS in your correspondence (this is “screaming” in e-mail).
- ❑ Remember that e-mail always provides a very traceable “paper trail.” Do not send an e-mail that is likely to haunt you in the future.
- ❑ Never use foul (obscene) language or send anything that might be considered racist, sexist, libelous, or defamatory.
- ❑ Do not send confidential or HIPAA-protected information in an e-mail.
- ❑ If (when?) you receive an e-mail that makes you see red—close it—think about it overnight and consider whether you should just delete it or compose a response, keeping all the above considerations in mind.
- ❑ Be incredibly careful when responding to e-mails that you use “Reply All” *only* when necessary, or when specifically requested to do so (for example, when setting up a small group meeting). Ask yourself, “Does my response need to go to all 100 people on this mailing list?”
- ❑ Do not forward virus hoaxes, chain letters, jokes of the day, etc.
- ❑ At the most serious extreme, in either professional or academic settings, inappropriate use or content of e-mail may be considered grounds for termination and/or a charge of academic misconduct.
- ❑ E-mail is a very convenient form of communication. Use it thoughtfully. Do not abuse it.

### **Resources for Phishing or Malicious email:**

Occasionally suspicious emails get sent that appear to be coming from the Dean, your professors, or other key people from the School of Nursing but, in reality, are not. Please visit the following link for best practices on how to identify the validity of an email and how to report it for review: <https://tech.rochester.edu/security/phishing-education/>.

## **Academic Awareness and Information**

### ***Registration***

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

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

- ❑ ***Adding Courses.*** Students should always discuss the addition of another course with their advisors. If it is an appropriate action, the course may be added via UR Student prior to its start date. An updated degree plan should be filed. If the class has already begun, course instructor approval is required, and the course change must be processed by the SON Registrar’s Office.

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

Full-time graduate students taking at least nine credit hours per semester may audit courses free of charge in the SON when approved by the student's advisor, the course instructor, and the appropriate Associate Dean.

- ❑ **Change in Enrollment Status.** A student who is contemplating a change in status in the program (leave of absence, etc.) should discuss this with their advisor. A change in status usually means a change in financial aid eligibility as well as time to degree. Students receiving financial aid are advised to check with the Financial Aid Office prior to changing their status to see if their aid will be affected. Students receiving SON Scholarship support should also check with the SON Financial Aid Coordinator. Because of limited resources, the SON cannot guarantee the continued availability of a tuition fellowship or traineeship award.
- ❑ **Leave of Absence:** Students who will not register for coursework each term, including summer, at the SON must complete the Leave of Absence form. If the Leave is granted, the student will continue to receive preregistration reminders for the next semester and other student communications and will retain the privilege of resuming study without going through the process of reapplication. A revised degree plan must be filed upon reentry, but preferably when the Leave is initiated. The Leave will be limited to three (3) semesters, including summer, except the ABSN program. Students in the ABSN program will be limited to one semester of Leave. Students are not guaranteed a clinical slot upon return to the program. Students on LOA lose eligibility for student loan deferments and University Health Insurance. Ph.D. should refer to the [PhD Handbook](#) for Leave of Absence and Return from Leave processes.

- ❑ **Withdrawal from SON:** The student will:
  - Seek the advice of an advisor.
  - Contact the School of Nursing Registrar

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

- ❑ **Continuous Enrollment.** Matriculated students must maintain continuous enrollment by registering for at least one course at the UR each Fall, Spring, and Summer semester. If this is not possible, complete the Leave of Absence form online prior to the beginning of the semester. Consult with your advisor prior to 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. Summer coursework is not required in the Ph.D. program.
- ❑ **Course Cancellation.** On rare occasions, courses may be canceled due to low enrollment. Registered students will be notified of course cancellation by the Registrar's Office.
- ❑ **Degree Plan.** The degree plan outlines the student's intended plan of study for the duration of enrollment in the program at the UR. The degree plan is intended to:
  - Assist the student and advisor in discussing the student's career goals and plan for completion of the program.
  - Plan the ideal sequence of courses taking into consideration prerequisites, co-requisites, the student's learning needs, and the intended time for completion of the program.
  - Allow administrators to forecast enrollment and plan resources for courses.
  - Identify cohorts of students for clinical course enrollment and progression.

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

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

A course may be waived from a student's program of study after a student has taken a course similar in content that has been approved for substitution by the student's advisor, course faculty, and Program Director. The student is required to take additional coursework to make up the credit and fulfill the objectives of their academic program. The request form for this transfer credit can be found on the [SON website](#).

- ❑ **Independent Study.** With the approvals of the advisor, Program Director, and appropriate Associate Dean (see [Organization of the School of Nursing](#)), 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. The designated instructor and student design course objectives and learning experiences necessary to meet them. Materials are prepared using the Independent Study form. The completed form is submitted by the student to their advisor/faculty member and lastly to the appropriate Program Director and appropriate Associate Dean for final approval of the curricular integrity of the proposed independent study. The course numbers used to register for the non-clinical independent study are as follows;

NUR 391 for Baccalaureate students, NUR 491 for Master's and Advanced Certificate students, and NUR 591 for Doctoral students.

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

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

A full-time Master's, Advanced Certificate, Ph.D., or DNP student is defined as a student who registers for nine credits within a given semester. "Half-time status" for students in all programs for federal financial aid and loan deferment purposes is at least six credits.

- ❑ **Maximum Time for Completing Degree Requirements:** RN to BS, Master's, and Advanced Certificate candidates must complete all the requirements within **five years** after matriculation. Ph.D. and DNP students entering with a Master's degree must complete all the requirements within six years after matriculation; within seven years if entering with a Bachelor's degree. ABSN students in the 12-month program must graduate within 2 years after matriculation. ABSN students in the 24-month program must graduate within 4 years of matriculation. Students in combined degree programs will be evaluated for time to degree per degree. All students must maintain continuous enrollment for each term after matriculation. Students who, for good reason, have been unable to complete a program within the stated time frame may request an extension of time via the [Petition for Exemption to Policy](#). Such an extension, if granted, will be of limited duration. Ph.D. students do not use the Petition for Exemption to Policy form from the School of Nursing. Please refer to the [Ph.D. Student Handbook](#).
- ❑ **Nonmatriculated Study** (not formally admitted to a degree program in SON). A person wishing to take a course or courses not leading to a degree or certificate program may register for a course open to non-matriculated students. Evaluation of such work for inclusion in a degree program is reviewed upon admission and is limited to a maximum of 1/3 of the total program credits. Clinical/Lab courses are not open to non-matriculated students with the exception of fast-track courses and Registered Nurse First Assist (NSG 315, 322, 323, and 488).
- ❑ **Overload** ABSN 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. In general, courses from degree-granting colleges and Universities can be reviewed for transfer. Coursework from for-profit online learning platforms will not.

**For Baccalaureate students**, the review of official transcripts to award transfer credits occurs during the admission process and after matriculation whenever the SON Registrar's Office receives an official transcript. 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.

**For the MS degree**, the total amount of transfer and waiver credit should not exceed 1/3 of the total program credit hours. Students may request credits for transfer via the [Transfer for Credit Request Form](#).

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

- ❑ The subjects form an integral part of the proposed program of study.
- ❑ They are taken within five years of the date of matriculation.
- ❑ They carry a grade of B- or higher.
- ❑ They are approved by the advisor, faculty reviewing the course(s), and/or the Program Director.
- ❑ For graduate students with a previous MS degree, the NUR 401 Foundations of Scholarly Writing in the Health Professions course is waived. One credit from the previous MS degree will be transferred from a writing-intensive course in that program.

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

### **Grading System**

**Grade Reports.** Grades are available to students and their advisors via the UR Student information system. Students should check their total hours, grade points, and cumulative averages to be sure they are correct. Students may obtain an unofficial transcript via UR Student by using the Generate Unofficial Transcript task. 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.

#### **Undergraduate Grading\***

A student must earn an overall course average of 73.00%. **Grades will not be rounded up.**

**The following grading scale is used for the undergraduate programs:**

<b>Numeric Grade</b> (Blackboard)	<b>Letter Grade</b> (UR Student/Transcript)	<b>Grade Points</b> (UR Student/Transcript)
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1
60-62	D-	0.7
Below 60	E	0.0

**ABSN only\*:** A student must earn at least an **overall course and exam average** of 73.00% exam average in a course and 73.00% overall average in the same course to pass the course. **Grades will not be rounded up.** Detailed information about grading in ABSN courses can be found in Appendix J.

#### **Graduate Grading:**

Grades will be rounded up so that 0.5 (and above) rounds to the next full number (for example, a grade of 79.5 will round up to 80; rounding is only to the tenths; for example, 79.47 does not round up to 80).

**The following grading scale is used for the graduate programs:**

<b>Numeric Grade</b> (Blackboard)	<b>Letter Grade</b> (UR Student/Transcript)	<b>Grade Points</b> (UR Student/Transcript)
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
70-79	C	2.0
Below 70	E	0.0

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

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

P Pass/E Failure (undergraduate) **and** S Satisfactory/E Failure (graduate) may be used on some courses. 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.

**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. An incomplete grade cannot be used as a substitute for a failing grade when the student is doing unsatisfactory work. To post an incomplete grade, an incomplete contract must be established by the student and course faculty and must be on file with the Registrar's Office via the electronic Incomplete Contract. Typically, incomplete coursework 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.

If the incomplete course is a prerequisite to another course, the student cannot progress to the next course until the prerequisite course is complete. Under unusual circumstances, the time to complete the assignments may be extended with an extension to the Incomplete Contract.

**N Grade.** An N grade can initially be posted when a grade is not yet available due to extenuating circumstances. The N grade is temporary and must be resolved with a grade 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, matriculated students in the SON who receive unsatisfactory grades may be allowed to re-register for the course. Credit will be given only once, and the grade point average will be computed only with 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. If a clinical 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*. Review the [University's credit hour policy](#).

### ***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. A student may grieve an assignment grade, exam grade, or final course grade. A student may not grieve a class participation grade.

#### Step A:

The process starts by first discussing the problem or concern with the course faculty who assigned the grade **within 72 hours (three calendar days)** of receiving the grade. This can start as a discussion, however, contact must also be made via university email **within 72 hours (three calendar days)** of receiving the grade. 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 faculty member(s) with a response to the concern. If the student is dissatisfied with the outcome, they should proceed to step B.

#### Step B:

Students should contact the Program Director(s)/Specialty Director via university email **within 72 hours (three calendar days)** of receiving the course faculty member's decision with the following:

- A description of the problem, why the results of the previous step in this procedure were unsatisfactory to the student, and a statement that explains how the student believes this problem can be solved.
- Document files (i.e., PDF) of all materials and communications about the problem and the grievance procedure.

The Program Director(s)/Specialty Director will respond with one of the following:

- Rule that the problem is not grounds for a grievance, which then ends the grievance procedure.
- Rule on the problem.

If the student is dissatisfied with the outcome, they should proceed to step C.

#### Step C:

Undergraduate students should contact the Associate Dean for Undergraduate Education via university email **within 72 hours (three calendar days)** of receiving the Program Directors' decision with the following:

- A description of the problem, why the results of the previous steps in this procedure were unsatisfactory to the student, and a statement that explains how the student believes this problem can be solved.
- Document files (i.e., PDF) of all materials and communications about the problem and the grievance procedure.

MS and DNP students should contact the Senior Associate Dean for Graduate Education and Innovation via university email **within 72 hours (three calendar days)** of receiving the course Program Director/Specialty Director's decision with the following:

- A description of the problem, why the results of the previous steps in this procedure were unsatisfactory to the student, and a statement that explains how the student believes this problem can be solved.
- Document files (i.e., PDF) of all materials and communications about the problem and the grievance procedure.

PhD students should contact the Senior Associate Dean for Research via university email **within 72 hours (three calendar days)** of receiving the Program Director's decision with the following:

- A description of the problem, why the results of the previous steps in this procedure were unsatisfactory to the student, and a statement that explains how the student believes this problem can be solved.
- Document files (i.e., PDF) of all materials and communications about the problem and the grievance procedure.



The Associate Dean for Undergraduate Education, Senior Associate Dean for Graduate Education and Innovation, or Senior Associate Dean for Research will respond with one of the following:

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

### ***Academic Alerts***

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

**The faculty/instructor will complete this form when a student exhibits challenges in either class, lab, or clinical with:**

- Attendance
- Submitting assignments on time or at all
- Performance on assignments or exams that do not meet progression standards.
- Inappropriate or disruptive behavior.

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

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

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

If applicable, a [Care Contract](#) may be implemented for an at-risk student; This contract is modeled on that of the River Campus.

### ***Progression and Probation***

Satisfactory final course grades are defined as:

- Undergraduate courses: a grade of C or higher
  - A student in the APNN program must attain a grade of C+ or higher, see Appendix J for APNN grading policies.
- Graduate courses: a grade of B- or higher,

If a student attains a WE (withdraw failing) grade in a course, this is considered an unsatisfactory final course grade.

**Progression** requires attaining the minimum grade for the program as defined above. If a student receives an unsatisfactory grade in a required course, then the program committee will make a recommendation to the Student Affairs Committee to either (a) be placed on probation and 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.

### **A. Probation**

Students on probation will be notified by an official letter, which outlines any requirements a student needs to complete.

- Regular meetings with their faculty advisor and revise their degree plan.
- Regular meetings with the Student Success Coach and complete the Academic Probation Reflection Exercise.
- Attain a satisfactory course grade at the School of Nursing (cannot be taken elsewhere for transfer credit). If this course is a prerequisite to another course, it must be completed prior to progressing to that course.
- Attain minimum credit completion.

Probationary status will be removed when students has fulfilled all items as outlined in the Probation letter and the Student Affairs Committee recommends that probationary status be discontinued.

### **B. Temporary Suspension**

In extenuating circumstances, a student may be prohibited from taking classes for a period of time. This temporary suspension is a mandatory Leave of Absence.

### **C. Separation**

If a student attains an unsatisfactory final course grade separation may occur. If a student attains multiple unsatisfactory final course grades separation will occur. Students who are separated once can be considered for future readmission by submitting a new application. Students who are separated twice will not be readmitted.

The Student Affairs Committee will base the final decision on the student's total academic record to date. in conjunction with program recommendations and Associate Dean for Education and Student Affairs.

### **Progression in a Combined Program**

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

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

Students in the AMPNN program 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 the MS Subcommittee. Students must also complete the RN licensure examination (NCLEX) prior to enrolling in clinical coursework in the Master's Program. Students are strongly advised to complete the RN licensure examination (NCLEX) *prior to* beginning Master's level coursework. Students **must** pass the NCLEX within 6 months of completing the SON Bachelor's degree to continue Master's coursework. In addition, students must have their RN license prior to beginning specialty coursework and 6 weeks prior to starting clinical courses. Failure to complete the NCLEX requirements as described will result in a mandated Leave of Absence or administrative withdrawal from the program.

### ***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 completed the requirements for the degree as established by the SON and the University. Students are graduated under the terms of the curriculum plan in place upon their admission to the SON. The graduation requirements for students receiving the BS degree are as follows:

- ❑ Minimum of 128 semester credits are required for graduation.
- ❑ Time limit of two years for the ABSN 12-Month Program
- ❑ Time limit of four years for the ABSN 24-Month Program
- ❑ Time limit of five years for RN to BS
- ❑ Cumulative grade point average of 2.0 for all courses taken.
- ❑ Minimum of 32 nursing credits from SON for RN to BS students and 49 nursing credits from SON for ABSN students.
- ❑ Must have continuous enrollment.

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

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

Graduation requirements for the **Ph.D. and DNP** are as follows:

- ❑ 90 credits beyond BS or BA required (Ph.D. only); DNP program credits determined by clinical specialty; at least 1000 clinical hours required (DNP only).
- ❑ 60 credits beyond MS or MA (Ph.D. only)
- ❑ Continuous enrollment is required. (Fall and Spring for Ph.D., Fall, Spring and Summer for DNP)
- ❑ Six-year time limit to degree completion for students entering with a Master's Degree; and a seven-year time limit for students entering with a Bachelor's Degree. (extensions granted via petition; Refer to University Regulations and SON Ph.D. handbook for Ph.D. extensions)

Upon recommendation of the Registrar, the faculty votes on Bachelor's, Master's, and DNP students who are eligible to graduate. The Registrar assures 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 the 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), Ph.D. students receive a Doctor of Philosophy degree (Ph.D.), and DNP students receive a Doctor of Nursing Practice degree (DNP). Advanced Certificate graduates receive a certificate of completion from the SON.

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

Attendance at the Commencement exercises in May is strongly encouraged. Degree participants in the ceremony are required to wear academic regalia, which can be purchased through the UR Barnes and Noble bookstore. Nursing pins are given to all graduating Baccalaureate students. Diplomas will be mailed directly to all graduates following degree conferral.

All degree students, including those who completed their requirements at the end of the preceding Fall semester or in February, are listed in the program and invited to participate. Students who have additional coursework to complete during the summer to meet their requirements are also included in Commencement in May.

## 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 a high scholarship and outstanding skills in the basic course in Psychiatric Nursing.
- ❑ **The Registered Nurse Award** is presented to a graduating registered nurse student who has integrated the philosophy of baccalaureate nursing education, achieved high academic standing, demonstrated outstanding ability to practice professional nursing, and shown evidence of strong leadership potential.
- ❑ **Mabel Sine Wadsworth Award** is presented to a Baccalaureate student who has excelled in the women's health care area.
- ❑ **Clare Dennison Prize** is awarded to an Accelerated Program for Non-Nurses student who has shown the most outstanding proficiency in general nursing care during the Accelerated Program for Non-Nurses and who has demonstrated promise of continuing excellence. This award is given at Fall Convocation and Commencement.
- ❑ **The Class of 1959 Nursing Award** is awarded annually to an existing ABSN 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, and 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 several 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 Master's in Nursing Education faculty recognizes a graduating nursing education student who demonstrates academic excellence, educational leadership, and outstanding ability in evidence-based teaching as an academic or clinical educator.

### Doctoral Student Awards

The following are awarded to Ph.D. 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 Ph.D. 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 Ph.D. Student Scholarly Practitioner Award** recognizes a Ph.D. 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 Ph.D. student and recognizes a Ph.D. student whose research demonstrates a commitment to personalizing healthcare encounters and/or enhancing access to healthcare.
- ❑ **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.

### **Other Awards (open to students in all programs)**

#### **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 the Fall Convocation.

## ***Latin Honors***

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

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

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

## ***Sigma Theta Tau International (Nursing Honor Society)***

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

### **International:**

#### **Vision**

Connected, empowered nurse leaders transforming global healthcare

#### **Mission**

Developing nurse leaders anywhere to improve healthcare everywhere.

### **International Strategic Goals**

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

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

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

### **Criteria for Membership**

#### **Baccalaureate or equivalent students must:**

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

#### **Graduate students must:**

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

#### **Nurse Leaders must:**

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

### **Award Opportunities**

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

### ***School of Nursing Alumni Relations***

The Office of Advancement and Alumni Relations for the School of Nursing:

- ❑ Promotes communication between alumni and the school.
- ❑ Facilitates student mentoring and alumni engagement through the Meliora Collective
- ❑ Hosts local and regional student, alumni, and donor events, including National Nurses Week and Meliora Weekend reunion gatherings.
- ❑ Recognizes outstanding volunteers and distinguished alumni.
- ❑ Enhances alumni support for the School via fundraising initiatives.

The Meliora Collective is a networking and mentorship platform for the entire University of Rochester community. When you join, you will find over 10,000 alumni and fellow students who have created a profile and look forward to connecting with you. Please visit here to [join the Meliora Collective](#). To stay connected to the School of Nursing post-graduation, please [update your contact information](#).

The Alumni Relation's office is in the Larry and Cindy Bloch Alumni and Advancement Center, 300 East River Road, Suite 207, Box 278996, Rochester, NY 14627. For questions, please contact Melissa L. Head '99W (MS), Executive Director of URMCAcademic Programs, at 585-273-2980, or Mia C. Cannon, Senior Director of Alumni Relations, and Volunteer Engagement, URMCAcademic Programs at (585) 273-4105.

### ***Refunds – Tuition Refund Schedule***

#### **School of Nursing Refund Policy for Dropping a Course**

- ❑ This policy defines the institutional tuition refund per course when a student voluntarily drops or withdraws from a course during a period of enrollment. The following schedule for tuition refund is to be applied to the individual course.
  - Calendar days 1-7 = 100% refund
  - Calendar days 8-14 = 75% refund
  - Calendar days 15-21 = 50% refund
  - Calendar days 22-28 = 25% refund
  - After calendar day 28 = 0% refund
- ❑ **Note: The above policy does not apply to students who voluntarily or involuntarily withdraw from their program or take a leave of absence. See the latter half of this section for these guidelines.**

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

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

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

Students receiving financial aid are advised to check with the Financial Aid Office prior to changing their status to see if their aid will be affected. Students receiving SON Scholarship support should also check with the [SON Scholarship team](#).

#### **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 prior to the time when they will have completed 60% of the period of enrollment will have their institutional charges and institutional aid adjusted based on a daily proration of attendance. Federal financial aid is adjusted as described below. A student who withdraws or takes a leave of absence after the 60 percent point of the period of enrollment will receive no refund of institutional charges or financial aid for that term. ***(It is important to note, however, that this is likely to impact renewal eligibility for financial aid in the next period of enrollment. For more information, contact the financial aid counselor and/or see the Satisfactory Academic Progress policy for details.)***

- Per Federal regulations, a student earns their aid based on the period they remain enrolled, including during the first week of classes. Unearned Federal Title IV funds, other than work-study, must be returned to the appropriate federal agency. During the first 60% of the enrollment period, a student earns Title IV funds in direct proportion to the length of time they remain enrolled. A student who remains enrolled beyond the 60 percent point earns all the aid for the payment period.
- For example, if a period of enrollment is 100 days and the student completes 25 days, then they have earned 25 percent of their aid. The remainder of the aid must be returned to the appropriate federal agency. Unearned aid must be returned to the specific programs, in order, up to the total net amount disbursed from each source. The order of return is as follows: Unsubsidized Direct Loan, Subsidized Direct Loan, Perkins Loan, Direct Graduate PLUS Loan, Direct Parent PLUS Loan, Pell Grant, FSEOG, Iraq & Afghanistan Service Grant

## **Guidelines to Assure a Professional and Respectful Learning Environment**

### ***University of Rochester Medical Center ICARE Values:***

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

### ***Learning Environment***

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

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

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

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



learners, faculty, and staff.

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

### ***Expectations and Responsibilities for All Learners, Faculty and Staff***

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

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

#### ***Policies and Reporting Procedures***

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

- ❑ The University's [Nondiscrimination statement](#)
- ❑ The University's [Policy Against Discrimination, Harassment, and Discriminatory Employment Practices \(PADH\)](#), which describes prohibited conduct in detail and provides procedures for addressing complaints, covers behavior by staff, faculty, contractors, and visitors at the University.
- ❑ Policies and procedures addressing behavior by students, including discrimination and harassment based on protected class as well as other violations, are addressed by the [Standards of Student Conduct](#)
- ❑ The University's [Title IX Policy](#) applies to all University staff, faculty, students, contractors, patients, and visitors and prohibits discrimination and harassment based on sex. It has detailed procedures that apply to complaints of sexual harassment as defined in that policy.
  - Additionally, Title IX and New York State laws prohibit discrimination based on pregnancy and parental status. Please refer to the following fact sheet from the U.S. Department of Education's Office of Civil Rights about the University's obligation [to accommodate pregnant students](#).
  - For more information on how to support students who may be pregnant or parenting visit [this](#) website.
  - To request supportive measures for pregnant or parenting students please [reach out to Title IX staff](#)
  - What types of supportive measures are offered for pregnant or parenting students?
    - Assistance with course load and scheduling
    - Excused absences for pregnancy, childbirth, and recovery from childbirth<sup>[1]</sup>
    - Classroom modifications such as requesting a larger desk.
    - Permitting temporary access to elevators
    - Rescheduling tests or exams
    - Options for making up missed work.
    - Restroom or other breaks during class as needed.
- ❑ The University's Student Sexual Misconduct Policy (SSMP) is focused on sexual misconduct committed by students and applies to prohibited sex-based student behaviors not covered by the University Title IX Policy or the PADH. The SSMP explains the procedures for addressing complaints, sets forth sanctions, and provides information about the rights of, and the resources available to support, individuals who believe that a University of Rochester student has engaged in sexual misconduct as defined in that policy.

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

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

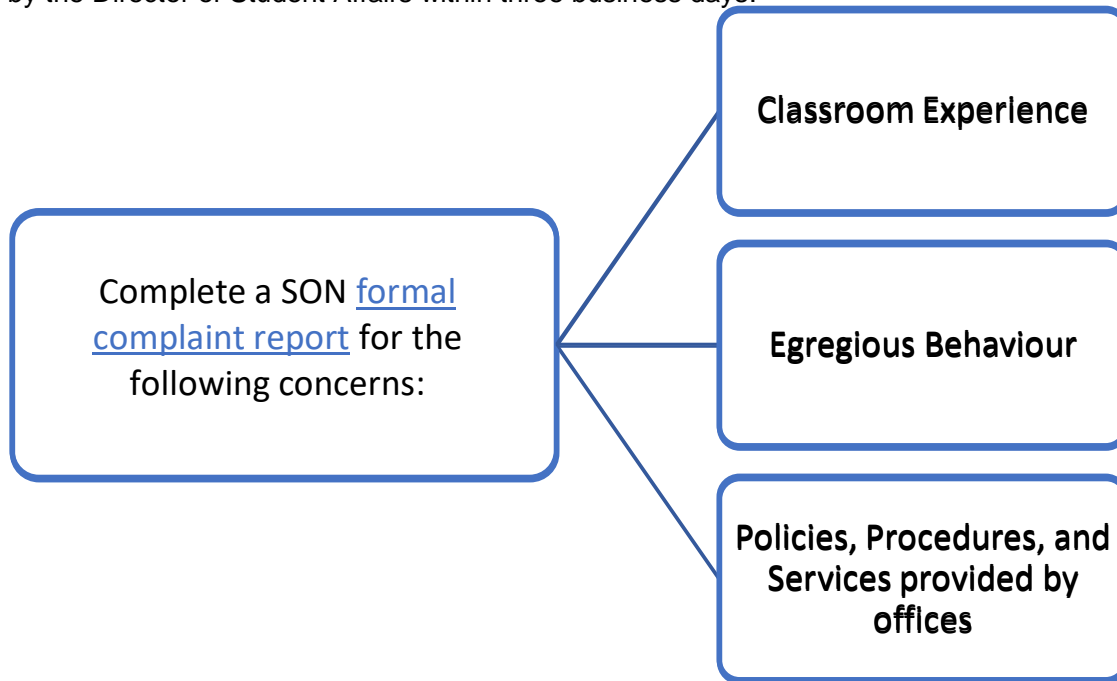
For School of Nursing-related concerns please refer to the Formal Complaint Process.

### **Formal Complaint Process**

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

A formal complaint is a written report of dissatisfaction about a classroom experience (in person, virtual clinical, or other learning environment), egregious faculty or staff behavior that violates Meliora and ICARE values, or policies, procedures, and services provided by offices.

If a student submits a formal complaint related to classroom experience (in person, virtual clinical, or other learning environment), egregious faculty or staff behavior, or policies, procedures, and services provided by offices they will be contacted by the Director of Student Affairs within three business days.



### **Malpractice Insurance**

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

### **Mandatory Health Fee and Health Insurance**

All full-time students participate in the Student Health Plan, which includes the mandatory health fee and health insurance. Coverage is from August 1 through July 31, as long as the student remains a full-time student. The health fees are charged on the student's tuition billing statement. All full-time students pay the mandatory health fee. 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 website](#). Each year, all full-time students must complete the online Health

Insurance Enrollment/Waiver Process prior to the start of classes to select their insurance for the year. The link to the online insurance process is on the [UHS website](#).

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 website](#) in "Health Insurance for Full-time Students". Questions about health insurance should be directed to [their advisors](#).

### ***Patient Records/Patient Information***

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

### ***Personal Safety***

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

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

### ***Reporting a Crime***

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

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

The information can help put in place corrective measures to safeguard you and others in the future and it also helps the University keep more complete records and assess whether there is a pattern.

After you report a crime, DPS can suggest where you may get follow-up assistance. These may include your insurance carrier, our crime prevention staff, the office of the Dean of Students, a Human Resources staff member, or other law enforcement contact. If you recall helpful information after filing a report, contact us as soon as possible.

The University's annual security and fire safety compliance document, *Think Safe*, is available on the [Department of Public Safety's website](#).

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

### ***Identification: University I.D. Card***

The University of Rochester ID card is provided at no charge to all students enrolled at the SON, including all matriculated and non-matriculated students. All new students will be photographed for an Identification card and must bring a government/state ID or Passport to receive their student ID card. It is both necessary and useful for checking out books from the library, cashing checks, identification, and admission to various campus buildings and events. Your University ID card must be always worn 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. To receive student privileges that differ from employee benefits, the student may request a letter from the SON Registrar.

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

#### **ID Offices and locations:**

- ❑ The Medical Center ID office is located at G-7009
  - Mon-Fri 8:00 am – 4:30 pm
  - 585-273-2000
  
- ❑ River Campus ID office is in Susan B. Anthony Hall
  - Mon-Fri 8:00 am – 4:30 pm
  - 585-275-3975

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

### ***Policy on Academic and Professional Integrity***

#### **Introduction:**

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

SON earnestly and honestly. We *must* 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 outlined in this policy relating to academic and professional integrity. Members of the SON community share in the obligations to promote honesty, respect, and responsibility in all aspects of our academic and clinical work.

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

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

#### **To whom does the policy pertain:**

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

#### **Violations of Academic or Professional Integrity:**

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

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

**Plagiarism:** Plagiarism is a form of academic dishonesty and is committed when an individual uses the ideas or writings of another as one's own without appropriate attribution or citation. Plagiarism is literary theft, regardless of whether it is *intentional or unintentional*. Examples of plagiarism include but are not limited to:

- Failure to cite works used in assignments.
- The submission of papers or assignments that are purchased or that were originally authored by another person or previous student.

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

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

- A student changes an assignment after submission and then challenges the instructor's evaluation.
  - A student invents a reference source or provides a false claim of how the information was obtained; false citation of a source of information (e.g., listing an author, title, or page number as the source for the obtained information, but the material came from another source). (See also plagiarism)
  - A student forges signatures or falsifies information on forms, such as clinical logs, preceptor evaluations, forms, petitions, letters of excuse or permission, grade reports, or any SON or university document.
- **Cheating:** Cheating is the attempted or unauthorized use of assistance, materials, information, notes, study aids, technology, or communication during an academic exercise. Examples include:

- Fabrication of data.
- Taking an examination or completing an assignment for another student.
- Obtaining or providing test information to another student.
- **Collusion:** Collusion occurs when students collaborate 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 **must** maintain the confidentiality of protected health information (PHI) of those they serve. All personal health information is to be protected in any verbal, written, or electronic setting. Discussion of personal information in a public setting constitutes a breach of confidentiality, as does the inclusion of PHI in any written submitted work.
- **Nondiscrimination:** It is unethical for a student to refuse to participate in the care of a person based on that person's race, religion, ethnicity, socioeconomic status, health/disease status, gender, age, sexual orientation, or gender identity. It is ethical for a pregnant student to refuse to participate in activities that pose a risk to their unborn fetus.
- **Professional Demeanor:** All students are expected to always demonstrate a professional and respectful demeanor 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 to avoid misrepresentation of licensure and certification status.

Students are expected to ensure patient safety by working within the scope of practice, seeking assistance when patient needs exceed the student's capacity, and refraining from the use of alcohol, illicit drugs, or medications that may cause impairment. Students are expected to refrain from engaging in romantic, sexual, or other nonprofessional relationships with patients or faculty.

- **Respect for Property:** Students are expected to behave in a manner that demonstrates respect for property, including buildings, green spaces, tangible goods, intellectual property, technology, and equipment. Respect for property also involves helping to foster a positive and supportive learning environment. This standard requires

students to respect personal and institutional property, inside and outside the University of Rochester School of Nursing community. Violations of respect for property include but are not limited to property damage and theft.

### **The Committee on Academic and Professional Integrity (CoAPI)**

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

### **Composition and Selection of the Committee:**

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

### **Responsibilities of Committee Members:**

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

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

- ❑ Cases of suspected academic or professional misconduct involving matriculated and non-matriculated nursing students will be acted upon first by the SON faculty and referred to the Associate Dean for Enrollment Management and Student Affairs or appointed designee.
- ❑ Ignorance of the UR and SON standards does not excuse academic or professional misconduct.
- ❑ Students will be presumed not responsible for wrongdoing until responsibility has been determined per the



procedures outlined below.

- ❑ Students have the right to appeal any judgment and/or sanction per the procedures outlined below.
- ❑ Every effort will be made to see that proceedings will be prompt and that final decisions will be rendered promptly.

**Procedures for Reporting: Instructor Resolution Process:**

- ❑ If an incident of academic or professional misconduct is suspected, the faculty member will meet with the student to address the concern. If the faculty member determines the incident is minor and likely related to inexperience, and the student demonstrates an understanding of the seriousness of the problem and agrees to take positive action to remedy the situation and not repeat the offense, the faculty member will complete a **SON Counseling Form**. The faculty member may choose to impose sanctions or not. Consultation with the Program Director or Associate Dean for Enrollment Management 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 Enrollment Management and Student Affairs for review. It will be kept on file in a confidential digital file until the student's graduation or separation from the SON. The program director and the specialty director will be notified of the Counseling Form filing whether or not a sanction is given.
- ❑ **SON Academic and Professional Misconduct Counseling Form:**
  - **Without Sanction** - used to address minor violations where faculty considers the experience level of the student and potential educational opportunity that exists with counseling.
  - **With Sanctions** - used to address minor violations; however, the faculty member has decided to impose a sanction (e.g., point deduction/grade reduction).

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

- ❑ If the incident is not resolved at the instructor level, or if the faculty member deems the violation to be more serious (i.e., repeated minor violation or higher violation; see sanctioning guidelines), then the faculty member will review their concerns with the student and verbally notify the student that the incident is being forwarded to the Associate Dean for Enrollment Management and Student Affairs for further review.
  - The faculty member will complete an Academic Integrity and Professional Misconduct Reporting Form and send this to the Associate Dean for Enrollment Management and Student Affairs, who will review the form, including meeting with the person(s) involved, and will decide whether to:
    - Dismiss the case or
    - Forward the case to the CoAPI for further investigation.

- ❑ If the Associate Dean for Enrollment Management and Student Affairs or appointed designee rules to **dismiss** the case, they will inform the faculty member and student in writing.

If the Associate Dean for Enrollment Management and Student Affairs or appointed designee rules that the case should be considered suspected misconduct, they will contact the CoAPI chairperson and will forward the Professional Misconduct Reporting Form to them.

- ❑ The student will be offered the opportunity to review a copy of the facts of the incident containing the allegation that was provided by the faculty member.

**The CoAPI Chairperson will:**

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

If the suspected misconduct involves research and/or scientific inquiry, the matter will be evaluated using to process outlined in the [University of Rochester's Graduate Bulletin](#).

### **Academic and Professional Integrity Hearings:**

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

alleged violation was committed.

- Only after a finding of responsibility has been made by the ad hoc Committee will it be notified by the Associate Dean for Enrollment Management 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.
  - 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 Enrollment Management and Student Affairs.
  - Any hard copies of the original materials related to the case will be returned to the Associate Dean for Enrollment Management and Student Affairs. Digital recording will be saved in a password-protected electronic file.
- If an **undergraduate** student is deemed responsible:
- The Associate Dean for Enrollment Management and Student Affairs will review the CoAPI's findings and can accept or modify the committee's recommendations as the final determination.
  - The Associate Dean for Enrollment Management and Student Affairs will:
    - Inform the Associate Dean for Undergraduate Education and Student Affairs/SON Dean of the recommended sanction(s) and
    - Notify the student in writing of the outcome and imposed sanction(s) as well as their right to appeal the decision.
      - Notify the CoAPI chair of the decision.
      - The reporting faculty member and program/specialty director will also be notified of the decision by the CoAPI chair.
- If a **graduate** student is deemed responsible:
- The Associate Dean for Enrollment Management and Student Affairs will:
    - Inform the Associate Dean for Graduate Education and Innovation/SON Dean of the recommended sanction(s) (as an FYI).
    - Forward their recommendations to the Vice Provost and University Dean for Graduate Studies to render a final decision following University of Rochester policy.
  - The Vice Provost and University Dean for Graduate Studies will impose any necessary sanction(s) and will:
    - Notify the student in writing of the outcome and imposed sanction(s) as well as their right to appeal the decision.
    - Notify the Associate Dean for Enrollment Management and Student Affairs, who will notify the CoAPI chair.
    - The reporting faculty member and program/specialty director will also be notified of the decision by the CoAPI.

## Sanctioning Guidelines:

- The table below reflects examples of sanctions. This table is meant to serve as an example and does not represent all possible sanctions. The School of Nursing and the University have the right to impose different sanctions than appear in the table, based on the facts and circumstances of the specific case. The table has been adapted from The Pennsylvania State University, and sanctions are based on the type of offense.
  - **Type of Offense**
    - **Minor Violations** (May be managed at the course level):
      - Submitting work that misrepresents or does not fairly acknowledge the contributions of others **due primarily to inexperience**.
      - Unauthorized collaboration on assignments when the identical work **constitutes a small portion of the work submitted**.
      - Other behavior not directly linked to course work that is judged by the faculty or Associate Dean for Enrollment Management and Student Affairs to be minor and having an academic implication.
    - **Moderate violations** (Refer to Associate Dean for Enrollment Management and Student Affairs) Moderate violations are quantitatively and/or qualitatively more severe than minor violations, as follows:
      - Unauthorized collaboration on assignments in which the identical work is more than a small portion of the work submitted.
      - Submission of work done for another course, or work done in a previous attempt of a repeated course without instructor permission.
      - Providing a fraudulent excuse for missed coursework or when requesting an extension on an assignment or a rescheduled exam.
      - Facilitating or permitting copying of one's work by another student.
      - Falsifying a signature on any official university document (e.g., drop/add form, UHS form, attendance sign-in sheet).
      - Misuse of college-issued username and password.
    - **Major violations** (refer to Associate Dean for Enrollment Management 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.
      - Plagiarism
      - Receiving unauthorized assistance on quizzes and exams
      - Deliberately denying others access to library or course materials.
      - Facilitating or permitting cheating by another student on a quiz or exam.

- Submitting an altered exam for re-grading.
- Fabrication or falsification of data, information, citations, etc.
- Unauthorized distribution or publication of course-related materials.
- Impeding the investigation or conduct of any CoAPI matter.
- Obtaining an examination prior to its administration.

### **Sanctioning Table**

<b>Violation</b>	<b>Considerations</b>	<b>Offense: Academic Sanction Range</b>
<p><b>Copying:</b> examples include a student looking at another student's work during an exam, a student copying an assignment from another student, and students exchanging color-coded exams for the purpose of copying.</p>	<p>In determining severity, consider the weight of the exam or the assignment as related to the total percentage of the course grade, the frequency of copied answers or the amount of copied material, whether or not it was premeditated or spontaneous, and any other significant factors.</p>	<p><b>Minor:</b> Reduced exam or assignment grade to 0 for assignment or exam</p> <p><b>Moderate:</b> 0 for assignment or exam to the reduce course grade</p> <p><b>Major:</b> E for course</p>
<p><b>Submitting Another Person's Work as Your Own or Submitting Another Person's Work Without Proper Citation:</b> for example, a student submits work created by another person as their own; a student presents information indicating it is not the student's 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 the course grade, whether or not the fabrication or plagiarism was a substantive portion of the assignment, and attempt to determine whether this was a clear case of intentional dishonesty or careless scholarship.</p>	<p><b>Minor:</b> Redo the assignment with a reduction in grade to 0 for assignment with or without redoing of assignment</p> <p><b>Moderate:</b> Reduction in final course grade in addition to 0 for assignment</p> <p><b>Major:</b> E for course</p>
<p><b>Unauthorized Test Possession, Purchase, or Supplying:</b> 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 that was requested to be returned; a student makes a copy of an exam; or sells an exam</p>	<p>With rare exceptions, this form of misconduct is premeditated and deceptive with the intent to defraud. How 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><b>Minor:</b> 0 for exam</p> <p><b>Moderate:</b> Reduction in course grade to E for the course.</p> <p><b>Major:</b> E for course</p>

<p><b>Ghosting:</b> for example, a student takes a quiz or exam or completes an exercise or assignment on behalf of another student.</p> <p><b>NOTE:</b> it is possible that students involved in such violations may not be enrolled in the instructor's class and there is not an option to assign an academic sanction. In such instances, the instructor should notify the Associate Dean for Enrollment Management and Student Affairs.</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 another student to gain class participation points vs. having another student complete an assignment or take an exam for a student.</p>	<p><b>Minor</b> (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><b>Moderate:</b> 0 for quiz or exam and reduction in course grade</p> <p><b>Major:</b> E for course</p>
<p><b>Altering Exams or Assignments:</b> 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.</p> <p>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 the total percentage of the course grade, and other significant factors.</p>	<p><b>Minor:</b> 0 for exam or assignment</p> <p><b>Moderate:</b> Reduced course grade to E in course</p> <p><b>Major:</b> E for course</p>
<p><b>Improper use of technology:</b> for example, a student possesses and/or uses a cell phone when one is not permitted; a student uses software or electronic aids such as computers, and handheld devices, etc. when not permitted by the instructor.</p>	<p>When sanctioning, consider if the technology was used for misconduct. Also, consider whether 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><b>Minor:</b> Warning to a reduction in assignment or exam grade</p> <p>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</p> <p><b>Moderate:</b> Reduced course grade</p> <p><b>Major:</b> E for course</p>
<p><b>Facilitating Academic Dishonesty by Others:</b> 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><b>NOTE:</b> 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 Enrollment Management 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><b>Minor:</b> Reduced assignment grade for what the student submitted</p> <p><b>Moderate:</b> 0 for assignment student submitted</p> <p><b>Major:</b> Reduced grade in the course</p>
<p><b>Submitting Work Previously Used Without Permission:</b> for example, a student submits work completed</p>	<p>Students appear to be less informed regarding this form of academic dishonesty, and in some cases, you may</p>	<p><b>Minor:</b> Warning and redo assignment to redo assignment and reduced grade for assignment</p>

<p>previously for another course or assignment without the instructor's permission.</p> <p>*This violation assumes that the work submitted is the student's work, submitted on more than one previous occasion.</p>	<p>find that this breach inadvertently occurs some degree as compared to other forms of academic dishonesty.</p>	<p><b>Moderate:</b> Redo assignment with reduced grade to 0 for assignment</p> <p><b>Major:</b> 0 for assignment to E in the course</p>
<p><b>Unauthorized Collaboration:</b> 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><b>Minor:</b> Redo assignment. Reduced assignment or exam grade</p> <p><b>Moderate:</b> 0 for assignment or exam</p> <p><b>Major:</b> 0 for assignment or exam and reduction in course grade</p>
<p><b>Unauthorized Use of Study Aids:</b> for example, using or possessing crib sheets; preprogramming an electronic device to provide solutions; using notes, texts, etc. without the permission of the instructor.</p>	<p>When sanctioning, consider whether or not the misconduct was premeditated, the impact it potentially had on the student's course grade, and the level of dishonest activity in which the student engaged.</p>	<p><b>Minor:</b> Reduced exam grade</p> <p><b>Moderate:</b> Failure of exam per <a href="#">Grading System</a>.</p> <p><b>Major:</b> E for course</p>

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

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

### Appeal Process:

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

Provost's determination will be made within two weeks, or longer as circumstances may require. The decision of the Provost is final.

- ❑ The Provost will notify the Associate Dean for Enrollment Management and Student Affairs of the appeal decision. The Associate Dean for Enrollment Management and Student Affairs will inform the Associate Dean for Graduate Education and Innovation and the CoAPI chair of the appeal decision. The reporting faculty member and program/specialty director will also be notified of the appeal decision by the CoAPI chair.

#### **Records:**

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

### **School Operations**

#### **Class Cancellation:** Inclement Weather or Instructor Illness

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

#### **The SON policy is:**

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

#### **Emergency Notification and Disaster Plan:**

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

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

In the event of a disaster involving Strong Memorial Hospital, an alarm will sound in HWH as well as SMH, 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. For more information, please review the [Environmental Health & Safety website](#).



## **Fire Alarms/Drills**

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

## **Telephone Bulletins**

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

## **Transportation**

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

## **Video and Still Camera Recording**

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

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

### **The following exceptions are considered:**

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

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

## **SECTION III: FACILITIES, RESOURCES, AND SERVICES**

### ***Blackboard Learning Management System***

The School of Nursing's Learning Management System is [Blackboard Learn](#), where students will access all their classes. It is normally available 24 hours a day, 7 days a week, and may be accessed either on or off campus. URM C students (including the School of Nursing) log in using their URM C Active Directory accounts. Students who have previously taken courses at the School of Nursing (including non-matriculated courses), will use the same account. Matriculated students who are new to the University can find their URM C Active Directory login information in their Incoming Student Portal. Non-matriculated students will be emailed their credentials.

#### ***Troubleshooting***

If you are a returning student and cannot remember your URM C AD username, but do remember your NetID and password:

- Go to the [myIdentity Self-Service portal](#) and log in with your NetID.
- Select "Change Password(s)"
- Under section 1, you should find your URM C Active Directory username.

To change your URM C AD password, or if you cannot remember it:

- Under section 1, click the radio button next to your URM C AD username. (You can also choose "Select All" if you want to change your NetID password at the same time.)
- In section 2, type in your *current* NetID password.
- Following the criteria given in section 3, type the new password twice in section 4.
- You will receive a message that the request has been submitted. This indicates that your password has been changed.

If you do not remember your NetID password:

- Go to the [myIdentity Self-Service portal](#) and select "Forgot your password?"
- You will need to answer your previously selected reset questions.

- If you have not set your questions or are otherwise unable to access the myIdentity Self-Service portal or are unable to reset your NetID password, please call University IT at **585-275-2000**.

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

Additional information, such as troubleshooting guidelines, system requirements, and links to library resources can be found in the Online, Blackboard, IT Support section of SON's [Student Support & Services](#).

## **Center for Academic and Professional Success (CAPS)**

The Center for Academic and Professional Success (CAPS) assists students in developing learning strategies and improving study habits, critical thinking skills, and career management skills required to be successful in academic performance and professional advancement. It does so within the context of promoting a healthy balance between personal and professional goals. CAPS services include assistance with writing and math skills, library and database searching, mentoring, resume writing and other career advancement services, and wellness services. These services are based on a belief that academic success and professional growth occur within strong mutual connections with peers and faculty. Students can self-refer themselves for any CAPS service on the [SON website](#).

### ***Counseling on Careers/Graduate Study***

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

### ***Writing Skills***

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

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

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

- ❑ The title page includes:
  - The full title of the paper (centered upper third of the page, upper and lower case [title case], bolded) followed by a blank line prior to 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 are 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.
- ❑ The manuscript is double-spaced throughout, including references.
- ❑ Citations for all ideas, quotations, and references are used.
  - Citations in the correct format in the 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; the focus is on *paraphrasing* and *synthesis* of ideas.
- ❑ Language does not introduce bias (e.g., gender, age, ethnicity, sexual orientation)
- ❑ References in the required format, on a separate page, labeled **References** (centered, bolded)
- ❑ Tables, figures, and appendices follow the APA format.

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

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

#### References for texts noted above:

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The*

official guide to APA style (7th ed.). <https://doi.org/10.1037/0000165-000>

Hacker, D., & Sommers, N. (2021). *A writer's reference* (10th ed.). Bedford / St. Martin's.

Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). Allyn & Bacon.

### **Libraries**

All full and part-time students, faculty members, and staff of the University may use any of the University libraries. The University ID card serves as a library card. The major libraries are the [Edward G. Miner Library](#) (serving the 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 the [Basil G. Bibby Library](#) at Eastman Institute for Oral Health. Graduate students seeking literature to prepare theses are encouraged to use the Miner and Rush Rhees libraries.

Miner Library, 1-6220 (275- 3361), has a comprehensive collection and subscribes to thousands of electronic journals and hundreds of electronic books. Visit the [Miner Library website](#) to access all electronic resources or use the library tab in Blackboard. Miner Librarians are available on call Monday – Friday from 9:00 am – 5:00 pm. Miner Library also has PCs and Macs available for use and includes [various software](#) and access to resources. Miner Library is available to all students 24/7 with swipe access located at the 1-6010 entrance by the [Employee Pharmacy](#).

[Darcey Rodriguez](#) is the librarian who supports the School of Nursing. You can book an appointment with her [here](#).

- ❑ The [School of Nursing Guide](#) is a valuable tool to find answers to questions, view tutorial videos on searching, and learn more about available resources.
- ❑ We can help you learn to search the literature quickly and effectively in databases like PubMed or CINAHL.
- ❑ Explore library-supported citation managers: [EndNote and RefWorks](#).
- ❑ Learn about choosing [Miner resources](#) best suited to your specific research needs.
- ❑ Tours of Miner Library are available for all new students and faculty and can be scheduled by contacting Darcey Rodriguez.

### **Interlibrary Loan & Digitization Services**

Miner Library's Interlibrary Loan & Digitization Services are available to UR nursing students via ILLiad, our resource-sharing management system. You can create or access your [ILLiad account here](#).

- ❑ Library staff will obtain books, book chapters, and articles that are unavailable from Miner Library's collections from other libraries on your behalf. It generally takes 1 - 2 business days to fill a journal article or book chapter request and approximately 7 - 10 days to fill a book request. However, most requests are filled sooner.
- ❑ Articles and book chapters available from Miner Library's print collection will be scanned for you by library staff and have a general turnaround time of 24 hours, Monday - Friday.
- ❑ You will be notified via email when a PDF of an article or book chapter has been delivered to your ILLiad account or a book is ready for pick up at the Miner Library Answer Desk.

Note: The [link to Iliad](#) gives a warning if you are using a VPN. You may receive a request to block or allow the site, once allowed, you can log in.

Interlibrary Loan and Digitization Services are provided free of charge.

For additional information, please visit the [Interlibrary Loan & Digitization Services](#) webpage or refer to the [ILL FAQs](#). You may also contact us by calling (585) 275-3361 or emailing [Miner ILL](#).

### **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. \$5 cards are available for purchase at the Miner Library Answer Desk (cash only). Preloaded \$5 print/copy cards cannot be reloaded. Once the funds on the card are exhausted, you would need to purchase a new card.

### **To use your UR ID**

You will need to have funds in your Rocky Bucks (formerly UROS) account. Rocky Bucks accounts are automatically activated for incoming SON students and ready for funds to be added.

#### **To add funds:**

- Log in to your Blackboard account.
- In the Financial Services section, select Dining and UROS eAccounts.
- Click Sign In, enter your Active Directory and password.
- Minimum deposit is \$25.
- For questions regarding Rocky Bucks accounts, contact River Campus ID Office, Susan B. Anthony Hall - Room 114A, at [mealplans@services.rochester.edu](mailto:mealplans@services.rochester.edu) or 585-275-8756.

In addition to printing and copying services, Rocky Bucks can be used for purchases at:

- Campus-based dining facilities and coffee shops, including:
  - Medical Center: Café 601, Finger Lakes Coffee Roasters
  - All campus and ESM Dining Halls: Danforth, Douglass, The Pit, ESM
  - Convenience: Hillside Market, Common Market, Grab & Go, California Rollin
  - Coffee: Starbucks, Connections, Peets, The Brew
- Vending machines
- Barnes & Noble Bookstore at College Town and Eastman School of Music
- Campus Mail Center for shipping and postal needs
- Tickets for events
- Some College Town Retailers

### **The Center for Lifelong Learning (CLL)**

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

Our Registered Nurse First Assistant (RNFA) course prepares a Certified Perioperative Nurse (CNOR) to take on an expanded role and empowers Advanced Practice Registered Nurses (APRNs) to follow their surgical patients throughout the perioperative experience. This graduate-level six-credit course meets Association of Peri-Operative

Registered Nurses (AORN) standards and is open to students in any of our master's or doctoral-level programs as well as non-matriculated students with a baccalaureate degree in nursing. Students engage in a five-week intensive course with weekly online synchronous sessions based on the five modules of the AORN curriculum, one-and-a-half in-person skills days, and 200 hours of hands-on experience in the role of the RNFA. A certificate of completion is provided at the end of the course. This program is an acceptable program for CRNFA or RNAS-C eligibility with the National Assistant at Surgery Certification (NASC). Prospective students must have pre-, peri- or post-operative experience and a surgeon willing to precept their clinical hours.

### **Center for Nursing Entrepreneurship (CNE)**

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

- ❑ **Passport Health:** Passport Health is a nurse-run clinic that provides comprehensive services to international travelers- individuals, families, and groups. Services include an intake assessment, individualized interventions including education, immunization(s), travel products, and a “customized” travel guide specific to the travel region.
- ❑ **Center for Employee Wellness (CEW), branded in the community as UR Medicine Employee Wellness:** The CEW provides clinical services focused on maximizing the health and well-being of employees and their workplaces. The CEW collaborates with health plans, organizations, and benefit brokers to assess and meet the health and wellness needs of various employer groups in the region. The menu of services includes comprehensive personal health assessments, which include on-site biometric screenings, online lifestyle and behavior assessment, secure web-based employee portal, which includes summary risk profiles with customized recommendations. The program also includes one-to-one wellness coaching for chronic condition management or lifestyle risks. The CEW also provides executive-level process and outcomes reporting, which informs decisions about program development, measures program success, and details return on investment.
- ❑ **School-Based Health Centers (SBHC):** The nurse practitioner-run (NP) clinics provide primary and mental health care services to some of the most vulnerable children in the community. The NPs also provide primary prevention services and promote healthy lifestyle choices.

### **Harriet J. Kitzman Center for Research Support**

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

- ❑ Facilitate the research and scholarly development of the School of Nursing faculty and their intra and interdisciplinary collaborators.
- ❑ Provide training opportunities for pre and postdoctoral fellows in all phases of the research process.

- ❑ Advance research dissemination and evidence-based practice.
- ❑ Provide support to the Centers of Excellence

### **Pre- and Post-Award Administrative Service**

In collaboration with your advisor, the goal of this group is to provide support to faculty and doctoral students. Assisting in achieving research goals by providing general administrative support for grant submissions, working closely on the preparation of grant proposals (especially budgeting and regulatory issues), and oversight of post-award financial management.

- ❑ **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; boilerplate documentation; graphic support (table, charts, models), electronic submission and facilitation of process.
- ❑ **Pre and Post Award Research 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**

In collaboration with your advisor, the SON offers consultation with the research facilitation group (RFG). 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, statistical consultation, sample size determination, design and methods, proposal development, budget operationalization.
- ❑ **Project Management:** recruitment, IRB support, management of Information system (MIS)
- ❑ **Technical Support:** instrument development, database design, data management/processing, computer-assisted data gathering (e.g., recap), online data collection, development of observational coding systems, variable creation, data sharing plans, and psychometric evaluation.
- ❑ **Data Gathering:** interviewer training, data collection, focus groups.

**Conflict of Interest—** 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 Finance and Operations office (3W140). The University of Rochester has implemented an electronic process for the completion and submission of conflicts of interest.

**All External Grant 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 Grants Application Coordinators for guidance in completing the sign-off forms. It is important to allow at least 48 hours for completion of this process.

**Intellectual Property Agreement—** Students (graduate and undergraduate) who participate in any manner in a sponsored research project must sign an Intellectual Property Agreement (IPA) when hired or when filing for sponsor support. Students should contact the Center for Research Support Administrative Assistant (Grants Application Coordinator) for guidance in completing this form. Intellectual Property policies may be found at the following University of Rochester [website](#).

**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 required 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/>

**Brown Bag Seminars**— 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 about ongoing research and methodological issues as well as to enhance knowledge development in conducting research and utilizing research results. Announcements of meeting times and places appear in email communication to the SON. Faculty, doctoral students, post-doctoral fellows, clinical nurses, and other interested persons are encouraged to present and attend.

**Scientific Misconduct**— The academic system demands that those engaged in research are dedicated to the highest ethical standards. Misconduct in scholarship and research by any member of the university community threatens the university as well as the individual. Students are referred to the Policy on Misconduct in Scholarship and Research for guidelines concerning the process followed in response to an allegation of misconduct in scholarship and/or research or you may go to the following [University of Rochester website](#) and download the policy.

### **Human Subjects Procedures: UR SON IRB Full Application/Protocol Submission**

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

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

The following individuals will be responsible for the internal reviews:

- ❑ **SON Faculty, Post-Doc, and Ph.D. Student Reviews: Senior Associate Dean for Research & [SON Scientific Review Officer](#)**
- ❑ **SON DNP Student Reviews: [SON Scientific Review Officer](#) & [Director of DNP Program](#)**

### **UR SON IRB Application and Amendment Protocol Submission Procedures**

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

#### **SON Ph.D. Students & DNP Students**

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

\*[The Scientific Review for Human Subjects Research](#) form is composed of 3 sections: Scientific Merit, Risk Identification and Management, and Investigator Qualifications/Resources. The required core elements of the first 2

sections match the required elements of the RSRB protocol template. However, the RSRB protocol template does not require the information needed to evaluate Section III of the Standards Checklist. It is therefore incumbent on the PI to include sufficient information related to Section III of the Standards Checklist within the RSRB protocol (please include the relevant information under Methods and Procedures.)

## Following RSRB Approval

### Please complete the following:

PI or study staff will email their program director and the **Assistant to the Senior Associate Dean for Research** the RSRB approval letter or confirmation email.

**All Prospective study PIs** will meet with the [Office of Human Subjects Protection](#): Research Quality Improvement team for startup consultation, preferably prior to recruitment and informed consent procedures with participants. If OHSP-QI staff is not available to meet within 4 weeks after RSRB approval, please contact the **SON Scientific Review Officer** who can then guide the study startup. This is to ensure appropriate documents and procedures are in place to conduct the study. After this meeting, the study team will develop a comprehensive QMP for the study.

**All retrospective chart reviews** will meet with the **SON Scientific Review Officer**, to review important guidelines, documentation, and procedures for conducting ethical research. The study team will then develop a comprehensive QMP for the study.

The QMP will be submitted electronically to the designated BOX folder for review and approval by the Senior Associate Dean for Research or their designee.

- ❑ A [discussion of QMP](#) can be found
  
- ❑ [Examples of comprehensive QMPs](#) for different risk levels

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

The Senior Associate Dean for Research 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 Senior Associate Dean for Research. Full board determination and any further corrective action, including all CAPA plans, should be sent to the Senior Associate Dean for Research. Finally, any sponsor audit results, serious adverse events, or OSHP-required action for non-compliance need to be sent to the office of the Senior Associate Dean for Research.

## Computer Consultation

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

## Experiential Learning Site Coordination

URSON faculty, administration, and staff collaborate closely with community stakeholders to ensure that clinical and experiential learning sites are sufficient and appropriate for achieving URSONs mission, goals, and expected outcomes. As part of an academic health center, program leaders collaborate with multiple partners within URMC and the community to ensure high-quality clinical, educational, and leadership learning experiences. URSON faculty evaluate the appropriateness of all experiential learning sites through on-site visits or clinical instructor feedback during each clinical and experiential learning course.

All clinical and experiential learning placements (e.g., student teaching, leadership project work, etc.) are coordinated through the SON Preceptor and Clinical Site Coordinators in the MS programs in Leadership, Education, and Nurse Practitioner Specialties. Individualized student placements meet course and program learning outcomes under the direction of supervising SON faculty and experienced, discipline-specific preceptors. All arrangements for preceptors are made in conjunction with relevant academic course coordinators, NP Clinical Coordinators, NP Specialty Directors, and Program Directors. All preceptors are educationally and experientially prepared with credentialing and documentation through SON experiential learning processes. Preceptors' contact and communication are done through SON faculty and not through individual students to ensure optimum student learning experiences.

Students are expected to enter required experiential learning hours, information, and evaluations in the SON's integrated clinical education database (SONNET) at critical milestones during a semester. This School of Nursing Experiential Learning Tracking System includes clinical hour tracking by population/setting, preceptor feedback, and faculty evaluations for each clinical course. Students can self-monitor the alignment of individual experiences with national and role-specific competencies. Student documentation in SONNET is program-specific and includes embedded developmental competency-based rubrics across multiple learning modalities (clinical, virtual, and simulation). An introduction to SONNET is provided in new student orientation at program entry, and prior to relevant courses.

### **NP Clinical Site Coordination**

All clinical placements are coordinated through the SON Clinical Site and Preceptor Administrator (CSPA). All preceptor arrangements are made in collaboration with the NP Program/Specialty Directors and Clinical/Course Coordinators. Students should not directly contact any clinical site or preceptor to request a clinical placement but may identify interested preceptors and sites to the CSPA and Clinical/Course Coordinators. If the student has a special request or specific need for a graduate clinical placement, this should be discussed with the CSPA and Clinical/Course Coordinators **prior to** the semester begins. Every effort will be made to secure a clinical placement for the student based on the specialty program requirements.

### **MS Leadership and MNE Experiential Learning Site Coordination**

Experiential learning placements for Leadership in Health Care Systems, Clinical Nurse Leader (CNL), and Nursing Education (MNE) programs are coordinated through Educational Learning Coordinators, in collaboration with course faculty and program directors. Students should not directly contact any site or preceptor to request a clinical placement but should identify potential preceptors and sites to their Experiential Learning Coordinator (ELC).

## **Lockers**

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

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

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

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

If you have any questions, contact [SONStudentAffairs@urmc.rochester.edu](mailto:SONStudentAffairs@urmc.rochester.edu).

## Parking

All faculty, staff, students, and University affiliates who wish to park on any Campus must register their vehicles with the Parking Office. A parking permit is always required, 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 8:00 a.m. – 4:30 p.m. (M-F). Payment can be made via cash, check (payable to the UR Parking Department), or Credit Card (VISA, MC, or Discover). Parking permits are required for all non-gated lots issued by the Parking Department or by the direct department. Cars illegally parked will be ticketed.

### Students/Employees with existing Parking Permits:

U of R Employees:

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

Highland Hospital Employees:

- ❑ Those who display a paid Highland permit will park in the College Town Garage
- ❑ To enter and exit the garage, you will state your name and your HH permit number.
- ❑ After hours (6 pm to 5 am the following day), you may follow the same procedure to park in the SMH garage.

Visit [My Parking Online](#) for information and services available.

### Room Information: Helen Wood Hall

HWH is open Monday-Friday from 7:30 am to 5:30 pm. On evenings and weekends, the building is locked but access can be gained by using a valid UR ID card.

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.

When leaving a classroom or the Lounge, students and faculty should assume 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](#) or call 585-276-6300.

### Student Governance: School of Nursing Committees

The School of Nursing offers leadership opportunities to undergraduate and graduate students during the academic year to serve as student representatives on the School of Nursing Standing Committees. These committees are the Curriculum Committee, DNP Subcommittee, Master's Subcommittee, Online Learning Committee, Ph.D. Subcommittee, Student Affairs Committee, and Undergraduate Subcommittee. Students must be in good academic standing to serve on a committee.

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

about upcoming meeting details.

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

### [University Health Service \(UHS\)](#)

The University Health Service (UHS) provides a full range of confidential, high-quality healthcare 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 at 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 prior to 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 mentioning 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 \(UCC\)](#)

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

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

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

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

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

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

- ❑ Anxiety,
- ❑ Depression
- ❑ Relationship difficulties
- ❑ Family problems
- ❑ Eating Concerns
- ❑ Sexual functioning
- ❑ Sexual orientation
- ❑ Gender Identity
- ❑ Grief
- ❑ School-related problems
- ❑ General discomfort about what is happening in a person's life.

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

### ***Students in Crisis Resources***

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

- ❑ [The CARE network](#) - enables members of the University community to express their concerns about a person, incident, or issue by submitting an online report.
- ❑ University Counseling Center – offers counseling appointments, both scheduled and walk-in, for students:
- ❑ TELUS Health: [TELUS Health Student Support](#) offers free, confidential mental health and wellbeing support with the Student Support app:
  - 24/7 on-demand support via phone and live chat in English, French, Spanish, Mandarin, and Cantonese
  - Short-term therapy for students wherever they are in the world in over 150 different languages.
  - Self-help articles and videos in the app

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

## Section IV: General Information on Baccalaureate Programs

### Curriculum for Accelerated Baccalaureate Program for Non-Nurses (12-Month)

#### First Semester (17.5 credits)

NUR 370 Pathophysiology/Pharmacology	6 credits
NUR 362 Nursing Health Assessment	3 credits
NUR 372 Beginning Medical-Surgical Nursing	4.5 credits.
NUR 373 Foundations of Nursing Practice	1 credit
NUR 365 Sociology for Nursing: A Population Health Perspective	3 credits

#### Second Semester (17 credits)

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

#### Third Semester (14.5 credits)

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

The ABSN programs include 49 credits of generalist nursing courses (90 laboratory hours and 660 clinical hours); 79 credits are transferred from the previous baccalaureate degree. The 49 credits in the program are considered a residency requirement and are the minimum number of credits that must be completed at the University of Rochester School of Nursing.

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

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

The 24-Month Accelerated Bachelor's in Nursing program features the same curriculum and application requirements as the [12-Month Accelerated Bachelor's program](#). Students take 1-3 courses per semester over six consecutive semesters and complete 49 nursing credits and 660 clinical hours in various nursing specialties.

### **Curriculum for Accelerated Baccalaureate Program for Non-Nurses (Distance 24-Month program effective Fall 2024)**

#### **Year 1**

**First Semester (9 credits)**

NUR 370 Pathophysiology/Pharmacology	6 credits
NUR 362 Nursing Health Assessment	3 credits

**Second Semester (8.5 credits)**

NUR 372 Beginning Medical-Surgical Nursing	4.5 credits.
NUR 365 Sociology for Nursing: A Population Health Perspective	3 credits
NUR 373 Foundations of Nursing Practice	1 credit

**Third Semester (7 credits)**

NUR 375 Psychiatric Mental Health	3 credits
NUR 376 Intermediate Medical-Surgical Nursing	4 credits

#### **Year 2**

**First Semester (10 credits)**

NUR 301 Principles and Application of Evidence for Nursing Practice	3 credits
NUR 374A Nursing Care & Health Promotion for Childbearing Clients and their Families	3.5 credits
NUR 374B Nursing Care & Health Promotion for Pediatric Clients and their Families	3.5 credits

**Second Semester (7.5 credits)**

NUR 377 Advanced Medical-Surgical Nursing	7.5 credits
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**Third Semester (7 credits)**

NUR 371 Management of Care	4 credits
NUR 379 Nursing Integration and Transition to Practice	3 credits

**Courses are subject to change.**

#### **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.

<b>Undergraduate Courses</b>	<b>Prerequisite(s)</b>
NUR 371 Management of Care	NUR 301, 374 A & B, 375 and 376
NUR 372 Beginning Medical-Surgical Nursing	NUR 362
NUR 374A Nursing Care & Health Promotion for Childbearing Clients and their Families	NUR 362, NUR 370, NUR 372, NUR 373
NUR 374B Nursing Care & Health Promotion for Pediatric Clients and their Families	NUR 362, NUR 370, NUR 372, NUR 373, NUR 374A
NUR 375 Psychiatric Mental Health	NUR 362, NUR 370, NUR 372, NUR 373
NUR 376 Intermediate Medical-Surgical Nursing	NUR 362, 370, and 372
NUR 377 Advanced Medical-Surgical Nursing	NUR 362, NUR 370, NUR 372, NUR 373, NUR 376, NUR 374 A & B, NUR 375
NUR 379 Nursing Integration and Transition to Practice	All ABSN coursework



## Curriculum for RN to BS Programs

### *RN to BS PROGRAM REQUIREMENTS (128 credits):*

#### FOUNDATIONAL ARTS AND SCIENCES COURSES (64 credits)

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

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

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

Course Title – Course Options at UR SON for Arts and Science Credits
NSG 310 Nutrition and Health (Natural Science)
NSG 311 Statistics for Evidence-Based Practice in the Health Sciences (Social Science)
NSG 317 Ethics in Health Care (Humanities)
NSG 318 Pathogenesis of Cardiac Dysrhythmias and ECG Interpretation in Adults (Natural Science)
NSG 325 Addressing Childhood Obesity for the Health Care Professional (Natural Science)
NSG 328 Understanding Dietary Supplements (Natural Science)
NSG 332 Diets and Dieting in US Culture: An Evidence Based Review for Clinicians (Natural Science)
NSG 337 Sexuality, Culture and Health (Social Science)
NSG 338 Information Technology for Health Care (Social Science)
NSG 340 History of Pandemics (Humanities)
NSG 341 History of HIV (Humanities)
NSG 342 Music in Health and Healing (Humanities)
NSG 344 History of Cancer (Humanities)
NSG 345 Social Determinates of Health (Social Science)
NSG 378 Genetics (Natural Science)
NSG 409 Clinician's Guide to Weight Management (Natural Science)
NSG 429 Diversity and Equity in Health Care (Humanities)

#### NURSING COURSES (64 credits)

First, 32 credits are 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.

**The 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
<b>TOTAL</b>		<b>32 credits</b>	

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

**RN to BS Program Sample Part-Time Plan**

FALL SEMESTER		SPRING SEMESTER	
<b>Course (Credits)</b>		<b>Course (Credits)</b>	
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	
<b>Course (Credits)</b>		<b>Course (Credits)</b>	
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)**

<p><b>NURSING COURSES (64 credits)</b></p> <p>The first 32 credits are awarded automatically upon matriculation for all nursing coursework from an accredited diploma or associate's degree program.</p>
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The final 32 credits toward the 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 Foundations of Scholarly Writing in the Health Professions (1 credit)
- NUR 403 Ethics and Public Policy in the Health Care System (3 credits)

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

**Total: BS awarded upon completion of a total of 128 credits**

The student then continues with one of the NP specialty program plans (which appears 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 a 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 for the BS degree. Credits from NUR 410/415 do not meet the arts and science requirements. Sample plans for the RN to BS to MS/NP are available from advisors and Program Directors.

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

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

##### **NURSING COURSES (64 credits)**

Initial 32 credits awarded following a transcript analysis automatically upon matriculation for accepted nursing coursework from an accredited diploma or associate's degree program.

The final 32 credits to be applied toward the 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 Foundations of Scholarly Writing in the Health Professions (1 credit)
- NLX 420 Theory and EBP for Nurse Educators and Nurse Leaders (4 credits)

**Total: BS awarded upon completion of a total of 128 credits**

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

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

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

##### **NURSING COURSES (64 credits)**

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

The final 32 credits toward the 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 Foundations of Scholarly Writing (1 credit)
- NLX 420 Evidence-Based Practice for Nurse Educators and Nurse Leaders (4 credits including 1 clinical practice)

**Total: BS awarded upon completion of a total of 128 credits**

The BS degree is awarded when a student has completed 32 nursing credits at UR, as well as 64 arts and sciences credits. The student then continues with the CNL MS coursework having already completed NLX 420 and NUR 401.

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

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

##### **NURSING COURSES (64 credits)**

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

The final 32 credits toward the 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 302 EBP for RN to BS students (3 credits)
- NUR 358 Patient and Population Care Management (4)
- NUR 356 Population Health (5 credits)
- NUR 355 Contexts of Health Care: Policy, Finance and Regulatory Environments (3 credits)
- NUR 354 Concepts of Leadership and Management (4 credits)
- NUR 364 Biopsychosocial Health Assessment of the Individual and Family (3 credits)
- NUR 357 Capstone (2 credits)

**Total: BS awarded upon completion of a total of 128 credits**

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

### ***Additional Information Specific to Baccalaureate Students***

#### ***Dean's List for Baccalaureate Students***

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

## Dress Code

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

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

The SON uses [Image Experts](#), formerly Uniform Village for uniform ordering and patch replacement. You may view the [instructions for ordering here](#).

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

	Appropriate	Inappropriate
ID badge (and SON name tag) to be always worn in clinical as part of the security program. It is helpful, but not required, to wear an ID for the classroom.	Must be worn at chest level or higher, either by clip or lanyard.	No IDs are to be clipped to the waist of the 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 a second hand, a black pen, and a 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 two inches above the knee. Undergarments – no visible colors, prints, or contour lines; no thongs
Footwear	Footwear must be closed toe with a solid back, non-skid or non-slip soles, and made of non-permeable material. Footwear must be primarily solid, neutral colors (e.g., white, black, grey, navy, brown) and professional-looking.	No fluorescent colors Footwear such as boots, Crocs™, furry footwear, or high heels is not acceptable for clinical (in-hospital, simulation, and lab) experiences.
Jewelry	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.
Jewelry (continued)		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. Chipped nail polish can harbor bacteria. Personnel wearing artificial nails have been epidemiologically implicated in several outbreaks of infections caused by gram-negative bacilli and yeast. These situations may increase the risk of infections among patients who come in contact with the nails. Long nails may tear gloves worn by healthcare personnel.*

*Stethoscopes should be cleaned prior to and after every use with a hospital-approved disinfectant.*

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

### **Overview of the Master’s Degree NP Programs**

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

The Master’s Degree NP Programs, which are registered with the New York State Education Department and accredited by the Commission on Collegiate Nursing Education, prepare advanced practice registered nurses (APRNs), specifically nurse practitioners, in selected areas of clinical practice. Through classroom and experiential learning activities and supervised clinical practice, students develop clinical expertise and in-depth knowledge in their selected areas of practice. The development of the leadership role through problem-solving involvement in the clinical setting, and the preparation of the student to contribute knowledge through scientific inquiry are integrated into 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
- PMHNP     Psychiatric Mental Health Nurse Practitioner Across the Lifespan
- PNP         Pediatric Nurse Practitioner
- PNP/NNP    Pediatric Nurse Practitioner/Neonatal Nurse Practitioner

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

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

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

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

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

Advanced Certificate Program students must complete clinical hours in the specialty program, either via supervised clinical hours in the Advanced Certificate Program specialty or by transferring in clinical hours from their prior Master's programs. The total number of hours required depends on the specific program. The Advanced Certificate Program student's prior clinical and academic background in advanced practice nursing will determine the exact number of clinical hours required at the University of Rochester School of Nursing. The student's advisor conducts a transcript (gap) analysis, in consultation with the Program Director; findings are then used to develop the student's Advanced Certificate Program degree plan. Nurse practitioners, physicians, physician assistants, and psychologists (in the FPMHNP program) serve as clinical preceptors in the specialty courses.

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

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

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

**Professional Core Courses**

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

**Clinical Specialty Courses**

- Each clinical specialty in the NP programs includes both didactic, experiential learning, and precepted clinical experiences. The number of courses and credit hours varies, based on the specialty.

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

The following pages present the MS degree and Advanced Certificate Program requirements for the specialty

programs. Please note that these **requirements are subject to change.**

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

**Clinical specialty courses:**

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

**Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)**  
**Master of Science 47 credit hours (672 clinical hours)**

**Professional core courses:**

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

**Clinical specialty courses:**

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



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

**Professional core courses:**

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

**Clinical specialty courses:**

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

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

**Clinical specialty courses:**

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

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

**Professional core courses:**

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

**Clinical specialty courses:**

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

## **Family Nurse Practitioner (FNP)**

### ***Advanced Certificate***

#### **Clinical specialty courses:**

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

## **Neonatal Nurse Practitioner (NNP)(AC)**

### ***Advanced Certificate***

#### **Clinical specialty courses:**

- ❑ 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 Nurse Practitioner-Primary Care (PNP)**

### **Master of Science Degree 45 credit hours (616 clinical hours)**

#### **Professional core courses:**

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

#### **Clinical specialty courses:**

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

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

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

**Clinical specialty courses:**

- ❑ NUR 437 Pediatric Primary Care I (6 credit hours, 112 clinical hours)
- ❑ NUR 438 Pediatric Primary Care II (3-6 credit hours, 168 clinical hours)
- ❑ NUR 439 Pediatric Primary Care III (4-7 credit hours, 224 clinical hours)
- ❑ NUR 435 Pediatric Psychopharmacology (3 credit hours)

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

**Professional core courses:**

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

**Clinical specialty PNP courses:**

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

**Clinical specialty NNP courses:**

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

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

**Clinical specialty courses:**

- ❑ 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)

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

## **Psychiatric Mental Health Nurse Practitioner Across the Lifespan (PMHNP)**

### **Master of Science Degree 54 credits (616 Clinical Hours)**

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

#### **Clinical specialty courses:**

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

## **Psychiatric Mental Health Nurse Practitioner Across the Lifespan (PMHNP)**

### ***Advanced Certificate***

#### **Clinical specialty courses:**

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

## Prerequisites for Graduate Courses\*

All clinical courses require matriculation into the Master's NP or post-masters 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 to or concurrently	Yes
NUR 401 Foundations of Scholarly Writing in the Health Professions	None	Yes
NUR 403 Ethics and Public Policy in the Health Care System	NUR 401	Yes
NUR 407 Advanced Physiology and Pathophysiology	Undergraduate or graduate physiology and anatomy	Yes
NUR 410 Advanced Health Assessment	NUR 362 or NUR 364 or equivalent undergraduate health assessment course within 5 years of enrollment or NUR 363 if the student had a discrete health assessment course older than 5 years	No
NUR 411 Evaluation and Management of Common Health Problems	NUR 407, NUR 410, and NUR 419 NUR 400 pre- or co-requisite	No
NUR 413 Family Theoretical Frameworks and Application to Nursing Care of Families	None	Yes
NUR 414 Nurse Practitioner Procedure Lab	NUR 411	No
NUR 415 Advanced Health Assessment- Lifespan	NUR 362 or NUR 364 or equivalent undergraduate health assessment course within 5 years of enrollment or NUR 363 if the student had a discrete health assessment course older than 5 years	No
NUR 419 Advanced Pharmacology	Introductory human physiology and pharmacology	Yes
NUR 424 Adult-Gerontology Acute Care Nurse Practitioner I	NUR 411, NUR 414	No
NUR 425 Adult-Gerontology Acute Care Nurse Practitioner II	NUR 424	No
NUR 433 Pediatric Acute Care NP I	NUR 410	No
NUR 434 Pediatric Acute Care NP II	NUR 433	No
NUR 435 Pediatric Psychopharmacology	None	No
NUR 436 Nursing Care of the High-Risk Neonate	NUR 407, NUR 410 or permission of instructor	Yes
NUR 437 Pediatric Primary Care I	For PNP students: NUR 410, NUR 407; For FNP students: NUR 410, NUR 407	No
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	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

Master's Courses	Prerequisite(s)	Open to Non-Matriculated Students**
NUR 452 Pathophysiology and Psychopharmacology of Mental Health Disorders across the Lifespan I	NUR 407, 419; Pre-/Co-req NUR 450 for FMH students	No
NUR 453 Pathophysiology and Psychopharmacology of Mental Health Disorders across the Lifespan II	NUR 452	No
NUR 454 Group and Family Psychotherapy across the Lifespan	NUR 450	No
NUR 455 Theoretical Frameworks for Advanced Psychiatric Nursing Practice	None	No
NUR 456 Practicum in Advanced Family Psychiatric Mental Health Nurse Practitioner Role I	NUR 410/415; Pre/Co-req: NUR 450	No
NUR 457 Practicum in Advanced Family Psychiatric Mental Health Nurse Practitioner Role II	NUR 456	No
NUR 458 Practicum in Advanced Family Psychiatric Mental Health Nurse Practitioner Role III	NUR 457	No
NUR 459 Individual Psychotherapy across the Lifespan II	NUR 450, NUR 455	No

\* Course numbers and prerequisites subject to change

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

**Additional Information Specific to Accelerated Master's Programs for Non-Nurses, Master's Programs, RN to BS to MS programs, and Advanced Certificate Students**

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

## Nurse Practitioner Certification

### State

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

[The State Education Department Office of the Professions](#)  
 Division of Professional Licensing Services Nurse Practitioner Unit  
 89 Washington Avenue  
 Albany, NY 12234-1000  
 Phone: (518) 474-3817 ext. 270  
 Fax: (518)-402-5354  
[Email](#)

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

### 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 require 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. Website addresses for the national certifying agencies for Master's and Advanced Certificate graduates of SON NP specialty programs are shown in the following table. See Appendix E, F, and G for additional information.

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

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



## **SECTION VI: GENERAL INFORMATION ON GRADUATE LEADERSHIP PROGRAMS**

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

The Leadership in Health Care Systems program is an interdisciplinary program specifically designed to align with national and international healthcare standards, focusing on evidence-based practices to improve patient and organizational outcomes. The goal of interprofessional education in healthcare systems is to increase team learning among professionals from diverse backgrounds to improve healthcare for individuals and populations. The distinct feature of the LHCS program is core leadership knowledge. Subject matter includes formalized management tools, but goes further to emphasize leadership theory, principles, and practices. The LHCS program has been developed for health professionals seeking career advancement and for professionals transitioning to a healthcare 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 healthcare settings. The CNL is a master's-prepared nurse advanced generalist educated to direct and coordinate care at the unit and system level and to address the critical need to improve the quality of patient care outcomes. These clinical leaders are prepared to focus on care coordination, outcomes management, transitions of care, interprofessional communication and leadership, risk assessment, quality improvement, and implementing best practices based on current evidence.

Upon completion of 37 credit hours, including a minimum of 500 hours of experiential learning hours, students are prepared for successful completion of the CNL certification exam as managed by the Commission on Nurse Certification (CNC), an autonomous arm of AACN. A certified CNL is a master's educated nurse, prepared for practice across the continuum of care within any healthcare setting in today's changing healthcare environment. CNLs oversee care coordination, provide direct patient care in complex situations, put evidence-based practice into action, ensure patients benefit from the latest innovations in care delivery, evaluate patient outcomes, assess cohort risk, and have the decision-making authority to change care plans when necessary. The CNL is a leader and active member of the interdisciplinary healthcare team. The implementation of the CNL role will vary across healthcare settings.

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

#### ***CNL Certification via American Association of Colleges of Nursing (AACN)***

The CNL certification exam is a three-hour computerized multiple-choice exam that is governed by the Commission on Nurse Certification (CNC), the autonomous certifying arm of the AACN. CNL students may register for and take the CNL certification exam during their final semester or upon graduation from an accredited CNL program. There is extensive guidance for exam applicants on the [CNC website](#). Students are required to complete the application within the CNC Application Portal and are asked for the Program Director's name and email address - for completion of the Education Documentation Form (EDF). Please note, at URSON these forms (EDF) will be completed by the SON Registrar's Office so list [Andrea Chamberlain](#), (DO NOT list the CNL Program Director). The completed EDF form is due by the exam registration deadline so please be sure to submit your application promptly so that the Registrar has time to complete their validation content.

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

- ❑ NUR 401 Foundations of Scholarly Writing in the Health Professions (1 credit)
- ❑ NLX 419 Evidence-Based Practice for Healthcare Leaders
- ❑ NLX 464 Quality & Safety for the Health Care Leader (3 credits)
- ❑ NLX 467 Population Health (3 credits)
- ❑ NLX 469 Project Management in Healthcare (3 credits, 56 field immersion hours)

- ❑ NLX 470 Foundations of Healthcare Leadership (4 credits, 56 field immersion hrs.)
- ❑ NLX 471 Trends in Health Economics, Policy, and Regulation (4 credits)
- ❑ NLX 473 Healthcare Financial Management (3 credits)
- ❑ NLX 474 Human Resource Management (3 credits)
- ❑ NLX 486 LDR Leadership Capstone (4 credits, 112 field immersion hours)

**Clinical Nurse Leader (CNL)**  
**Master of Science 37 credit hours (448 clinical hours + 56 field immersion hours)**

- ❑ NUR 401 Foundations of Scholarly Writing in the Health Professions (1 credit)
- ❑ NLX 420 Evidence-Based Practice for Nurse Educators and Nurse Leaders (4 credits, including 1 credit hour [56 hours] of clinical hours)
- ❑ 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 467 Population Health (3 credits)
- ❑ NLX 470 Foundations of Healthcare Leadership Behavior (4 credits, including 1 credit hour [56 hours] of field immersion hours)
- ❑ NLX 473 Financial Management for Healthcare Leaders (3 credits)
- ❑ NLX 475 Leadership in Clinical Nursing (4 credits, including 2 credit hours [112 hours] of clinical hours)
- ❑ NLX 476 CNL Immersion Experience (3 credits, including 2 credit hours [112 hours] of clinical hours)
- ❑ NLX 485 CNL Capstone (4 credits, including 3 credit hours [168 hours] of clinical hours)
- ❑ NUR 564 Quality, Safety, and Informatics (4 credits)

Master's Courses	Prerequisite(s)	Open to Non-Matriculated Students
NUR 401 Foundations of Scholarly Writing in the Health Professions		Yes
NLX 419 Evidence-Based Practice for Healthcare Leaders		Yes
NLX 420 Evidence-Based Practice for Nurse Educators and Nurse Leaders	Undergraduate statistics course.	No
NLX 421 Physiology, Pathophysiology, & Pharmacology for Nurse Leaders and Educators	Undergraduate anatomy and physiology.	Yes
NLX 422 Health Assessment for Nurse Leaders and Nurse Educators		Yes
NLX 464 Quality & Safety for the Health Care Leader		Yes
NLX 467 Population Health		Yes
NLX 469 Project Management in Healthcare		No
NLX 470 Foundations of Healthcare Leadership		No
NLX 471 Trends in Health Economics, Policy, and Regulation		Yes
NLX 473 Financial Management for Health Care Leaders		Yes
NLX 474 Human Resource Management		Yes
NLX 475 Leadership in Clinical Nursing		No
NLX 476 CNL Immersion Experience	NLX 475.	No
NLX 485/486 Master's Capstone	All required courses or the Program Director's approval.	No
NUR 564 Quality Safety and Informatics		No

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

### **Master's in Nursing Education (MNE) Program**

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

This practice-based program is hybrid-online, interprofessional, and based on the NLN's National Nurse Educator competencies, the AACN Vision for Academic Nursing, as well as AACN's Essentials of Master's Education. Interprofessional courses are taught in conjunction with the Warner School of Education and the School of Medicine and Dentistry faculty to provide graduate students with authentic interprofessional collaboration opportunities. All courses in the MNE program provide experiential learning opportunities to apply educational theory and evidence to teach effectively, work in diverse teams, lead educational programs, 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 engage with peers and faculty within the SON, medical center, and university to enhance learning. Students will learn by observing, practicing, reflecting, and participating within a community of nurse educators.

MNE graduates are prepared for successful completion of the CNEcl (Clinical Nurse Educator) certification exam. Courses are organized to meet the national nurse educator competencies to provide students with theoretical foundations and student teaching experiences in both academic and clinical nurse educator roles.

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

#### ***Master's in Nursing Education Program courses: 37 credits (392 teaching and clinical hours)***

- ❑ NUR 401 Foundations of Scholarly Writing in the Health Professions (1 credit)
- ❑ NLX 420 Theory and Evidence-Based Practice for Nurse Educators and Nurse Leaders (4 credits; including 56 hours of 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 56 hours of supervised teaching)
- ❑ NLX 417 Teaching and Learning in Nursing (3 credits)
- ❑ NLX 426 Curriculum Development and Course Design (4 credits; including 56 hours of supervised teaching)
- ❑ NLX 427 Assessment and Evaluation in Nursing Education (4 credits; including 56 hours of supervised teaching)
- ❑ MNE Elective (3 credits) which can be taken any semester, allowing students deeper knowledge and experience in a nursing education specialty area (e.g., simulation, educational technology, etc.)
- ❑ NLX 487 MNE Capstone (4 credits; including 168 hours of immersion/teaching project)

- ❑ MNE students can also complete the [Advanced Certificate in Online Teaching offered by the Warner School of Education and Human Development](#). Please notify the MNE Program Director and the Director for Academic Innovation if interested.
- ❑ Students enrolled in this Advanced Certificate program who wish to use a SON course for either of these online experiences must notify the SON EdiT team the semester **prior to** each Warner course to ensure approval by current course faculty or Program Director, in the event of a new course proposal.

**MNE Advanced Certificate:**

- ❑ Advanced Certification (MNE AC-E) with a concentration in **education courses and experiential learning**.
  - The Advanced Certificate is offered for APRNs (NP, CNS, CNL, CNM, CRNA, etc.) wishing to obtain educational coursework and experiences to effectively practice as a nurse educator in clinical or academic settings. This 18-credit advanced certificate program enables nurses with an existing APRN certification and licensure to sit for the NLN national certification exam for clinical Nurse Educators (CNEcl) or academic Nurse Educators (CNE).
- ❑ Advanced Certification (MNE AC-C) with a concentration in **clinical courses and experiential learning**.
  - The Advanced Certificate program for baccalaureate-prepared nurses holding a master’s degree in education (e.g., Med) is offered for those nurses wishing to obtain nursing-specific coursework and experiences to effectively practice as a nurse educator in clinical or academic settings. This 11-credit certificate program enables students with an existing master’s degree in education to sit for the NLN national certification exam for clinical Nurse Educators (CNEcl).

Graduates of these advanced certificate programs will be prepared as:

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

**Advanced Certificate in Nursing Education – Concentration in Education**

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

**Advanced Certificate in Nursing Education –Concentration in Clinical Practice**

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

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

<b>Master's Courses</b>	<b>Prerequisite(s)</b>	<b>Open to Non-Matriculated Students**</b>
NUR 401 Foundations of Scholarly Writing in the Health Professions		Yes
NLX 417 Foundations of Teaching & Learning in Nursing		Yes
NLX 420 Theory and Evidence-Based Practice for Nurse Educators and Nurse Leaders	NUR 401 (pre-requisite or co-requisite)	No
NLX 421 Physiology, Pathophysiology, & Pharmacology for Nurse Leaders and Educators		Yes
NLX 422 Health Assessment for Nurse Leaders and Educators		Yes
NLX 426 Curriculum Development and Course Design		No
NLX 427 Assessment and Evaluation in Nursing Education		No
NLX 487 MNE Capstone	All required MNE courses except with permission of the Program Director.	No
EDU 497 Teaching and Learning in Higher Education & the Health Professions		No
EDU 581 Clinical Teaching in Health Professions Education Teaching and Instructional Methods	EDU 497	No

***Refer to Ph.D. and DNP handbooks for curriculum details for these programs.***

## **SECTION VIII: CHANGING PROGRAMS**

### **Change of Program or Specialty:**

Students can change their specialty focus within the same degree type by meeting the following requirements:

- ❑ Students interested in changing their program or specialty focus will need to obtain support from their current program advisor or director, and the program or specialty director of their new program or specialty focus. Students must also complete the [Request to Change Program Form](#).
- ❑ Any required supplemental materials for the new program or specialty focus that have not been previously submitted may be required by the new program to process this request. Approval of this change will result in a change of major specialty, which will be issued by a formal notification from the Registrar.
- ❑ In addition to all additional application requirements, students must submit a letter explaining their desire to change programs or specialties to their academic advisor for consideration. Students must be in good academic standing to change program specialties. Students may not transfer from one program or specialty focus with the same degree type to another program or specialty while on probation.

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

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

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

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

## **APPENDIX A**

### **URSON Technical Standards and Expectations**

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

Any student expecting to need accommodations should [request them](#) prior to beginning the program.

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

#### **Observation:**

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

#### **Communication:**

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

#### **Motor:**

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

#### **Conceptual-Integrative:**

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

#### **Behavioral-Social:**

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

## **Appendix B**

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

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

FERPA further requires, again with certain limited exceptions, that the student's consent must be obtained prior to 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 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 HEALTHCARE**

The [National CLAS Standards](#) are intended to advance health equity, improve quality, and help eliminate healthcare disparities by establishing a blueprint for health and healthcare organizations.

#### **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 healthcare 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 healthcare 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:

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- ❑ Goode, T. D., Dunne, M. C., & Bronheim, S. M. (2006). *The evidence bases for cultural and linguistic competency in health care*. (Commonwealth Fund Publication No. 962). [http://www.commonwealthfund.org/usr\\_doc/Goode\\_evidencebasecultlinguisticcomp\\_962.pdf](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>
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- ❑ 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](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>
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- ❑ World Health Organization. (2012). *Social determinants of health*. [http://www.who.int/social\\_determinants/en/](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 [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 online.**

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 that asks for more detailed information.

**Plan to have your New York State application either submitted online or mailed in by:**

- Early December for December graduates**
- Mid-April for May graduates**
- Early August for August graduates**

- A. Read 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 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 that 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](#). Contact them **AFTER GRADUATION** to request a copy of your transcript. To make sure your transcript contains your graduation information, please note the following dates:
  - a. May graduates: Request transcript any time after commencement
  - b. August graduates: Request transcripts after August 31
  - c. December graduates: Request transcripts after December 31
4. If your state requires you to submit a **verification of degree form**, bring it to the SON Registrar who will hold that form until the first workday after graduation and then send it to your state as requested.

**If you are applying for an RN license in Canada:**

- A. Download the [National Nursing Assessment Service \(NNAS\) handbook](#) and the [FAQ information sheet](#) 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. **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 that you will use to receive your authorization to test (ATT) after all your paperwork is received and reviewed, to schedule your actual exam, and to obtain your results after you have tested. Remember which email address you selected, especially if you have more than one, or if you will be moving.
- C. You will need to provide Pearson with a credit card number to pay the applicable fee.

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

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

- A. When you receive your ATT email, go back into your Pearson registration profile, and follow the
- B. links to "Schedule a test" in the test site location you have previously selected.
- C. You will open a three-month calendar in the city you select to test and select a date to test.
- D. You can change the date and/or time of your exam up to 24 hours prior to 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. The online forms are PDF files that can be typed onto but cannot yet be submitted electronically; they must be downloaded and mailed.
- ❑ **FORM 1** – Complete and mail directly to the NYS Office of the Professions with the 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 it 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](#). Your degree is posted to your transcript the day after graduation. **Do not order your transcript prior to this** or they will receive a transcript with no degree on it! The University Registrar's Office will NOT hold a transcript request pending your degree.
- ❑ **Note that FORMS 1 and 2 are the only forms required for NYS Certification.** FORMS 2B, 2C, 3, and 4 are not relevant to current URSON graduates. FORM 4NP is not required to obtain certification. You will need it later when you begin practicing as an NP.
- ❑ Once your degree is conferred, we will send your form directly to Albany. A copy of your Form 2 will be kept in your student file.
- ❑ If you have any questions, please contact [Andrea Chamberlain](#).

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

#### **ANCC - American Nurses Credentialing Center Certification**

- ❑ [Apply online for ANCC Certification](#)
- ❑ AFTER GRADUATION, [order a transcript from the University Registrar's Office](#) (not the School of Nursing) online. Order an electronic copy and request it be sent to [APRNValidation@ana.org](mailto:APRNValidation@ana.org). There is a \$3.25 fee for electronic transcripts. Note we cannot 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 \(PNCB\)](#) to apply online. (They no longer require the Documentation of the 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. Note we cannot do this for you. You can order an electronic transcript for \$3.25 and have it sent to [transcripts@pncb.org](mailto: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 \(AANP\)](#)

To apply online, [create your Online Profile](#). 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. Note the SON cannot do this for you. You can order an electronic transcript for \$3.25 and have it sent to [transcripts@aanpcert.org](mailto: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 that 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](#) to apply online. Refer to the *ACNPC-AG Exam Handbook* on 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. 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](mailto:APRNCert@aacn.org). Your degree is posted to your transcript the day after graduation. **Do not order your transcript until then or the transcript will have no degree on it!**

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

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

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

**[NLN Website](#)**

**Application:** [Apply online](#) for either the NLN Academic Nurse Educator (CNE) or Clinical Nurse Educator (CNEcl) certification.

**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 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](mailto: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](mailto:certification@nln.org) or 618-453-5869.

## **APPENDIX G**

### **REGISTRATION FOR NATIONAL CERTIFICATION AS A CLINICAL NURSE LEADER**

**Certifying Body:** Commission on Nurse Certification (CNC)

**Credential:** CNL

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

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

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

#### **Testing Sites**

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

#### **Exam Application**

1. [Determine if you are eligible to sit for the exam](#).
2. Submit the required [online CNL application form](#).
3. If you meet the Eligibility Requirements, please review the [Exam Dates and Fees](#).
4. Once you have determined your exam date, you need to log into your [MyCNC Profile](#). Be sure to complete all 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.**  

She 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.
5. For the Education Documentation form (EDF), list [Andrea Chamberlain](#) as CNL Director. The Registrar's Office will complete this form, not the Program Director. She 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](#), 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](#)

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

## ***APPENDIX I DELIVERY MODE***

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

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

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

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

## **Appendix J ABSN GRADING**

**Assumptions:** failing is <73.00%; grade percentages are not rounded.

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

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

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

- Four ways to fail:
  1. Overall failing average – “earned” grade average is the final grade posted (e.g., average score is C-, C- is posted. Average score is D, D is posted, etc.)
  2. Cumulative exam average is failing – “earned” exam average is the final grade posted.
  3. Clinical objectives not met – the posted final grade is C-
  4. Failure of paper – posted final grade is C-

**NUR 379:**

- Three ways to fail:
  1. Not attending all mentoring sessions
  2. Assignments are not all completed and submitted.
  3. Not completing capstone hours