This handbook is published by the School of Nursing and is designed for use by students, staff and faculty. It was prepared in the summer of 2015. The School of Nursing reserves the right to change, at any time and without notice, any of its degree requirements, policies, course descriptions, and requirements, and any other information contained in this handbook. PhD and DNP students also receive a handbook with information about qualifying examinations, proposal, and dissertation preparation and registration. Programs are registered with The State Education Department, University of the State of New York, Deputy Commissioner for the Professions, Office of Professions, Albany, New York 12230 (518-474-3862) and are accredited by the Commission on Collegiate Nursing Education (CCNE), One DuPont Circle, NW, Suite 530, Washington, DC 20036 (202-887-6791).

Equal Opportunity: The University of Rochester values diversity and is committed to equal opportunity for all persons regardless of age, color, disability, ethnicity, marital status, national origin, race, religion, gender, sexual orientation, or veteran status. Further, the University complies with all applicable non-discrimination laws in the administration of its policies, programs, and activities. Questions on compliance should be directed to the particular school or department and/or to the University Intercessor, University of Rochester, and P.O. Box 270039, Rochester, New York 14627. Phone (585) 275-9125.
2015-2016 ACADEMIC CALENDARS

Fall Semester 2015
Convocation — Tuesday, September 8
Fall Term Break — Monday, October 5
Classes Resume — Tuesday, October 6
Thanksgiving Recess (at close of classes) — Wednesday, November 25
Classes Resume — Monday, November 30
*Last Day of Classes — December
Final Examinations End — Friday, December 18 (select APNN clinical ends December 18)

Spring Semester 2016
Classes Begin — Monday, January 11 for APNN Program and Wednesday, January 13 for all other programs
Martin Luther King Day – Monday, January 18 No classes
Spring Break Begins — Saturday, March 5
Classes Resume — Monday, March 14
University Commencement Weekend — Friday, May 13

Summer Semester 2016
Classes Begin — Monday, May 9 for the SEPT and JAN APNN cohorts, Monday, May 16 for the MAY APNN cohort and Tuesday, May 17 for all other programs
Memorial Day (no classes) — Monday, May 30

EMERGENCY NUMBERS

Medical Emergency
Dial x 13
Security will always respond. Based on the conversation we have from the caller, we will determine who else, such as an ambulance, fire department, police, should be called. It is also helpful to know what experience the caller has and what the problem is, i.e., “I am an RN and we have a male, in his 50’s, experiencing chest pains, we need an ambulance.”

Fire
Dial x 13 for Security
Remember:
  o R – rescue
  o A – alarm
  o C – confine
  o E – extinguish/evacuate

Security Concerns
  • Dial x 13 – for emergency situations/concerns
  • Dial x 5-3333 – for non-emergency situations/concerns
### Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015 Academic Calendar</td>
<td>2</td>
</tr>
<tr>
<td><strong>EMERGENCY NUMBERS</strong></td>
<td>2</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>3</td>
</tr>
<tr>
<td><strong>SECTION I: BACKGROUND INFORMATION ON THE UNIVERSITY OF ROCHESTER MEDICAL CENTER AND SCHOOL OF NURSING</strong></td>
<td>8</td>
</tr>
<tr>
<td>Medical Center and School of Nursing</td>
<td>8</td>
</tr>
<tr>
<td>Mission and Vision Statements</td>
<td>8</td>
</tr>
<tr>
<td>Statement of Philosophy</td>
<td>9</td>
</tr>
<tr>
<td>Unification Model</td>
<td>9</td>
</tr>
<tr>
<td>Organization of the School of Nursing</td>
<td>10</td>
</tr>
<tr>
<td>Educational Programs</td>
<td>10</td>
</tr>
<tr>
<td>• Baccalaureate</td>
<td>10</td>
</tr>
<tr>
<td>• Master’s and Post-Master’s</td>
<td>11</td>
</tr>
<tr>
<td>• Master’s and PhD Dual Degree</td>
<td>11</td>
</tr>
<tr>
<td>• PhD</td>
<td>11</td>
</tr>
<tr>
<td>• DNP</td>
<td>12</td>
</tr>
<tr>
<td>Goals and Objectives for the Educational Programs</td>
<td>12</td>
</tr>
<tr>
<td>School of Nursing Alumni Association</td>
<td>15</td>
</tr>
<tr>
<td>Sigma Theta Tau International (Nursing Honor Society)</td>
<td>15</td>
</tr>
<tr>
<td><strong>SECTION II: POLICIES AND PROCEDURES FOR ALL STUDENTS</strong></td>
<td>16</td>
</tr>
<tr>
<td>Academic Advising: Advisor and Student Advisee Responsibilities</td>
<td>16</td>
</tr>
<tr>
<td>Academic Alert</td>
<td>16</td>
</tr>
<tr>
<td>Academic Petition</td>
<td>17</td>
</tr>
<tr>
<td>Address and Personal Information Changes</td>
<td>17</td>
</tr>
<tr>
<td>Alcohol and Other Drug Policy</td>
<td>17</td>
</tr>
<tr>
<td>Americans with Disabilities Act (ADA)</td>
<td>17</td>
</tr>
<tr>
<td>Attendance</td>
<td>17</td>
</tr>
<tr>
<td>Class Cancellation: Inclement Weather or Instructor Illness</td>
<td>18</td>
</tr>
<tr>
<td>Classroom Behavior</td>
<td>18</td>
</tr>
<tr>
<td>Compliance Requirements</td>
<td>19</td>
</tr>
<tr>
<td>Complaint Follow-Up</td>
<td>20</td>
</tr>
<tr>
<td>Confidentiality of Files</td>
<td>20</td>
</tr>
<tr>
<td>Counseling on Careers/Graduate Study</td>
<td>21</td>
</tr>
<tr>
<td>Course and Program Evaluation</td>
<td>21</td>
</tr>
<tr>
<td>Diversity</td>
<td>21</td>
</tr>
<tr>
<td>Emergency Operation Notification and Disaster Plan</td>
<td>21</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>22</td>
</tr>
<tr>
<td>• Tuition Benefits for Employees of the University</td>
<td>22</td>
</tr>
<tr>
<td>• Federal and Private Loans</td>
<td>22</td>
</tr>
<tr>
<td>• Baccalaureate Students</td>
<td>22</td>
</tr>
<tr>
<td>• Graduate Students</td>
<td>22</td>
</tr>
<tr>
<td>Grading Policies</td>
<td>22</td>
</tr>
<tr>
<td>• Grade Changes</td>
<td>22</td>
</tr>
<tr>
<td>• Grade Reports</td>
<td>22</td>
</tr>
<tr>
<td>• Grading System</td>
<td>23</td>
</tr>
<tr>
<td>• Incomplete</td>
<td>24</td>
</tr>
<tr>
<td>• N Grade</td>
<td>24</td>
</tr>
<tr>
<td>• Repeating a Course</td>
<td>24</td>
</tr>
<tr>
<td>Graduation Check</td>
<td>24</td>
</tr>
<tr>
<td>Graduation/Commencement</td>
<td>25</td>
</tr>
<tr>
<td>• Baccalaureate Student Awards</td>
<td>26</td>
</tr>
<tr>
<td>• Master’s Student Awards</td>
<td>26</td>
</tr>
<tr>
<td>• PhD Student Awards</td>
<td>27</td>
</tr>
</tbody>
</table>
SECTION III: FACILITIES, RESOURCES, AND SERVICES ........................................... 49
Blackboard Information ........................................................................................... 49
Center for Academic and Professional Success (CAPS) ......................................... 49
Center for Nursing Entrepreneurship (CNE) .......................................................... 49
Center for Research and Evidence-Based Practice ................................................. 50
• Pre & Post Award Administrative Services ....................................................... 50
• Research Facilitation Group .............................................................................. 50
• Conflict of Interest ............................................................................................ 51
• External Proposals – SON and UR Sign-Off ...................................................... 51
• Funding Opportunities ...................................................................................... 51
• Human Subjects Procedures ............................................................................ 51
• Initial Certification Courses ............................................................................. 52
• Intellectual Property Agreement ...................................................................... 52
• Publications and Abstracts of Presentations ...................................................... 52
• Research Forums & Ad Hoc Workshops ............................................................ 52
• Scientific Misconduct ....................................................................................... 52
Clinical and Educational Resource Center ............................................................ 53
Clinical Site Coordination .................................................................................... 53
Computer Consultation ....................................................................................... 53
Computer Lab and Copy Card ............................................................................. 54
Course Descriptions ............................................................................................ 54
Electronic Mail and Etiquette ............................................................................... 54
Events on Campus ................................................................................................ 55
Fire Alarms/Drills .................................................................................................. 55
Lockers .................................................................................................................... 55
Lost and Found ...................................................................................................... 55
Mail Boxes ............................................................................................................. 55
Photocopier in HWH ............................................................................................. 55
Room Reservations: Helen Wood Hall ................................................................. 55
School of Nursing Committees ........................................................................... 56
Teaching Assistants .............................................................................................. 56
Telephone Bulletins .............................................................................................. 56
Telephone Numbers .............................................................................................. 56
University Health Service ..................................................................................... 56
University Counseling Center .............................................................................. 57
University Libraries ............................................................................................... 57
University Parking ................................................................................................ 58

SECTION IV: GENERAL INFORMATION ON THE BACCALAUREATE CURRICULUM AND PROGRAM ................................................................. 59
Admission ............................................................................................................... 59
• Accelerated Baccalaureate Programs for Non-Nurses ........................................ 59
• Baccalaureate Program for Registered Nurses (RN to BS) ............................... 59
• RN to BS to MS Programs ................................................................................ 59
Curriculum for Accelerated Baccalaureate Program for Non-Nurses .................. 60
Prerequisites for Undergraduate Courses in the Accelerated Baccalaureate Program for Non-Nurses .......................................................... 61
Curriculum for RN to BS Program ................................................................ ...... 61
Sample Plan for RN to BS Program .................................................................... 62
Curriculum for RN to BS to MS Program ............................................................ 63
Sample Plans for RN to BS to MS Programs ....................................................... 64
Additional Information Specific to Baccalaureate Students .................................. 64
• Dean’s List for Baccalaureate Students ............................................................... 64
• Dress Code ......................................................................................................... 64
• Repeating a course ............................................................................................ 65
• Electives .............................................................................................................. 65
• Center for Life Long Learning (CLL) ................................................................. 65
• Infectious Disease Work Restrictions ................................................................. 65

SECTION V: GENERAL INFORMATION ON THE MASTER’S NURSE PRACTITIONER AND POST MASTER’S CERTIFICATE NP PROGRAMS ........................................ 66

Admission .............................................................................................................. 66
Overview of the Master’s NP Programs .................................................................. 67
Overview of the Post-Master’s Certificate NP Program ......................................... 67
Overview of the Curriculum for the Master’s Degree & Post-Master’s Certificate Programs .......... 68
• Master’s Adult-Gerontology Acute Care Nurse Practitioner .......................... 69
• Post-Master’s Adult-Gerontology Acute Care Nurse Practitioner .................. 69
• Master’s Adult-Gerontology Primary Care Nurse Practitioner ...................... 69
• Post-Master’s Adult-Gerontology Primary Care Nurse Practitioner .............. 69
• Master’s Family Nurse Practitioner .................................................................. 70
• Post-Masters Family Nurse Practitioner ......................................................... 70
• Master’s Family Psychiatric Mental Health Nurse Practitioner ..................... 70
• Post-Masters Family Psychiatric Mental Health Nurse Practitioner ............... 71
• Master’s Pediatric Nurse Practitioner ............................................................. 71
• Post-Masters Pediatric Nurse Practitioner ....................................................... 72
• Master’s Pediatric/Neonatal Nurse Practitioner .............................................. 72
• Post-Master’s Pediatric/Neonatal Nurse Practitioner ...................................... 72
• Prerequisites for Graduate Courses ................................................................ 73

Additional Information Specific to Accelerated Master’s (AMPNN), RN to BS to MS, and Post-
Master’s Students .................................................................................................. 74
• Changing NP Specialty Area ............................................................................ 74
• NUR 492 Clinical Practicum for Advanced Practice Nursing .......................... 75

SECTION VI: GENERAL INFORMATION ON LEADERSHIP IN HEALTH CARE SYSTEMS

MASTER’S PROGRAM .................................................................................................. 76
Overview of the LHCS Concentrations .................................................................. 76
• Health Care Organization Management and Leadership .............................. 77
• Clinical Nurse Leader ........................................................................................ 77

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

PROGRAMS .................................................................................................................. 79
Overview of the Curriculum for the MNE ............................................................ 79
• Master of Science in Nursing Education ......................................................... 80
• Post-Master’s in Nursing Education ................................................................. 80

SECTION VIII: OVERVIEW OF COMPREHENSIVE EXAMINATION REQUIREMENT IN THE
MASTER’S PROGRAMS ................................................................................................ 82
• NUR 493 Comprehensive Exam ........................................................................ 82
• NLX 493 Leadership Comprehensive Exam ..................................................... 84
APPENDICES
Appendix A – Medical Conditions or Learning/Physical Disabilities .......................... 86
Appendix B – Family Educational Rights and Privacy Act ........................................ 87
Appendix C – National Standards for Culturally and Linguistically Appropriate Services
in Health Care ............................................................................................................. 88
Appendix D – Registration for RN Licensure and NCLEX Exam for APNN Students...... 90
Appendix E – Contact Persons .................................................................................. 92
Appendix F – Retention and Graduation Rates ............................................................. 93
Appendix G – Standards of Conduct .......................................................................... 95

INDEX .......................................................................................................................... 97
SECTION I: BACKGROUND INFORMATION ON THE UNIVERSITY OF ROCHESTER MEDICAL CENTER AND SCHOOL OF NURSING

Medical Center and School of Nursing

Strong Memorial Hospital, Golisano Children’s Hospital, the School of Nursing (SON), the School of Medicine and Dentistry, the Eastman Institute for Oral Health, and the James P. Wilmot Cancer Center comprise the University of Rochester (UR) Medical Center. Founded in 1925, the SON became the eighth autonomous academic division of the University in 1972. A five-year grant from the Kellogg Foundation assisted in establishing the School as a unique center for excellence in nursing education, practice, and research. Faculty members of the School are clinicians in Strong Memorial Hospital or other agencies, teachers in the academic programs, researchers in nursing, and administrators in the nursing programs of the Medical Center. The integration of these four professional activities strengthens each of them. These faculty members provide leadership roles in patient care and its administration, and are role models for their students.

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

Strong Memorial Hospital is a major regional health care institution and is the University's primary teaching hospital for nursing students, medical students, residents, and fellows. It has 830 beds. An innovative pattern of nursing utilizes the clinical talents of nurses in direct patient care, in managing programs, serving on joint practices committees and in collaborative management and decision-making, while non-nurses provide supportive services. All contribute to implementing high quality nursing programs. The Edward G. Miner Library in the Medical Center contains over 275,000 volumes and 25,000 electronic journals in the fields of nursing, medicine and psychiatry, and provides a full range of services to the faculty, students, and staff of the Medical Center.

Mission and Vision Statements

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

Mission Statement:
Building on a pioneering tradition of unifying nursing education, research, and practice, the URSON pursues excellence in clinical and scientific learning, discovery, and nursing care.

Vision Statement:
Lead the national agenda in transforming the discipline of nursing through innovative education, practice, and research.

The educational programs of the school will:

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

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

- They want to be educated in an environment that is driven by the needs of integrated health care delivery systems and that drives the future development of effective and efficient health care delivery models.
They want the opportunity to learn and work in collaboration with other health care practitioners in an academic setting.

They want an education that prepares them as excellent practitioners and researchers while valuing the complexity of their life needs.

STATEMENT OF PHILOSOPHY

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

The Unification Model directs nursing education, research and practice. Unification is not only a philosophical approach but also an organizational structure which operationalizes the interdependence among education, research and practice. Education empowers nurses with knowledge, attitudes and skills for leadership in professional practice and research. Research develops nursing knowledge to strengthen education and promote evidence-based practice.

The Practice of nursing is care delivery and promotes continued excellence through the generation of new research questions and the enrichment of the education experience. The ongoing interaction of education, research and practice benefits the consumer by ensuring quality nursing care.

Education is a dynamic, interactive process between learners and teachers utilizing the theoretical and scientific knowledge of the discipline and building upon the liberal arts background. A rigorous professional education with the breadth and perspective of the arts and sciences prepares leaders in nursing who shape current and future responses to ethical, political, economic, health and nursing issues. Critical thinking and decision-making are basic to the delivery of health care. The learner/teacher relationship fosters mutual respect, individuality, self-direction, collaboration, scholarship and commitment to lifelong learning. Educational programs focus on the ongoing professional and career development of practicing nurses through degree and non-degree programs. Creative, flexible programming in education is essential to meet the diverse and changing needs of learners, teachers and the nursing profession.
Research and Scholarly Productivity: Scholarly activity has as its outcome the generation, testing, refinement, and dissemination of new knowledge. Scholarly activities value and support the overall research efforts of the School, by assisting in the testing of new knowledge through the collection of data, identification of clinical problems for investigation, and application of clinical findings to patient care. Research is a scholarly activity, which generates and tests new knowledge based on rigorous scientific methods.

Clinical Practice is defined as a direct or indirect care activity which has as its central focus the actual and potential consumers of nursing care services. The consumers may be individuals, groups, families or communities, and the service needs of consumers may involve direct and/or indirect care interventions. Direct care involves specific interaction with the consumer and is aimed toward the restoration, maintenance, or promotion of optimal health and functioning for the consumer. In contrast, indirect care promotes the health of the consumer by structuring, developing and managing the environmental, economic, and human resources required for the provision of nursing care services. These include such activities as consultations, supervision, administration, committee work, and staff development. Advanced practitioners provide expert clinical care using a conceptual as well as an experiential knowledge base. Clinical practice may include major administrative responsibility for improving the quality and cost-effectiveness of patient care services.

The essence of nursing is assisting consumers to attain and maintain optimal health and to cope with illness and disability and dying. Nursing derives its rights and responsibilities from society and is, therefore, accountable to society as well as the consumers who comprise it. The nurse functions as a caring professional in both autonomous and collaborative professional roles, using critical thinking, ethical principles, effective communication, and deliberative action to render and facilitate access to health care, and to aid consumers in making decisions about their health.

Consumers of nursing care may be individuals, families or communities, all of whom have diverse and changing needs. Consumers are self-determining and have the rights to informed choice and access to health care. Any setting in which consumers function is an appropriate environment for nursing practice. Consumers ultimately define health for themselves and make decisions regarding it. Components of optimum health may include biological, psychological, social, cultural and spiritual functioning, effective response to a continually changing environment, and achievement of personal potential.

Organization of the School of Nursing

The organizational structure for the SON promotes communication, participation in decision-making, and integration of the SON into the general overall structure of the University and the Medical Center in which nursing assumes accountability in three areas: education, practice, and research. The SON, through its administrative deans, relates to University Officers on the River Campus, to the Senior Vice President for Health Affairs, to the Dean of the School of Medicine and Dentistry and Director of Medicine, and to the General Director and Chief Executive Officer of Strong Memorial Hospital.

The Chief Nursing Officer in the Medical Center is vested with overall responsibility and accountability for all of nursing within the Medical Center. The activities of the Chief are those of academic leadership, administrative responsibilities in the University and Medical Center, and top-level policy formulation for programs of education, research, and practice.

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

Educational Programs

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

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

Students who have a non-nursing baccalaureate degree are eligible to apply to the Accelerated Bachelor’s Program for Non-Nurses (or the Accelerated Master’s [NP only] Program for Non-Nurses), or to the Leadership in Healthcare Systems Master’s Program Health Care Organization Management and Leadership concentration (RN to BS to MS/HCM).

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

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

Advanced clinical nursing at the Master’s level involves analysis, synthesis, and application of knowledge and skills relevant to a defined specialty area of clinical practice. The dynamic interaction between the educational program and the learner facilitates progressive levels of mastery of the nursing process.

Graduate education has as its ultimate purpose the scholarly pursuit of knowledge about people in their quest for health and recovery from illness and about the consequences of nursing care provided to them. Research is an integral part of education at the Master’s level. An attitude of scientific inquiry is fostered as an essential component of practice. Research at this level emphasizes the utilization of findings, the identification of researchable problems, and the implementation of the research process.

Additional post-Master’s certificates are available for registered nurses with a prior advanced practice Master’s. These programs are described in detail in Section V.

**Leadership Master’s Programs**, Health Care Organization Management and Leadership and Clinical Nurse Leader, are described in Section VI.

The **Master’s in Nursing Education** program is described in detail in Section VII. This program is designed to prepare nurse educators for the future. Nurse educators are in significant demand to fill positions in academe, professional development, and patient education. Nurse educators also need to have practical experience in teaching. The MNE program offers several courses that include supervised teaching practica.

**Master’s and PhD Dual Degree.** This program is targeted to highly qualified nurses with a bachelor’s degree in nursing interested in an intensive, accelerated program simultaneously offering master’s preparation as a nurse practitioner and research training. The programs are designed to fast-track nurses wishing to prepare for roles either in clinical practice settings or schools of nursing as faculty/practitioners. Faculty/practitioners use an evidence-based approach to their practice; help educate future advanced practice nurses, and conduct clinical/health services research to build research evidence for practice in their specialty area.

**Master’s and DNP Dual Degree.** 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 doctorally-prepared nurses will serve as practice leaders to improve the quality, outcomes and delivery of care within their respective specialty areas.

**PhD.** The PhD Program in Health Practice Research began in 1979 (as a PhD in nursing). The objective of the PhD program is to prepare scholars who will develop and refine the evidence base for clinical practice and contribute to the dissemination, teaching, and advancement of research in academic and clinical settings and in national and international arenas. The program consists of four components: core courses in research and theory building, courses individually selected to support the student’s research interests, research and teaching assistant experiences, and the dissertation. The program content is directed toward the formulation and testing of theory; the designs, methods and tools for conducting research on topics related to health and illness; and the development and critique of scientific and humanistic knowledge appropriate to the care of persons in health and illness.
The PhD program research training process is based on clinical expertise at the master’s level. Applicants to the PhD Program may hold Master’s degrees in nursing, physical therapy, occupational therapy, or social work; other health-related areas will be considered.

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

**Goals and Objectives**

The goals and objectives for the Baccalaureate educational programs

<table>
<thead>
<tr>
<th>The goals of the Baccalaureate Program are to:</th>
<th>After successful completion of the Baccalaureate Program, the graduate will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare registered professional nurses who are capable of independent and collaborative problem-solving, decision-making, and the delivery and coordination of care to meet a wide range of client health care needs.</td>
<td>1. Integrate knowledge from the humanities, natural sciences and social sciences in the practice of professional nursing.</td>
</tr>
<tr>
<td></td>
<td>2. Provide <strong>patient-centered care</strong> that is respectful of differences, values and expressed needs; involves patients in decision making; is coordinated; and promotes optimal health.</td>
</tr>
<tr>
<td></td>
<td>3. Practice in a safe, caring, responsible and accountable manner in accordance with professional ethics and acceptable standards of nursing practice.</td>
</tr>
<tr>
<td></td>
<td>4. Demonstrate skills in critical thinking and decision making in the use of the nursing process with individuals, families, groups and communities experiencing complex health problems.</td>
</tr>
<tr>
<td></td>
<td>5. Demonstrate skill in <strong>interdisciplinary collaboration</strong> and delegation in designing, managing and coordinating health care of individuals, families and groups.</td>
</tr>
<tr>
<td></td>
<td>6. Use <strong>quality improvement</strong> principles and <strong>information technology</strong> to communicate and manage knowledge, prevent errors and support decision making to improve patient outcomes.</td>
</tr>
<tr>
<td></td>
<td>7. Apply appropriate knowledge of wellness and health problems, including risk factors, in planning and providing comprehensive <strong>patient-centered care</strong> to individuals and groups.</td>
</tr>
<tr>
<td></td>
<td>8. Evaluate the effectiveness of care for individuals and groups using <strong>informatics</strong> and quality improvement principles for purposes of <strong>improving care</strong>, assuring <strong>patient safety</strong> and maximization of outcomes.</td>
</tr>
</tbody>
</table>

| Prepare registered professional nurses who contribute to excellence in nursing care by scholarly contributions through participating in the discovery, integration, and application of research. | 1. Integrate **best evidence** with clinical expertise and patient values for optimum care. |

| Prepare registered professional nurses who engage in activities to promote self-awareness and self-growth in the practice of nursing. | 1. Develop goals that reflect a commitment to professional development, lifelong learning and scholarship. |
The goals and objectives of the Master's Nurse Practitioner Program (NP)

<table>
<thead>
<tr>
<th>The Goals of the Master's Nurse Practitioner Programs are to produce:</th>
<th>After successful completion of a Master's Nurse Practitioner Program, the graduate will be able to:</th>
</tr>
</thead>
</table>
| Providers who base clinical care, decision making, and clinical services on scientific evidence which is grounded in careful analysis of the unique needs of the individual, group or population. | 1. Integrate theory and research into interdisciplinary practice that is patient centered and culturally competent.  
2. Demonstrate clinical competence in a specialty that is grounded in the principles of ethical advanced nursing practice.  
3. Use information technology and informatics to advance safe and effective advanced nursing care.  
4. Lead evidence-based initiatives to improve patient outcomes. |
| Providers who are actively engaged in scholarship through the clinical application of existing knowledge, and the generation and dissemination of new clinical knowledge. | 1. Critically analyze problems (clinical, systems, public policy and professional practice) to develop innovative solutions.  
2. Apply strategies (including best practice initiatives, performance improvement, and quality assurance activities) to improve patient care and health systems.  
3. Apply principles of leadership, including participation in professional organizations, to shape policies that affect health care, education, practice and research.  
4. Advocate effectively for self, patients and the profession. |
| Providers who maintain competence in their specialty through formal and informal educational opportunities, specialty certification and who promote the ongoing education of others. | 1. Develop professional goals that reflect a commitment to professional development, lifelong learning and scholarship.  
2. Participate in the education of others.  
3. Facilitate the professional advancement of others. |

The goals and objectives of the Leadership in Health Care Systems (LHCS) programs

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| Prepare health care leaders to provide strategic and sustained direction, clear and visible values, and organizational environments that foster continuous improvement and enable success. | 1. Explain a shared vision for population health that includes expectations for interprofessional teams and complex health care systems to meet identified needs.  
2. Lead health care system change to achieve measurable improvements in health and organizational outcomes  
3. Manage fiscal information and budgets to ensure stewardship of resources  
4. Integrate cultural knowledge in relationships, infrastructures, and policies that respects the diversity of employees and health care recipients  
5. Employ information technology to support communication, knowledge management, and decision-making |
| Prepare health care leaders to support evidence-based practice and inquiry relevant to improving health and complex health care systems. | 1. Synthesize the evidence base to ensure the delivery of high quality health care  
2. Apply theory, best evidence, and robust methods to systems thinking and decision-making |
| Prepare health care leaders to create environments that foster innovation and continuous learning. | 1. Design information systems to enhance education and the effectiveness of individuals, teams, and complex health care systems  
2. Build relationships and partnerships to foster individual, team, and organizational learning |
### The Student Learning Outcomes and Metrics for the MNE program

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment</th>
<th>Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will model best practices in teaching and learning,</td>
<td>Design and implementation of teaching project in capstone project,</td>
<td>≥ 85% of students will pass the design and implementation of a teaching project in their capstone</td>
</tr>
<tr>
<td>interprofessional practice, and leadership in academic and clinical</td>
<td>graded by rubric</td>
<td></td>
</tr>
<tr>
<td>settings.</td>
<td>Preceptor evaluation of students, pass/fail rubric including assessment</td>
<td>≥85% of students will pass clinical/supervised teaching experiences on their 1st attempt</td>
</tr>
<tr>
<td></td>
<td>of leading and collaborating in interprofessional teams</td>
<td></td>
</tr>
<tr>
<td>Students will engage in the scholarship of teaching and learning.</td>
<td>Comprehensive Examination</td>
<td>≥85% of students will pass the comprehensive exam on their first attempt</td>
</tr>
<tr>
<td></td>
<td>CNE 1st time pass rates</td>
<td>Average 1st time pass rate of ≥ 65% (the current national average is ~62%)</td>
</tr>
</tbody>
</table>

### The goals and objectives of the DNP Program

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce clinical leaders whose expertise in critical thinking and</td>
<td>1. Lead the delivery and evaluation of high quality, evidence-based, and patient-centered care.</td>
</tr>
<tr>
<td>ethical decision making will provide care that is evidence-based,</td>
<td>2. Organize interprofessional and intraprofessional teams to improve patient and population health outcomes.</td>
</tr>
<tr>
<td>culturally congruent, collaborative, and interdisciplinary for</td>
<td>3. Integrate information technology into the management, application, and evaluation of new knowledge in the support and improvement of patient care and care systems.</td>
</tr>
<tr>
<td>diverse individuals, groups, and population; value and respect</td>
<td>4. Advocate for quality health care via political activism and policy change.</td>
</tr>
<tr>
<td>diversity; practice nursing in a culturally sensitive manner.</td>
<td></td>
</tr>
<tr>
<td>Produce nurse leaders whose knowledge and skills will prepare</td>
<td>1. Provide organizational and systems leadership for quality improvement and systems thinking.</td>
</tr>
<tr>
<td>them to participate in research and dissemination of research, for</td>
<td>2. Synthesize research findings to develop and/or refine practice guidelines that improve practice and the practice environment.</td>
</tr>
<tr>
<td>the improvement of health care, and the advancement of science,</td>
<td>3. Design and implement processes to evaluate outcomes of practice and systems of care.</td>
</tr>
<tr>
<td>practice, and education.</td>
<td>4. Integrate information technology into the management, application, and evaluation of new knowledge in the support and improvement of patient care and care systems.</td>
</tr>
<tr>
<td>Produce clinical scholars who are prepared to engage in lifelong</td>
<td>1. Lead the delivery and evaluation of high quality, evidence-based, and patient-centered care.</td>
</tr>
<tr>
<td>learning and teaching</td>
<td>2. Mentor students and clinicians in professional settings.</td>
</tr>
<tr>
<td></td>
<td>3. Disseminate clinical knowledge through presentations and publications.</td>
</tr>
</tbody>
</table>
The goals and objectives of the PhD program

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholars who develop and refine the evidence base for culturally</td>
<td>1. Critique, synthesize, and apply theory and research evidence on clinically relevant issues and problems.</td>
</tr>
<tr>
<td>congruent collaborative health care of individuals, groups, and</td>
<td>2. Articulate the contributions of the graduate’s own research and that of his/her discipline.</td>
</tr>
<tr>
<td>populations.</td>
<td></td>
</tr>
<tr>
<td>Scientists who design, conduct, and critique research for the</td>
<td>1. Design, execute, and disseminate clinical research that is:</td>
</tr>
<tr>
<td>improvement of health care and the advancement of theory and theory</td>
<td>• Rigorous</td>
</tr>
<tr>
<td>and practice.</td>
<td>• Ethical</td>
</tr>
<tr>
<td></td>
<td>• Theoretically congruent</td>
</tr>
<tr>
<td></td>
<td>• Clinically and socially significant</td>
</tr>
<tr>
<td>Leaders and mentors who contribute to the dissemination, teaching,</td>
<td>1. Demonstrate progression toward a leadership role in health science research, education, and policy.</td>
</tr>
<tr>
<td>and advancement of research in academic and clinical settings and</td>
<td>2. Recognize importance of mentoring students and facilitating professional advancement of colleagues in clinical and educational settings.</td>
</tr>
<tr>
<td>and in national and international arenas.</td>
<td>3. Disseminate information through scholarly presentations and publications to promote the growth of the profession.</td>
</tr>
</tbody>
</table>

School of Nursing Alumni Association

The Office of Advancement and Alumni Relations at the School Nursing helps to promote communication among alumni and the School, host events, recognize outstanding volunteers, and enhance alumni support for the school. Today, the Alumni Office sponsors a number of programs, including special alumni programs, SON reunion during Meliora Weekend, alumni receptions, student/alumni activities, alumni communications, and fundraising efforts.

The Alumni Relations office is located in the Alumni and Advancement Center, 300 East River Road, Suite 213, Box 278996, Rochester, NY 14627. For any questions, please contact the Director of Advancement and Alumni Relations for the School of Nursing at 585-273-5075.

Sigma Theta Tau International (Nursing Honor Society)

The UR SON has a chapter of Sigma Theta Tau, International: Epsilon Xi Chapter. The mission of the Honor Society of Nursing, Sigma Theta Tau International is to support the learning, knowledge and professional development of nurses committed to making a difference in health worldwide.

Membership is by invitation to Baccalaureate students, and all graduate students who are registered nurses, with a University of Rochester School of Nursing GPA of 3.5. Induction ceremonies are held twice yearly in the Autumn and Spring.

The Epsilon Xi chapter information can be found at the website: [http://www.son.rochester.edu/organizations/sigma/index.html](http://www.son.rochester.edu/organizations/sigma/index.html)
SECTION II: POLICIES AND PROCEDURES FOR ALL STUDENTS

Academic Advising: Advisor and Student Advisee Responsibilities

Matriculated students are assigned an advisor. Students will receive notification of the advisor's name, and contact information prior to their entry semester. Students can request a change in advisor through the Admissions Counselor. Some advisors are available only during the academic year. At other times, advising is available through the appropriate Program Directors, or Cohort Coordinators.

Students are required to have a degree plan (signed by their advisors in all programs except APNN) on file in the Registrar's Office. Students are urged to maintain contact with their advisors and to consult with them regularly concerning course information and matters related to the academic program and professional development. Any questions about the advisement process should be directed to the Program Directors.

The advisor's responsibilities in relation to each advisee are:
- To be acquainted with the student's interests/needs.
- To discuss the course plan for program completion.
- To sign any change of status forms.
- To be informed about the student's progress in the program.
- To counsel regarding academic questions or problems of the student.
- To counsel regarding current or postgraduate employment, workload, course requirements, time commitments, clinical schedules, or needs to achieve a successful academic outcome.
- To meet with student within a week if an academic alert is issued.
- To meet twice per term while student is on probation.

The student advisee's responsibilities in relation to the advisor are:
- To complete a degree plan (except APNN students) and file with the Registrar.
- To review the degree requirements and monitor progress. Consult with advisor when needed.
- To inform the advisor of academic progress in the program.
- To seek the counsel of advisor as necessary.
- To discuss with the advisor any changes in registration and/or change of status.
- To obtain the approval of the advisor on the Change of Status Form.
- To meet with advisor within a week of receiving an academic alert.
- To meet twice per term while on probation.

Academic Alert

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

An academic alert is designed to provide formal, written, proactive feedback to a student. Through this notification, students are alerted that additional efforts may be required to be successful in a course or program. This form will be completed by the instructor when a student exhibits challenges in either class, lab or clinical with: 1) attendance; 2) submitting assignments on time, or at all; 3) poor performance on assignments or exams; and/or 4) inappropriate or disruptive behavior.

After the student receives a copy of the academic alert, the original is given to the Registrar, who copies it to the Associate Dean for Education and Student Affairs, the appropriate Program Directors, the advisor, the course coordinator, the cohort coordinator, and the student file.

It is the student's responsibility to initiate a meeting with his/her academic advisor upon receiving an academic alert. The student, working collaboratively with the advisor and the course coordinator, will develop a plan for remediation. Outside resources (for example, writing tutor) needed by the student, will be identified by the student, advisor, and course coordinator and the student should contact the Center for Academic and Professional Success (“CAPS”).
The APNN program also uses a confirmation of a verbal discussion (that does not copy to the student’s file) for issues that do not rise to the level of an academic alert.

**Academic Petition**

Academic petitions are used by students when making a request for an exception related to their programs of study. Examples of the appropriate use of academic petitions are: 1) waiving credits, 2) seeking approval of academic nursing courses taken outside the SON while a matriculated student, or 3) transferring in academic courses taken as a non-matriculated student.

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

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

**Address and Personal Information Changes**

It is extremely important that each student keep the Student Affairs Office informed of his/her current local address, alternate (personal) email address, telephone numbers, change of name, and person to be notified in case of emergency.

**Alcohol and Other Drug Policy**

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

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

The University of Rochester welcomes students, faculty, staff and visitors with disabilities to our campus. We strive to meet the needs of all qualified participants in our programs and services by providing reasonable accommodations for individuals with disabilities and connection to resources within the University. In the School of Nursing, Nancy Kita has been designated as the Disability Coordinator. Ms. Kita can assist in gathering the necessary information to submit a request for a classroom accommodation and if granted, can help with the implementation of that accommodation. If you need an accommodation that falls outside of these two categories, please contact Lynnett Van Slyke, Disability Compliance Director at 585-275-9125 or l.vanslyke@rochester.edu. Alternatively you may find useful information at www.rochester.edu/disability.

**Attendance**

Class attendance 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 in the nursing program. Anticipated absences are to be approved by the faculty member. If unable to fulfill clinical
responsibilities because of illness or an emergency situation, the student is expected to notify the responsible person in the clinical site as soon as possible so that alternative provision for care can be made. In addition, the faculty member is to be notified prior to the absence.

Each student is responsible for meeting the educational obligations of course requirements, whether for classes or for clinical/lab experiences, and for making the necessary arrangements with faculty members for fulfilling these obligations. Students must take examinations at the scheduled time. If a family emergency occurs, students must notify the instructor within 24 hours of scheduled exam.

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

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

Class Cancellation: Inclement Weather or Instructor Illness

If students call the University's Information line at 275-6111 to find out if the UR is closing due to inclement weather, they are instructed to call individual departments for updated closing information. The SON policy is that:
1. Students should listen for UR closing information via the normal radio and television stations for both day and evening classes.
2. In less severe instances of inclement weather or instructor illness, canceling of class is left to the discretion of the individual instructor. In this case, every effort is made to contact class members, typically through Blackboard. It is imperative that students have current telephone numbers listed. Instructors will notify staff in the Student Affairs Office.

Classroom Behavior and Expectations for Personal Conduct

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

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

- Students should make every effort to arrive at class on time and to remain in the classroom while class is in session. Coming and going after class has started are extremely disruptive both to the students and to the professor. If a student believes he/she may need to leave the class early, then that student should sit near the exit. Any movement in and out of the classroom while class is in session should be done infrequently and with minimal disruption.
- Since many of our students are employed, pagers have become commonplace. However, the sound of pagers going off during class is disrupting. When in class, students are expected to have pagers on “vibration” mode so no sound will disrupt class. Messages, except for those of an emergent nature, should be “batched” and answered during class break or after class. The phone in the lobby of HWH can be used to answer pages.
- Any use of cell phones in the classroom is unacceptable. Students should tell potential callers that they will be unavailable via cell phone during class hours. Students can give the number of the Student Affairs office (275-2375) as a resource for any emergencies.
Clinical Sites: Cell phones may be used for diagnosis, medications and treatment options if there is not a computer available for student use, and preferably after you explain to the patient and family the reason for using your phone. Cell phones must be on vibrate mode at all times in any clinical environment. If the clinical agency does NOT allow the use of cell phones in the clinical area, then the student is not allowed to use the cell phone in that particular clinical agency.

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

Civility: The University of Rochester School of Nursing (SON) seeks to provide an environment for learning and teaching that is respectful of diverse persons and points of view in all classroom, electronic, and clinical settings. Consistent with this goal, it is expected that diverse perspectives and opinions will be expressed and received in the respectful and professional manner. Incivility, intolerance, hate speech, and abusive behaviors are considered professional misconduct and will be acted upon accordingly. Concerning social media expectations, students should review the latest guidelines of URMC. The web address is: http://www.urmc.rochester.edu/connect/social-media-toolkit/personal-use-guidlines.aspx

Compliance Requirements

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

All UR SON students are required to submit an initial health history form and subsequent yearly updates on file at University Health Service (UHS). Students are responsible for payment for annual health updates, if not covered under the University Health Service insurance plan. The form includes immunization information required by NYS Law to be complete before students may attend courses. A processing fee of $35.00 is charged for the initial health form for part-time students. If this requirement is not met by the first day of classes the student is charged a late fee. The charge will be added to your tuition bill.

If you are a Strong Memorial Hospital employee, you may contact the Occupational and Environmental Medicine Program (487-1000) to have a copy of your health update and physical sent to University Health Service. You may also sign an authorization for release of medical information in the SON Student Affairs Office and it will be sent directly to Occupational Health to release the information.

A new immunization requirement is the polio vaccine. All students must have received this vaccine. Either Oral (OPV) or Intramuscular (IPV) forms of vaccine are acceptable. An annual influenza vaccination is also required of all SON students, with proof/verification submitted to the Office of Student Affairs.

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

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

The SON requires that all students enrolled in the Accelerated Programs for Non-Nurses, RN to BS to MS, Master’s, Post-Master’s, and DNP programs complete the following:
- **Professional rescue cardiopulmonary resuscitation (CPR) course.** This course includes one and two person rescue, infant, child and adult resuscitation. A photocopy of certification is acceptable. The American Heart Association provides certification and recertification training through various agencies for BLS for healthcare providers. The UR provides this program through MDL (585-275-7666). Students must possess a current CPR card. Your certification will not be accepted if you completed a CPR course through Nursing Education at Strong Memorial Hospital, unless it is a carded course.
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:

- **City Wide Mandatory In-service Training** materials. These materials are available in the Student Affairs Office (or on the SON website) or submit a copy of the post-test from unit in-service. In addition, students may also be required to complete institution specific orientation depending on their clinical assignments.
- **Minor Policy Training**: This training is located on blackboard
- **Sexual Harassment**: Students enrolled in In-class and hybrid online classes will receive face-to-face training. Online training will be also be available for distance students.

In addition to the above requirements, RN to BS to MS, Master’s, Post-Master’s, and DNP students are required to provide the SON evidence of having successfully completed a pre-employment medication examination (CNET). Written confirmation should be provided by the first week of the semester of matriculating into the SON to the Student Affairs Office. If the student has not previously completed the examination, he/she can make arrangements to take the examination through Student Affairs. Students enrolled in the Accelerated Programs for Non-Nurses are required to successfully pass an in-class medication examination prior to participating in any precepted clinical experiences.

All students must also provide a copy of their health insurance cards (e.g. Aetna, Blue Cross, etc.) to the Student Affairs Office. It is the student’s responsibility to provide this office with an updated photocopy of the card if the policy should change.

Upon admission, all students must review the ADA Technical Standards and submit the form prior to beginning the program. In addition, upon admission the HIPAA Training video must also be reviewed. For individuals who have not reviewed this video, it can be viewed online. Documentation must be submitted with the date the video was reviewed. Forms are available in the Student Affairs Office 1-126, or online.

All matriculated students are also required to complete a mandatory plagiarism post-test, available online.

**Complaint Follow Up**

The University of Rochester values feedback from students and strives to address all complaints/concerns immediately at the point of origin. While the School of Nursing has a formal grievance procedure, faculty and staff are encouraged to address and resolve issues brought to their attention using existing faculty/administrative processes within the School. All complaints are to be handled expeditiously and considered confidential information. Any person receiving a complaint should document it on the appropriate log and submit completed logs to the appropriate program (undergraduate, graduate, doctoral or administrative) office or committee in November and April of each academic year.

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

**Confidentiality of Files**

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

The University considers the following to be directory information: name, campus address, e-mail address, home address and telephone number, date and place of birth, academic fields of study, dates of attendance, photographs, participation in recognized activities and sports, degrees and awards, weight and
height of athletic team members, previous educational agencies or institutions attended, and other similar information. See Appendix B for the complete policy of the Family Educational Rights and Privacy Act.

**Counseling on Careers/Graduate Study**

Classes and workshops are offered in job search techniques, resume preparation, and interview skills. Following these sessions, students are encouraged to seek individual help with resume, cover letters, etc., by meeting with their advisors. Baccalaureate students contemplating graduate study are strongly urged to discuss their plans with their advisors, members of the nursing faculty, and/or the Director of Admissions. Current employment opportunities are in a binder located in Student Locker Room 1W-204.

**Course and Program Evaluation**

Students evaluate their learning experiences in the nursing program. This is accomplished by completing online course and teaching effectiveness evaluations at the end of each semester. Collated evaluation results are given to the respective faculty members, Program Directors, and the Associate Dean for Education and Student Affairs. Identification of problems and potential solutions are sought. Course instructors are isolated from the processes involved in collecting, aggregating, and reporting evaluation data to ensure that all responses from students are confidential. Student representatives also participate as members of some faculty committees and are free to speak about student concerns. Students are encouraged to discuss any concerns with the faculty member at the earliest possible time. If this does not lead to a satisfactory resolution, the student can bring the concern to the attention of the Program Director, and if still unresolved, to the Associate Dean for Education and Student Affairs. All graduating students are asked to provide confidential comments through exit surveys regarding their programs of study at the School of Nursing in order to provide ongoing feedback for improvement. Employer surveys are also conducted.

Post-graduation views are periodically sought via an Alumni Survey sent to graduates of SON programs. Suggestions from alumni are seriously considered in the deliberations of the faculty committees and administration.

**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 Karen Reifenstein and Ying Xue, along with staff representative Jonathan Wetherbee co-chair the SON Council for Diversity & Inclusiveness. Programs and discussion sessions pertinent to promoting diversity and inclusiveness are held periodically for all faculty, staff, and students. The web link to the University's diversity web page is [http://son.rochester.edu/diversity](http://son.rochester.edu/diversity). The National Standards for Culturally and Linguistically Appropriate Services (CLAS), Appendix B, are comprised of fifteen standards intended to advance health equity, improve quality, and help eliminate health care disparities within health care organizations. These standards provide a foundational blueprint that helps to guide efforts designed to advance and support the SON’s mission regarding embracing and cultivating an inclusive school and work environment.

**Emergency Operation Notification and Disaster Plan**

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

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

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

Financial Aid

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

Tuition Benefits for Employees of the University. For the most updated tuition benefits information, visit www.rochester.edu/working/hr/benefits/tuition

Federal and Private Loans. Financial aid packages are made by the UR Financial Aid Office located in Wallis Hall on the River Campus. The Financial Aid Office processes applications for both federal and private loans. Federal loans are offered through the William D. Ford Direct loan program while private loans are offered through individual lenders. In order to apply for federal loans, students must complete the Free Application for Federal Student Assistance (FAFSA) at www.fafsa.ed.gov (School Code 02894). Questions regarding the financial aid application process or loan eligibility should be directed to the Financial Aid Office at 275-3226. Appointments can also be scheduled for you to speak with your financial aid counselor by calling the Financial Aid Office directly. Appointments are available daily and must be scheduled a day in advance.

Scholarships/Grants for Baccalaureate Students. Scholarships or grants are awarded to students by the School of Nursing and will be included in a financial aid award package. Any problems with scholarships/application materials, etc., should be forwarded to the Financial Aid Coordinator in HWH, 276-6079. Scholarship opportunities are listed on the School of Nursing website and other miscellaneous opportunities are posted in the student mailroom.

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

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

Grading Policies

Grade Changes. The rules of the faculty stipulate that once a grade has been reported to the Registrar, it cannot be changed without approval by the Associate Dean for Education and Student Affairs. To obtain approval for changing a grade, the faculty member submits a new grade to the Associate Dean for Education and Student Affairs.

Grade Reports. Grades are available to students and their advisors on the School of Nursing home page through the ACCESS tab in blackboard. Students should check their total hours, grade points, and cumulative averages to be sure they are correct. Students requiring an official grade should request an official transcript from the UR Registrar’s Office at no cost. Note that the numeric grade posted in Blackboard is not the official record of grades. GPA’s are not recognized or calculated at the graduate level.
Grading System.

Grades will be rounded up so that 0.5 (and above) rounds to the next full number (for example, a grade of 72.5 will round up to a 73).

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

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

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

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

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

<table>
<thead>
<tr>
<th>Letter</th>
<th>Performance</th>
<th>Grade Levels</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>Below Average</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Failure</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WP</td>
<td>Withdrew Passing (SON courses, see withdrawal information)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WE</td>
<td>Withdrew Failing (SON courses, see withdrawal information)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IE</td>
<td>Incomplete and Failure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>No Grade Reported by Faculty</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following grades are used for graduate students. The UR does not calculate a cumulative GPA for graduate students. System One (letter grades) is used for most courses in the SON.

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

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

Grades that carry no grade points and are not used to compute the cumulative point hour ratio are:
- P  Pass
- S  Satisfactory
- I  Incomplete
- AU  Audit
- N  No grade report
- WE  Withdraw failing
- WP  Withdraw passing

**Incomplete.** The grade of I, awarded at the faculty member's discretion under special circumstances, indicates that a course has not been completed. The incomplete grade cannot be used as a substitute for a failing grade when the student is doing unsatisfactory work. In order to post an incomplete grade, an incomplete contract must be established by the student and course faculty and must be on file in the Registrar's Office. Failure to file this form will result in a failing grade of E for the course. 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 appears on the student's permanent record. Under unusual circumstances, the time to complete the assignments may be extended using the Extension to Incomplete Form. The I grade will be converted to a failing grade after the third week of the following semester if the incomplete contract has not been filed.

The conversion of an I grade to a final grade must be completed prior to the end of the subsequent semester (fall, summer, spring) for all students. If the incomplete course is a prerequisite to another course, the student cannot progress to the next course until the prerequisite course is complete. A form requesting the Incomplete grade may be obtained in the Registrar's Office and must be completed according to the instructions on the form.

After a grade has been submitted for a course with an initial Incomplete, the advising record and ACCESS record will have a grade of I followed by a letter grade. This I grade is not reflected on the official transcript.

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

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

**Graduation Check/Degree Audit**

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

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

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

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

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

Graduation requirements for the Doctoral Degree are as follows:

1. 90 credits beyond BS or BA required.
2. 60 credits beyond MS or MA.
3. Continuous enrollment required (fall and spring).
4. Six year time limit for PhD students and five year limit for DNP students with a Master’s degree.
5. One year full time residence registered for a minimum of 9 credits each semester (PhD only).

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

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

Undergraduate degrees are awarded in August, December and May, and conferred in October, March and May. However, the commencement ceremony occurs and diplomas are released in May. For APNN students who graduate in August and December, an additional “pinning” ceremony is held at the University Advancement/Alumni Center. Graduate degrees are conferred in October, March and May.

Attendance at the Commencement exercises in May is strongly encouraged. Students who do not attend the School’s Commencement Ceremony may pick up their diplomas in the Registrar’s Office after Commencement. Participants in the ceremony are expected to wear academic regalia, which can be purchased through the UR Barnes and Noble bookstore. SON pins are given to all graduating Baccalaureate students.

All degree students, including those who completed their requirements at the end of the preceding Fall semester, or in March, are listed in the program and invited to participate. Post-Masters Certificate recipients are recognized in the program, but do not wear regalia nor receive their certificates during the ceremony. RN to BS students who have additional coursework to complete during the summer to meet their requirements are also included in Commencement in May.

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

- summa cum laude: top 2% and ties
- magna cum laude: the next 10% and ties
- cum laude: the next 20% and ties
Latin honors are calculated at the end of the final semester. Latin honors will be awarded based on the GPAs for graduates within each cohort. To be considered a candidate for Latin honors, a student must have completed all coursework in the program and must show no “incompletes” on his/her record.

**Baccalaureate Student Awards.** The following are awarded to nominated baccalaureate degree candidates at either the SON diploma ceremony or Fall Convocation:

- **The Margery Fancher Daly Memorial Prize** is awarded to an outstanding student of the UR SON who best exemplifies the life and character of Mrs. Daly, including compassion and competence in professional nursing practice, academic achievement, and commitment to a career in nursing.
- **Dorothea Lynde Dix Prize** is awarded to a student who has high scholarship and outstanding skills in the basic course in Psychiatric Nursing.
- **The Nursing Association Award** is presented to an Accelerated Program for Non-Nurses student who has organized and participated in student activities, publications, and/or committees “beyond the call of duty.” This student is selected by the members of the Accelerated Program for Non-Nurses in recognition of significant contributions often made “behind the scenes.”
- **The Registered Nurse Award** is presented to a graduating registered nurse student who has integrated the philosophy of baccalaureate nursing education, achieved high academic standing, demonstrated outstanding ability to practice professional nursing, and shown evidence of strong leadership potential.
- **Mabel Sine Wadsworth Award** is presented to a Baccalaureate student who has excelled in the women’s health care area.
- **Clare Dennison Prize** is awarded to an Accelerated Program for Non-Nurses student who has shown the most outstanding proficiency in general nursing care during the Accelerated Program for Non-Nurses and who has demonstrated promise of continuing excellence. This award is given at Fall Convocation and Commencement.
- **The Class of 1959 Nursing Award** is awarded annually to an existing APPN 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 diploma ceremony or at Fall Convocation:

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

**PhD Student Awards.** The following are awarded to PhD students at the SON diploma ceremony or at Fall Convocation:

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

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

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

**Student Life Award.**

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

**Grievance Procedure: Problems Concerning Course or Clinical Work**

A grievance may be considered if the student has evidence that criteria have not been applied consistently. The informal procedure consists of discussing the problem or concern with the faculty member first. Depending upon the nature of the problem, the problem may be discussed with the advisor. If the student is not satisfied with the outcome, the student should then proceed with step A. Initiation of step A should be as prompt as possible -- no more than 10 working days following the problem or concern. The purpose of this section is to provide the student with a clearly defined method of dealing with academic problems and/or concerns after he/she has exhausted the informal procedure described above.

A. The first step in this procedure is to contact the appropriate course coordinator/instructor in writing within 10 working days. It is important that the initial contact is made via letter and the student should retain a copy of all correspondence. The letter 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 in writing by the course coordinator/instructor with a response to his/her concern. If the student is dissatisfied with the outcome, he/she should proceed with step B.

B. The second step is to contact the Associate Dean for Education and Student Affairs/Designee within 10 days of receiving the course coordinator/instructor ruling. All materials and communications from previous contacts in the procedure should be assembled by the student and forwarded to the Associate Dean/Designee with a cover letter. The cover letter should contain information which describes why the results of the previous steps in this procedure were objectionable and/or unsatisfactory and a statement which explains how the student feels this problem can be solved. The Associate Dean/Designee has three options:

1. To rule that the problem is not grounds for a grievance; which then ends the grievance.
2. To rule on the problem.
3. To refer the problem to an ad hoc committee appointed by the Associate Dean for Education and Student Affairs/Designee, which is comprised of three individuals who have not been involved in the procedure thus far. The ad hoc faculty committee is appointed by the Associate Dean/Designee. The
committee will review all materials and refer their written evaluation to the Associate Dean for Education and Student Affairs /Designee who will act on the recommendations.

If the student is still dissatisfied with the outcome, he/she should proceed with step C.

C. The final step in this procedure is to assemble the materials as outlined in the previous step within 10 working days, attach a cover letter (see above) and forward these materials to the Dean of the SON. The Dean will rule that the problem is not grounds for a grievance or rule on the problem.

Harassment and Discrimination Policy

It is the University's aim to provide a setting that is characterized by respect for the individual and encouragement to develop his or her full potential. The University is pluralistic and seeks to provide a setting which respects diversity of individuals and groups and which promotes free exchange of information and ideas among faculty, staff, students, patients and guests. (The complete Harassment and Discrimination Policy can be found at http://www.rochester.edu/working/hr/policies/pdfpolicies/106.pdf )

Identification: University I.D. Card

The University I.D. card is provided at no charge to all students enrolled at the SON, including non-matriculated students and is both useful and necessary for checking out books from the library, cashing checks, security purposes, positive identification, and admission to various campus events. Immediate notice of loss should be reported to the Security Department. There is a $10.00 charge for a replacement. For employees of the UR, a student I.D. will not be issued since the individual already has an employee ID. Highland hospital employees may request a student I.D. In order to receive student privileges that differ from employee benefits, the student may request a letter from the SON Registrar.

To place money on Student ID cards, students can access this through Blackboard and use either their debit or credit card to place money on their ID card. Alternatively, students can go to the Miner Library and use the VTS machine to purchase a copy card.

The University I.D. card must be worn on a uniform or lab coat at all times throughout the Medical Center and University while working as a nursing student. The I.D. is not appropriate to wear while visiting a patient for personal reasons at Strong Memorial Hospital. This card must be visible and worn with the photo-side up. All new matriculated students are photographed for an identification card. The Medical Center I.D. Office is located at G-7009, 273-2000. Hours are Monday through Friday, 8:00 am – 4:30 pm. The River Campus I.D. Office, located in Susan B. Anthony Hall, 275-3975, is open Monday through Friday, 10:00 am – 7:00 pm.

Immunization Policy

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

Each student must have:
- Documentation to meet all the immunization requirements listed on the UHS web site http://www.rochester.edu/uhs/healthcare/ImmunizationForms.html and http://www.rochester.edu/uhs/healthcare/files/sonhhfinst.pdf
- A physical examination is also required for all students.
- Seasonal influenza vaccination is required for students attending clinical

All documentation must be complete before the first day of classes. Students will be prohibited from class or clinical rotations if immunizations are not complete and/or documentation is not filed with UHS. When changing status from part-time to full-time, the student must check with UHS to update his/her Health History Form as requirements are more stringent for full-time students. Many students in the SON are also employees of Strong Memorial Hospital. As a result, they are in an annual health update program through the hospital’s Occupational and Environmental Medicine Program (OEMP). These records are not routinely shared between UHS and OEMP. The student is responsible for obtaining his/her immunization record from OEMP. Release
forms are available in the SON Student Affairs Office and online in the forms section of the School of Nursing website.

Two common problems to avoid:

- Immunity to measles is the most common problematic requirement for students. Two vaccinations with live vaccine are required, the first on or after the first birthday and the 2nd at least 30 days later. Vaccines given before 1/1/1968 were not routinely live virus vaccines, were less effective, and do not meet current NYS immunization requirements.
- Lack of a record of immunity to mumps is also a common problem. This record of immunity is required for students in NYS, but not for healthcare workers. Hospital work records alone are often insufficient.

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

Mandatory Health Fee and Health Insurance

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

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

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

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

Malpractice Insurance

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

Nurse Practitioner Certification

State

Upon successful completion of an approved nurse practitioner program, master’s and post-master’s graduates must apply for certification and registration as a nurse practitioner in order to use the title and practice in New York. The Nurse Practitioner Certification Application Packet, which contains the application forms for certification and registration, is available by contacting the Division of Professional Licensing Services. Please call the SON Registrar 275-8832 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
Master's and post-master's graduates who plan to practice in other states must contact the appropriate state regulatory agency to complete the necessary requirements. Contact information (web site, address, phone number) for all the state agencies is available at the National Council for State Boards of Nursing web site [www.ncsbn.org](http://www.ncsbn.org).

**National Certification**

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

<table>
<thead>
<tr>
<th>UR SON Specialty Program</th>
<th>Professional Certification</th>
<th>National Certifying Body</th>
<th>Certification Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult-Gerontology Acute Care Nurse Practitioner</td>
<td>AGACNP</td>
<td>American Nurses Credentialing Center (ANCC) OR American Assn. of Critical Care Nurses (AACN)</td>
<td><a href="http://www.nursecredentialing.org">www.nursecredentialing.org</a> <a href="http://www.aacn.org">www.aacn.org</a></td>
</tr>
<tr>
<td>Adult-Gerontology Primary Care Nurse Practitioner</td>
<td>AGPCNP</td>
<td>American Association of Nurse Practitioners (AANP) OR ANCC</td>
<td><a href="http://www.aanp.org">www.aanp.org</a> <a href="http://www.nursecredentialing.org">www.nursecredentialing.org</a></td>
</tr>
<tr>
<td>Family Nurse Practitioner</td>
<td>FNP</td>
<td>AANP OR ANCC</td>
<td><a href="http://www.aanp.org">www.aanp.org</a> <a href="http://www.nursecredentialing.org">www.nursecredentialing.org</a></td>
</tr>
<tr>
<td>Family Psychiatric/Mental Health Nurse Practitioner</td>
<td>FPMH NP</td>
<td>ANCC</td>
<td><a href="http://www.nursecredentialing.org">www.nursecredentialing.org</a></td>
</tr>
<tr>
<td>Neonatal NP</td>
<td>NNP</td>
<td>The National Certification Corporation</td>
<td><a href="http://www.nccwebsite.org">www.nccwebsite.org</a> <a href="http://www.nursecredentialing.org">www.nursecredentialing.org</a></td>
</tr>
<tr>
<td>Pediatric Nurse Practitioner</td>
<td>PNP</td>
<td>The Pediatric Nursing Certification Board and ANCC</td>
<td><a href="http://www.pncb.org">www.pncb.org</a> <a href="http://www.nursecredentialing.org">www.nursecredentialing.org</a></td>
</tr>
</tbody>
</table>

**Patient Records/Patient Information**

School of Nursing students who are employees of Strong Memorial Hospital are not to access computerized patient information using their employee identification. Students are only to access records of their assigned patients.

**Medical Records**

1. All requests for medical records must be sent to or presented in writing to the Health Information Management Department, Strong Memorial Hospital, B-2100, 48 hours in advance of the date required.
2. A SON student must present his/her identification card each time he/she makes a request to examine a medical record and must present a letter from the faculty member/mentor authorizing access to medical records including purpose and duration of study.
3. Medical records may be examined and studied in the Health Information Management Department.
4. Additional information regarding the use of medical records may be obtained from the Department receptionist, 275-2905.
   A. In no case is a medical record to be removed from the review area or photocopied without permission from the Health Information Management Department.
**Psychiatric Records.** To allow students to review records in the Department of Psychiatry, Record Room, R-Wing, Ground Floor, course instructors must call the Record Room (G-9039) to notify the appropriate personnel of the particular student’s needs. The student must then have written authorization from the instructor and proper identification to gain access to records.

**Personal Safety**

**PRACTICE SAFE HABITS:**

- **ALWAYS BE AWARE OF YOUR SURROUNDINGS.** Be cautious and alert to the activity around you. When you are observant to your surroundings, you minimize the risk of becoming a victim of a crime.
- **LOOK CONFIDENT AND KEEP YOUR HEAD UP.** Walk with a purpose. Studies have indicated that criminals admit to targeting victims who do not appear to be “in tune” to what is happening around them.
- **DON’T BE AFRAID TO LOOK AT PEOPLE.** A potential attacker may be hesitant to commit the act if he/she thinks that he/she has been seen first.
- **WALK WITH OTHERS.** If you must walk alone at night, use a route with a well-lighted area. If the area is not frequently traveled, walk in the center of area (path or street) so you can see a wide view. Do not hesitate to use our escort service or call a friend or co-worker to walk with you.
- **TELL SOMEONE WHERE YOU WILL BE.** If you are going to work, studying late or are just going out, leave a note or message with a friend to tell what time you expect to return. If you are working after hours, notify the Security Dispatcher of your work location and call back to let them know when you are leaving.
- **REPORT ANY SUSPICIOUS ACTIVITY.** Rely on that instinctive GUT FEELING. If you have an uneasy feeling that something is unusual, then you are probably right. By calling security to check the area, you may have interrupted a crime in progress.
- **REPORT ANY CRIME OR ATTEMPTED CRIME.** Reporting and investigating crimes will assist in educating the public so they may be able to prevent a recurrence and it will raise the awareness level of others to the activity around them. With this information the community can then take proactive measures to help remove or reduce any existing risks in the environment.

When you call to report a crime, you will be asked a series of questions. Be prepared to give the following information: Your name and location (optional) and a number where you can be reached. An anonymous tip is better than no report at all. We ask for this information in the event that responding personnel are unable to locate the incident that you’ve reported. We would like to be able to call you back and confirm information, so that our response is not further delayed.

- **NATURE OF PROBLEM:** If we can have a general idea of the type of incident, this additional information will dictate the response. Knowing what the problem may relate to allows responding units to bring proper equipment and appropriate number of back-up personnel.
- **DESCRIPTION OF PERSON (S) AND/OR VEHICLE (S) INVOLVED:** A brief description helps to narrow down the possibility of confronting the wrong parties, thus giving the involved parties a chance to get away. It is helpful to the investigation if you could provide unique characteristics (e.g., color/type of clothing, facial hair, 2 or 4 door car, and license plate).

**REMEMBER...WHILE AT THE UNIVERSITY**

**DIAL 13 IN ANY EMERGENCY**

DIAL 53333 IN ANY NON-EMERGENCY, OR PICK UP A “BLUE LIGHT EMERGENCY PHONE.” Being a witness is not as much trouble as you think. The University also has a victim/witness assistance program that can help you through this process in the event that you become involved.

**UR Crime Prevention Office 11/91**

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education (USDOE). The statistics are available on the USDOE’s website [http://ope.ed.gov/security/](http://ope.ed.gov/security/) and on the University’s site at [http://www.security.rochester.edu/](http://www.security.rochester.edu/). You can also obtain a hard copy of the report, titled Think Safe, by contacting University Security Services at 585-275-3340.

**Probation and Progression**

**Undergraduate Admission on Probation:** Students are **admitted** on probationary status into the RN to BS program when selected criteria for admission are less than satisfactory and the Baccalaureate Program
Director or the Student Affairs Committee recommends that probationary status be implemented. While on probation, students must meet with their academic advisors at least twice per semester. Students must receive grades of C or higher in all courses and a semester grade point average of 2.0 or better. Probationary status will be removed when students achieve the standards for satisfactory progress in the BS program and the Student Affairs Committee recommends that probationary status be discontinued.

**Graduate Admission on Probation:** Students are admitted on probationary status into the graduate nursing program when (a) selected criteria for admission are less than satisfactory and the specialty faculty or Student Affairs Committee recommends that probationary status be implemented or (b) specialty faculty or the Student Affairs Committee recommends that probationary status be implemented. While on probation, students must meet with their academic advisors at least twice per semester and must receive grades of B- or higher in all courses. Probationary status will be removed when students receive grades of B- or higher for 9 hours of graduate study and the Student Affairs Committee recommends that probationary status be discontinued. Students are not admitted on probation to the RN to BS to MS program or to the Accelerated Programs for Non-Nurses. An applicant to the RN to BS to MS program who does not meet all of the criteria for admission may be admitted to the RN to BS program. Application to the MS program may be made at a later time.

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

**PROBATIONARY STATUS** will be assigned to any student who has received a final grade of C- or below in any required course, including WE (withdraw failing).

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

For students in the RN to BS to MS program where graduate courses are taken to meet the requirements of both the undergraduate and graduate degrees, a grade of less than B- in a graduate course (400 level) will not earn graduate credit. The course may be used toward the baccalaureate degree requirements, but would need to be repeated to earn graduate credit.

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

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

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

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

The Student Affairs Committee makes final progression and separation decisions in conjunction with the Associate Dean for Education and Student Affairs, and Dean.
**Graduate Satisfactory Progression** requires attaining a grade of B- or higher in Master’s level courses. In the graduate program a grade of C is considered to be *unsatisfactory* for progression. A final course grade of E, which indicates *failing*, has profound implications and may result in a student’s *separation* from their program.

**PROBATIONARY STATUS** will be assigned to any student in a graduate program who has received a course grade less than B-.

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

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

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

If a student receives a grade of E or WE in a course required for the program, then the Master’s Subcommittee will make one of two recommendations to the Student Affairs Committee. These recommendations will be to either (a) allow the student to repeat the course (the next time it is offered) or (b) separate the student from the University of Rochester.

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

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

**Progression in a Combined Program**

Students admitted to combined RN/BS/MS programs who receive an unsatisfactory grade in their coursework will be reviewed by both undergraduate and Master’s subcommittees to make recommendations for progression to the Student Affairs Committee.
Professional and Academic Honesty
University of Rochester School of Nursing
Student Honor Code

Sources: Adapted from ANA Code of Ethics and Interpretive Statements (2015) and University of Rochester School of Medicine Honor Code

The Honor Code exists in conjunction with other University, School of Nursing and regulatory policies. The Honor Code is not in lieu of, nor does it replace or supersede existing University, School of Nursing, and /or regulatory policies and procedures. In addition, the School of Nursing Academic Integrity Committee (AIC) retains the authority to review professionalism, behavioral and other student cases directly via the AIC process, in instances determined by the faculty and Dean to be egregious violations of the School of Nursing’s academic and professionalism standards.

Purpose of the Honor Code
Entering nursing school is the beginning of the student’s life as a health care professional, and pursuing an advanced degree requires the student’s continued commitment to professional standards. The American Nursing Association’s Code of Ethics and the American Association of Colleges of Nursing have suggested that health care professionals should be altruistic. This includes, as part of that expectation, the following:

- Compassionate treatment of patients and respect for their privacy and dignity.
- Honesty and integrity in all interactions with patients, patients’ families, colleagues, peers, faculty and others with whom the student interacts.
- Respect for the roles of other health professionals.
- A commitment to advocate at all times in the interest of one’s patients over one’s own interests.
- The capacity to recognize and accept limitations in one’s knowledge and clinical skills, and a commitment to continuously improve one’s knowledge and ability.

Expectations of Students

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, gender, age or sexual orientation. It is also unethical to refuse to participate in the care of a patient because of medical risk or perceived risk, to the student. It is not unethical for the pregnant student to refuse to participate in activities that pose a risk to her fetus.

Confidentiality: Associated with a right to privacy, the student has a duty to maintain confidentiality of all patient information. The patient’s well-being may be jeopardized and the fundamental trust between patient and caregiver destroyed by violation of confidentiality. Discussion of a patient’s problems or diagnosis in public or on any social media is unethical.

Professional Demeanor: The student should be thoughtful and professional when interacting with colleagues, faculty, patients and families. Unprofessional behavior includes the use of offensive language, gestures, or remarks with sexual overtones. The student must maintain a neat and clean appearance and dress in attire that is generally accepted as professional by the population served. Under pressure of fatigue, professional stress or personal problems, the student should try to maintain composure or remove himself or herself from the situation when appropriate. The student should seek supportive services when appropriate.

Misrepresentation: A student should accurately represent himself or herself to patients and others on health care teams and elsewhere. The student should identify his or her title and role accurately in order to avoid misrepresentation of the student’s position, knowledge and authority.

Honesty: The student is expected to demonstrate honesty and integrity in all aspects of education and in interactions with patients, staff, faculty, colleagues and peers. The student may not cheat, plagiarize, or assist others in the commission of these acts. The student must assure the accuracy and completeness of his or her part of the medical record and must make a good faith effort to provide the best possible patient care. The student must be willing to admit errors and not knowingly mislead others.

Consultation: The student must seek consultation and supervision whenever participation in the care of a patient may be inadequate because of lack of knowledge or experience. All students must act within their scope of the student role.
Conflict of Interest: When a conflict of interest arises, the welfare of the patient must always be paramount. A student may challenge or refuse to comply with a directive if its implementation would be antithetical to his or her own ethical principles, when such action does not compromise patient welfare.

Sexual Misconduct: The student will not engage in romantic, sexual or other nonprofessional relationships with a patient, even at the request of a patient, while the student is involved with the patient’s care. The student is not expected to tolerate inappropriate sexual behavior on the part of other personnel, staff, or patients. The student is also required to abide by the University of Rochester Student Sexual Misconduct Policy

Collegial Relationships: The principle of respect for persons extends to all persons with whom the student interacts, thus professional relations among all members of the SON and health care community should be marked with civility. Scholarly contributions should be acknowledged, slanderous and derogatory comments and acts avoided, and each person should recognize the contributions of others. The student shall interact with members of faculty and the health care team in a cooperative, considerate and respectful manner. This principle of respect applies to all settings (e.g., classroom, clinical, community) and to all forms of communication (e.g., written, oral, electronic).

Research: Honesty is the fundamental principle underlying research. Scientists have a responsibility to provide research results of high quality, to gather facts meticulously, to maintain impeccable records of work, to interpret results realistically and to report new knowledge through appropriate channels. Co-authors of research reports must be well enough acquainted with the work of their co-workers that they can personally vouch for the integrity of the study and validity of the findings, and must have been active in the research itself. Plagiarism is unethical. To consciously incorporate the words of others, either verbatim or through paraphrasing, without appropriate acknowledgement is unacceptable in scientific literature.

Evaluation: The student should seek feedback and actively participate in the process of instructors, which includes faculty as well as hospital staff. The student is expected to respond to constructive criticism by appropriate modification of behavior. When evaluating faculty performance, the student is obliged to provide prompt, constructive comments. Evaluations may not include disparaging remarks, offensive language or personal attacks, and should maintain the same considerate, professional tone expected of faculty when they evaluate student performance.

Teaching: Health care professionals have a responsibility to share knowledge and information with colleagues and patients. It is incumbent upon those entering the profession to teach what they know of the science, art and ethics of nursing to patients and other members of the professional community.

Responsibility to the Profession: Students are expected to behave in such a fashion as to bring honor upon the profession and the School of Nursing.

Violation of any of these expectations, whether at the School of Nursing, Medical Center, or elsewhere, will be grounds for referral to the Dean and Academic Integrity Committee.

Students, by entering the University of Rochester School of Nursing, agree to follow the terms of the Honor Code and will be held to the expected standards.

Definitions (adapted from the University of Rochester, College of Arts, Sciences and Engineering Advisor Handbook)

1. Plagiarism is committed when an individual uses the ideas or writings of another, as one’s own. The University’s definition of plagiarism is the following: “Students sometimes arrive at college uncertain of what constitutes misuse of another person’s expressed ideas. This statement is designed to explain the limits normally used to define plagiarism. The School of Nursing requires matriculated students to pass a mandatory post-test on plagiarism.
   a. Plagiarism is literary theft, intentional or unintentional. It is the use of a unique idea or phrase that does not originate with the user, without proper acknowledgment of the source.
   b. In written papers, due credit to the original source of major or unique ideas (i.e., ideas which you could not and did not arrive at by yourself) must be given in the form of citations or clear allusions at the proper places in the paper itself. These precise indications of source must be given whether
the material is paraphrased or quoted directly. An appended bibliography alone is insufficient acknowledgment.

c. Quotation marks must enclose all direct quotations even though the quoted material is no more than occasional phrases interspersed with original observations.

d. Illegitimate use of written material such as laboratory reports and computer programs or the obtaining of information from other students while an examination is in progress constitutes plagiarism.”

2. **Cheating** is committed when a student fabricates data, uses another student’s work, or assists another student by giving unauthorized help.
   
a. Fabrication of data includes data related to research, course assignments, or patient care, including misrepresentation of clinical assessment or intervention.

   b. Use of another student’s work includes but is not limited to:
      1. Obtaining a copy of all or part of the examination before the examination time.
      2. Using unauthorized notes or books during the examination.
      3. Copying or seeking the aid of another student during an examination.
      4. Attempting to solicit information, or actually obtaining information, about an examination when scheduled to take it at an alternate time.

   c. Assisting another student includes but is not limited to:
      1. Giving another student unauthorized aid on any piece of work (e.g., paper previously or concurrently written) to be submitted for evaluation or credit.
      2. Students working collectively on an assignment unless it has been expressly stated that group work is allowed.
      3. Both the student who receives aid and the student who gives another student unauthorized aid are equally accountable for their behavior.

3. **Professional Misconduct** is defined as, behavior by a nurse, either in active practice or who is studying to become a member of the profession, that implies a compromise or violation of ethical standards. *This includes all of the ethical duties as noted above: discrimination; violation of patient confidentiality; rude or disrespectful behavior, language or written communication; lying, deceit or dishonesty; acting beyond the scope of practice or knowledge; abandonment of a patient; sexual misconduct; disparaging language or offensive remarks in any form; any action that does not uphold the standards of the nursing profession or the SON.*

**Procedures for Dealing with Suspected Academic and/or Professional Misconduct**

A. General Guidelines

1. Cases of suspected academic or professional misconduct involving nursing students (Baccalaureate, Master’s, Post-Master’s, DNP, and PhD), as well as students enrolled in SON courses who have not matriculated at the UR, will be acted upon, first, by the SON. The first line of reporting is to the Associate Dean for Education and Student Affairs or her or his appointed Designee. In the case of graduate students, the recommendation of the Associate Dean for Education and Student Affairs (following due process in the SON) is forwarded both the SON Dean and to the Vice Provost and University Dean for Graduate Studies.

2. Ignorance of the UR and SON standards does not excuse academic or professional misconduct.

3. Students will be presumed innocent of wrongdoing until guilt has been determined in accordance with the procedures outlined below.

4. Students have the right to appeal any judgment and/or sanction in accordance with the procedures outlined below.

5. Proceedings will be prompt and final decisions will be rendered in a timely manner (usually within three weeks of the reported incident) allowing sufficient opportunity for a fair disposition of the matter.

6. All matters pertaining to the incident are confidential. All records/materials regarding a guilty case of professional or academic misconduct will be kept on file in the School of Nursing, Office of the Associate Dean for Education and Student Affairs, for 10 years or until the student completes all degree (or certificate) requirements, whichever time period is longer. Materials regarding a dismissed case will be destroyed at the end of the inquiry.

B. Procedures for Inquiry into a suspected case of Academic Misconduct
1. If a faculty member suspects a student of academic misconduct, he/she may counsel the student via a formal meeting. If, in the faculty member’s assessment, the student demonstrates understanding of the seriousness of the problem, is remorseful, and agrees to take positive action to remedy the situation or not repeat the offense, the faculty member will complete the School of Nursing Counselling Form. The completed form will be sent to the SON Associate Dean for Education and Student Affairs for review, and will be kept in the student’s file until graduation or separation from the SON.

2. If the student has a history of a previous academic misconduct, or if the faculty member interprets the situation to be more egregious, then the faculty member will verbally notify the student that the incident is being forwarded to the Associate Dean for Education and Student Affairs for review under the University and SON Nursing Student Responsibility, Professional Conduct, & Academic Policies. The faculty member will forward the facts of the incident in writing to the Associate Dean for Education and Student Affairs, who will review the case, including meeting with the persons involved and will decide whether to 1) dismiss the case, or 2) forward the case to the Academic Integrity Committee of the SON for further review and adjudication.

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

4. If the Associate Dean for Education and Student Affairs rules that the case should be considered as suspected misconduct, she/he will contact the Academic Integrity Committee Chairperson who will form an ad hoc committee to review the case. The ad hoc committee is chaired by a faculty member, and will consist of at least 2 other members, one of whom is a student representative. The Associate Dean for Education and Student Affairs will compile the relevant information regarding the case and distribute it to the Chair of the Academic Integrity Committee who will distribute to the ad hoc committee members. The Committee will be notified by the Associate Dean for Education and Student Affairs if the student has previously been found guilty of a breach of academic integrity while enrolled in the current degree (or certificate) program and what sanction was imposed.

5. The Chairperson of the Academic Integrity Committee will notify the student in writing that the incident is being reviewed and that the student has the right to submit a written statement addressing the allegation within three working days. The letter will include a copy of the Policy and Procedures as well as information that the student is free to seek support from his/her advisor or another faculty member, if he/she elects to do so.

6. The Academic Integrity ad hoc Committee will review the file on the case, to include input from the faculty member and the student.

7. A formal hearing will be scheduled. The student will be invited to the hearing and allowed the opportunity to defend him or herself. The faculty member who brought the incident forward, as well as other involved parties, will be invited to clarify any questions about the case. The hearing is a fact-finding session to explore the perspectives of all parties; it is not a legal proceeding and neither party may have legal counsel present. Another person, who is not an attorney, may accompany the student for purposes of advice and moral support. The student and his/her support person will not be present when other involved persons meet with the Committee during the hearing. The student has the right to know who will be interviewed as part of the hearing.

8. Based on the written materials submitted prior to and during the hearing, the Committee will decide guilt or innocence and will forward its findings and recommended actions and the complete file to the Associate Dean for Education and Student Affairs. All copies of the original materials related to the case will be returned to the Associate Dean for Education and Student Affairs.

9. If guilt is determined, the Associate Dean for Education and Student Affairs will review the Committee’s recommendation regarding a sanction, and can accept or modify it. The Associate Dean for Education and Student Affairs will forward a recommendation regarding a sanction to the SON Dean (for Baccalaureate students) or both to the SON Dean (as an FYI) and the Vice Provost and University Dean for Graduate Studies for his/her decision and, if appropriate, a sanction. The Associate Dean for Education and Student Affairs will impose any necessary sanction and will notify the student and involved faculty in writing of the outcome and sanction. The letter also will notify the student of his/her right to appeal the decision.

C. Procedures for Inquiry into a suspected case of Professional Misconduct

1. If a faculty member suspects a student of professional misconduct, he/she may counsel the student via a formal meeting. If, in the faculty member’s assessment, the student demonstrates understanding of the seriousness of the problem, is remorseful, and agrees to take positive action to remedy the situation or not repeat the offense, the faculty member will complete the School of Nursing Counselling
Form. The completed form will be sent to the SON Associate Dean for Education and Student Affairs for review, and will be kept in the student’s file until graduation or separation from the SON.

2. If the student has a history of a previous professional misconduct, or if the faculty member interprets the situation to be more egregious, the faculty member will verbally notify the student that the incident is being forwarded to the Associate Dean for Education and Student Affairs for review under the University and SON Nursing Student Responsibility, Professional Conduct, & Academic Policies. The faculty member will forward the facts of the incident in writing to the Associate Dean for Education and Student Affairs, who will review the case, including meeting with the persons involved and meet with the student. The Associate Dean for Education and Student Affairs will determine sanctions, up to and including expulsion from the SON. If the Associate Dean for Education and Student Affairs rules to dismiss the case, she/he will inform the faculty member and student in writing.

3. If the Associate Dean for Education and Student Affairs rules that the case requires a review by the Academic Integrity Committee, she/he will contact the Academic Integrity Committee Chairperson who will form an ad hoc committee to review the case. The ad hoc committee is chaired by a faculty member, and will consist of at least 2 other members, one of whom is a student representative. The Associate Dean for Education and Student Affairs will compile the relevant information regarding the case and distribute it to the Chair of the Academic Integrity Committee who will distribute to the ad hoc committee members. The Committee will be notified by the Associate Dean for Education and Student Affairs if the student has previously been found guilty of a breach of professional misconduct while enrolled in the current degree (or certificate) program and what sanction was imposed.

4. The Chairperson of the Academic Integrity Committee will notify the student in writing that the incident is being reviewed and that the student has the right to submit a written statement addressing the allegation within three working days. The letter will include a copy of the Policy and Procedures as well as information that the student is free to seek support from his/her advisor or another faculty member, if he/she elects to do so.

5. The Academic Integrity ad hoc Committee will review the file on the case, to include input from the faculty member and the student.

6. A formal hearing will be scheduled. The student will be invited to the hearing and allowed the opportunity to defend him or herself. The faculty member who brought the incident forward, as well as other involved parties, will be invited to clarify any questions about the case. The hearing is a fact-finding session to explore the perspectives of all parties; it is not a legal proceeding and neither party may have legal counsel present. Another person, who is not an attorney, may accompany the student for purposes of advice and moral support. The student and his/her support person will not be present when other involved persons meet with the Committee during the hearing. The student has the right to know who will be interviewed as part of the hearing.

7. Based on the written materials submitted prior to and during the hearing, and discussion with the parties, the Committee will decide guilt or innocence and will forward its findings and recommended actions and the complete file to the Associate Dean for Education and Student Affairs. All copies of the original materials related to the case will be returned to the Associate Dean for Education and Student Affairs.

8. If guilt is determined, the Associate Dean for Education and Student Affairs will review the Committee’s recommendation regarding a sanction, and can accept or modify it. The Associate Dean will forward a recommendation regarding a sanction to the SON Dean (for Baccalaureate students) or the SON Dean (as an FYI) and the Vice Provost and University Dean for Graduate Studies for his/her decision and, if appropriate, a sanction. The Associate Dean for Education and Student Affairs will impose any necessary sanction and will notify the student and involved faculty in writing of the outcome and sanction. The letter also will notify the student of his/her right to appeal the decision.

D. Appeals

An undergraduate student who is dissatisfied with the decision regarding his or her guilt and/or sanction, may
appeal that decision to the Dean to the School of Nursing in writing, within seven days of the decision. If the student remains dissatisfied, he or she may make an appeal to the Senior Vice President and Vice Provost for Health Affairs, in writing, within seven days of the decision of the Dean. If the student remains dissatisfied, he or she may make a final appeal to the Provost, in writing, within seven days of the decision of the Senior Vice President and Vice Provost for Health Affairs. The decision of the Provost is final.

A graduate student who is dissatisfied with the decision regarding his or her guilt and/or sanction, may appeal that decision to the University Provost, in writing, within seven days of the decision. The decision of the Provost is final.

**Readmission**

Students who have previously matriculated in the SON and have withdrawn from work toward a degree/certificate may apply for readmission. To readmit, students need to obtain a Readmission Form. If readmitted, the student will be expected to reformulate a degree plan with the assistance of the advisor and will be required to pay any other indebtedness previously incurred. Nursing courses completed successfully by the student prior to withdrawal may be counted as partial fulfillment of the requirements of the degree, provided: (a) the courses form an integral part of the student’s new program and are approved for inclusion by the advisor and (b) the courses were completed not more than five years prior to the date of application for rematriculation. Students must complete the program that is in place at the time of their readmission. The maximum time for a readmitted student to complete the program for the degree will be based on the credit hours remaining to be completed, computed at a rate of at least six credit hours a year.

**Recommendations/References**

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

**Transcript**

Through a partnership with the National Student Clearinghouse, students and alumni can order both electronic and hard copy transcripts. Electronic transcripts are securely delivered within one business day of completion of your order. Hard copy transcripts are sent within three-five business days after completion of your order. Students will need to provide either URID or Social Security number to validate their request. You can pay for your transcript order with any major credit or debit card. Your credit or debit card is not charged until University of Rochester sends your transcript(s). However, if you use a debit card, your bank may put a hold on your funds when we pre-authorize your payment. If you have questions on the pre-authorization, please contact your bank. Order updates will be sent to you via email and, if you choose, text messages. You can also track your transcript order online. Transcripts cannot be released if the student’s account shows any type of hold. If you request a transcript while there is a hold on your account, you will be notified of the hold.

The National Student Clearing House offers the following delivery options for transcripts:
- Electronic transcripts ($3.25 per destination address)
- Hard copy transcripts ($2.25 per destination address with up to 10 copies per destination address; example, 1 transcript or 10 transcripts to the same address within the same order would be a total of $2.25)
- FedEx options: United States ($17.25); Canada/Mexico ($32.25); all other international ($52.25)

Visit http://www.rochester.edu/registrar/transcripts.html for more information and to place an order. Questions about ordering transcripts should be directed to the University of Rochester Registrar's transcript line at (585) 275-5131.
Refund of Charges

School of Nursing Refund Policy

For students paying per credit hour for a semester-long course:
Before the 2nd class session, 100% refund
Before the 3rd class session, 90% refund
Before the 4th class session, 75% refund
Before the 5th class session, 50% refund
After the 5th class session, no refund.

For courses that are not held for the entire semester, refunds will be prorated accordingly.

For full-time students paying the flat rate (APNN students):
Before the 2nd day of classes starts, 100% refund (not including the first day of orientation)
Before the 2nd week of classes starts, 90% refund
Before the 3rd week of classes starts, 75% refund
Before the 4th week of classes starts, 50% refund
After the 4th week of classes starts, no refund.

A class week is defined as the seven days following the first class session. For example, if the first day of the semester is a Wednesday, the second class week would begin on the following Thursday.

For students enrolled in a non-Fast Track, online course, or a Hybrid course: (this includes “Flex Track courses”)
Before the 2nd week of classes starts, 100% refund
Before the 3rd week of classes starts, 90% refund
Before the 4th week of classes starts, 75% refund
Before the 5th week of classes starts, 50% refund
After the 5th week of classes starts, no refund.

A class week is defined as the seven days following the first day of the semester. For example, if the first day of the semester is a Wednesday, the second class week would begin on the following Thursday.

For the “Fast Track” on-line courses (NSG 305, 309, 310, 311, 312, & 313):
No refunds given after student is given access to the course.

For the Registered Nurse First Assist Program:
No refunds given once the class begins.

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

Students declaring withdrawal or inactive status for medical reasons or other extraordinary circumstances may be granted prorated charges throughout the term with the approval of the Associate Dean for Education and Student Affairs. Students receiving financial aid are advised to check with the Financial Aid Office before changing their status to see if their aid will be affected. Graduate students receiving SON Scholarship support should also check with the Financial Aid Coordinator in Room 3-164 (585) 276-6079.

Registered Nurse Licensure

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

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

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

Pre-registration occurs every semester for the purpose of planning for faculty, budget projection, and space needs for the coming semester. Pre-registration for the Summer semester is held during the Spring semester, usually in April. Pre-registration for the Fall semester is held during the Summer semester, usually in July. Pre-registration for the Spring semester is held in the Fall, usually in November. Students are expected to register for courses as early as possible, preferably during the registration period. There is a late registration fee of $50 for registration after the deadline. If students register for a clinical course less than 6 weeks before the first class date, it is unlikely that a clinical placement can be arranged that semester. Students registering more than two weeks after the start of the term will be subject to a $150.00 late fee (this includes registrations for inactive status, leave of absence and continuation of enrollment).

Adding Courses. Students should always discuss the adding of another course with their advisors. If it is an appropriate action, the Drop/Add Form may be obtained from the Registrar’s Office or online, or the course may be added online via web registration prior to its start date. An updated degree plan should be filed. If the class has already begun, the course instructor signature is also required. No course may be added after the fifth week of the semester and students are generally discouraged from adding a course after the second week.

Dropping and Withdrawing from a Course. Students should discuss the dropping of a course with their advisors. Drop/Add forms can be obtained from the Registrar’s Office or online or the course may be dropped via web registration. Students can drop a course through the fifth week of the semester. Courses dropped will not appear on the final transcript.

Beginning with the sixth week for all students up until the twelfth week of classes, students may withdraw from a course. A class week is defined as the seven days following the first class session. For example, if a class starts on Tuesday, the first class week would end on the following Tuesday just prior to class time.

If the student withdraws from a course after the fifth week, the faculty member will declare it WP (Passing at time of withdrawal) or WE (Failing at time of withdrawal). The decision to designate WP or WE will be based on the evaluation criteria stated in the course syllabus. The designation of WP or WE will appear on the student’s transcript.

The refund policy for dropping or withdrawing from a course is provided under the section “Refund of Charges.” This policy includes full-time and part-time matriculated and non-matriculated students regardless of payment method (includes UR tuition waivers). Refunds are not given, once classes start, for non-credit or audited courses. On-line Fast Track Courses are non-refundable. Please note that for students using tuition benefits, they are responsible for the balance of charges (after the refund).

Official drop/withdrawal from a course is the responsibility of the student, who must file a request as noted above. Notice to faculty members, telephone calls to offices on campus, or failure to attend classes are NOT considered official notice of intent to drop/withdraw. The official date of drop/withdrawal determines the amount of tuition refunded (students using tuition benefit waivers are responsible for payment of the balance).

Audit. Both matriculated students and non-matriculated students may audit select courses prior to the drop/add deadline with the permission of the instructor and the Associate Dean of Education and Student Affairs and with payment of the audit fee. Before student audit status is approved, the prospective auditor must reach agreement with the course faculty concerning attendance or other expectations to be met by the student, including participation in class discussions. Courses that require the registrant’s active participation are not appropriate for audit registration. Class work completed by auditors will not be evaluated by the instructor. Auditors will not receive a grade or credit for the course and should not expect any individual instructor time.

Students who later wish to receive credit for an audited course may request this by: 1) contacting the SON Registrar in writing and 2) paying the required tuition for the course. Such requests must be made within 1 year of completing the audited course and need to comply with all course requirements per the course syllabus in place at the time of the audit. Any grading would be completed by the faculty member who approved the audit.
Full-time graduate students taking at least 9 credit hours per semester may audit courses free of charge in the SON, when approved by the student's advisor, the course instructor, and Associate Dean for Education and Student Affairs.

**Change in Enrollment Status.** A student who is contemplating a change in status in the program (leave of absence, etc.) needs to get approval from the advisor and Program Directors by completing the Change of Status Form. A change in status usually means a change in financial aid eligibility. Because of limited resources, the SON cannot guarantee the continued availability of a tuition fellowship or traineeship award.

- **Inactive Status (Baccalaureate Students) or Leave of Absence (Master’s, Post-Master’s, and Doctoral Students):** Students who will not register for coursework each term at the SON must apply for Inactive Status or Leave of Absence via a Change of Status Form. If inactive status/leave of absence (LOA) is granted, the charges for the first semester are waived. Subsequent semesters of inactive status/LOA require a $60 per semester fee, unless the student shows proof of taking transferable coursework at another institution as indicated on the Change of Status Form. Students on inactive status/LOA will continue to receive pre-registration reminders for the next semester and other student mailings. Students planning to request inactive status/LOA should discuss this option with their advisors and obtain the proper form from the Registrar’s Office to ensure the privilege of resuming study without going through the process of re-admission. A revised degree plan must be filed upon re-entry, but preferably when leave is initiated. The Leave will be limited to two semesters. Baccalaureate students who are granted Inactive Status must register for “NUR 300: Inactive Status,” and graduate students must register for “NUR 985: Leave of Absence” each semester they are in this category. Students are not guaranteed a clinical slot upon return to the program. Students on inactive status/LOA may lose eligibility for student loan deferments and University Health Insurance.

- **Withdrawal from SON:** The student will 1) seek advice of advisor and 2) complete Change of Status form or write a letter requesting withdrawal to the School of Nursing Registrar. For students who withdraw, the refund of tuition and fees for course work will be prorated and determined by the date on which notice is received. Refund of tuition and fees is forfeited if the student does not notify the School of Nursing of the intent to withdraw in writing.

**Continuous Enrollment.** Matriculated students must maintain continuous enrollment by registering for at least one course at the UR each Fall and Spring semester. For students in the Accelerated or Leadership Programs, summer enrollment is also required. If this is not possible, contact the Registrar’s Office to request inactive status (Baccalaureate students) or a leave of absence (graduate students) or continuation of enrollment status prior to the beginning of the semester. Consult with your advisor before making this decision. A Change of Status Form must be completed. For students enrolled in more than one program, registering for a course in either program meets the continuous enrollment requirement for both programs. Students failing to maintain continuous enrollment as described will be administratively withdrawn.

**Course Cancellation.** Courses may be canceled due to low enrollment. Registered students will be notified of course cancellation by the Registrar’s Office.

**Degree Plan.** The degree plan outlines the student’s intended plan of study for the duration of enrollment in the program at the UR. The degree plan is intended to:

1. Assist the student and advisor in discussing the student’s career goals and plan for completion of the program.
2. Plan the ideal sequence of courses taking into consideration prerequisites, co-requisites, the student’s learning needs, and the intended time for completion of the program.
3. Allow administrators to forecast enrollment and plan resources for courses.
4. Identify cohorts of students for clinical course enrollment and progression.

All students are required to have a current degree plan on file with the Registrar. Failure to do so will result in a registration block. 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 and signature of the advisor. Upon filing the degree plan, the student is committed to a clinical cohort for participation in clinical courses. Students’ registration for courses must reflect the degree plan. If the degree plan is altered, the student’s enrollment in clinical courses may be affected. Changes in the clinical cohort assignment can be granted only on a space available basis.
**Exemption/Waiver of a Course.** When a student applies for a course exemption, it is done by petitioning the course instructor. Credit is given for the course when a student successfully challenges the content. When exempting a course, the student registers and pays for the course in the semester that it is being taught and receives credit and a grade for the course based on the terms of the academic petition.

A course may be waived from a student’s program of study after a student has taken a course similar in content which has been approved for substitution by the student’s advisor, course faculty, and Program Director. The student is required to take additional coursework to make up the credit and fulfill the objectives of his/her academic program.

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

The completed form is submitted by the student to his/her advisor/faculty member and lastly to the appropriate Program Director, and Associate Dean for Education and Student Affairs for final approval of the curricular integrity of the proposed independent study. NUR391 (for Baccalaureate students), NUR491 (for Master’s and Post-Master’s students), and NUR591 (for Doctoral students) are the course numbers used to register for non-clinical independent study.

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

Full-time status for APNN students is 12 or more credit hours per semester. “Half-time status” for federal financial aid and loan deferment purposes, is at least 6 credits. There is no full-time option for the RN to BS program.

A full-time Master’s, Post-Master’s certificate, or DNP student is defined as a student who registers for 12 hours of credit per semester or 9 credits if at least one of the courses has a clinical or lab component. Full time PhD status requires registration for 12 or more credits per semester UNLESS the student is also involved in lab or clinical experiences, research or teaching assistantships, or dissertation credits, in which case 9 credits constitutes full time enrollment. “Half-time status” for loan deferment purposes, is at least 6 credits.

**Maximum Time for Completing Degree Requirements:** Master’s and Post-Master’s candidates must complete all of the requirements within five years after matriculation. RN to BS and PhD students must complete all the requirements within six years after matriculation. Students in the Post BS DNP must complete all the requirements within seven years after matriculation. All students must maintain continuous enrollment for each term after matriculation. Students who for good reason have been unable to complete a program within the stated time frame may request an extension of time via an academic petition. Such an extension, if granted, will be of limited duration.

**Non-Matriculated Study** (not formally admitted to a degree program in SON). A person wishing to take a course or courses not leading to a degree or certificate program may register for a course open to non-matriculated students. Clinical/Lab courses are not open to non-matriculated students. Subsequent evaluation of such work for inclusion in a degree program is subject to the limitations on transfer credit (see below) and approval of the academic advisor and Program Director, via academic petition.

**Overload** APNN students considering adding ANY courses over and above those required in the program must have the approval of the advisor and the Associate Dean for Education and Student Affairs. Any other student considering an overload (19 or more credit hours) must have the approval of the advisor and the Associate Dean for Education and Student Affairs.
**Transfer Credit.** For Baccalaureate students, the review of official transcripts for the purpose of awarding transfer credits occurs during the admission process and after matriculation whenever an official transcript is received by the SON Registrar’s Office. Arts and sciences courses completed at other colleges or universities (or other institutions, including CLEP or Excelsior credits) will be reviewed for transfer of credit to SON providing the courses are documented on official transcripts, have been completed with a grade of C- or higher, except APNN with a grade of C or higher. Upon admission, RN to BS or RN to BS to MS students can receive one additional “conversion credit” arts and science credit to accumulate the required 128 credits for graduation. A petition is required to transfer in non-matriculated graduate courses taken at the School of Nursing.

For the MS degree, the total amount of transfer and waiver credit cannot exceed 10 credit hours. No more than 12 nursing credits for RN to BS to MS students may be accepted as transfer credit for nursing course work previously taken as a non-matriculated student at the UR. Courses taken prior to matriculation may be accepted toward degree requirements if: 1) the subjects form an integral part of the proposed program of study; 2) they are taken within five years of the date of matriculation; 3) they carry a grade of B- or higher as interpreted in this university; and 4) they are approved by the advisor, faculty reviewing the course(s), and/or Program Director. For Master’s and Post-Master’s students, the required undergraduate health assessment course for entry into the required graduate level assessment course (NUR 410/NUR 412, or NLX 422 [for MNE students]) must have been taken within the past five years.

**Religious Observance and Other Holidays**

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

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

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

Students are also encouraged to discuss their anticipated absences with their course faculty and/or advisor. Students are not required to be back on campus to submit papers or take exams by the mornings following the religious holiday.

There are no classes held on Martin Luther King Day.

**Student Access to Records**

Students in the SON can view their own academic records on-line through student ACCESS. To view personal course schedules, grades, academic history, and account hold information, use the ACCESS tab in Blackboard.
Student Crisis: Process for Resolution

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

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

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

The Associate Dean for Education and Student Affairs then notifies the following individuals: Program Directors, Advisor, and clergy as appropriate. The Associate Dean for Education and Student Affairs will call a Care Conference of SON personnel as soon as she/he becomes aware of a student crisis. The River Campus individuals will be used as appropriate. SON personnel who will be included in the Care Conference include, but are not limited to SON Advisor, Program Directors, Student Affairs Office, and other appropriate support offices (e.g., Rape Crisis, Student Health, Mental Health Support teams).

Whenever possible, those individuals closest to the student in crisis, including other students, faculty and staff, will be asked to intervene to help him/her. Usually the advisor will be asked to play a pivotal role in the communication with the student and others in the immediate circle such as family and classmates. Before anyone is notified about a student in crisis, the permission of the student will be solicited. If the student is reluctant to notify family or classmates, this will be discussed with him/her and ultimately, the student’s wishes will be respected. If the student is unable to make the decision about notification of others, those individuals involved in the care conference will make plans.

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

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

In the days following the incident, the Student Affairs Office will be the focus of the communication and planning. They and the Associate Dean for Education and Student Affairs will communicate closely about the content and amount of information shared with the SON community.

The last phase will include transitioning the student in crisis back into the SON community as appropriate. This, too, will be coordinated through Student Affairs in collaboration with the student and her/his advisor. Assistance with making up class work and altering the degree plan may have to be done. Every effort will be made to ease the transition of the student back into as much of the SON routine as is appropriate.
**Student Identification (ID) Number**

To protect the privacy of our students, all University of Rochester students are randomly assigned an eight-digit Student Identification Number. Students need to learn this number as the use of Social Security numbers to identify students is restricted except in rare instances (situations where there are tax implications such as financial aid). The elimination of inappropriate Social Security number use is ongoing. Please contact the SON Registrar if you discover a situation of Social Security number use in need of examination and review.

**Student Records: SON**

The SON maintains academic information on all students and graduates of the School. Student records are considered confidential and are kept in a secured area. Students who wish to examine their records may do so by making an appointment with the Registrar. The following information is maintained in each current student record:

- Student’s name, classification, advisor, and major concentration
- Student’s advising record (unofficial transcript)
- Student’s application to the UR (letters of recommendation are destroyed after admission)
- Letters of admission and acceptance
- Clinical evaluations

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

- Change of Status Form
- Program degree plan
- Letters regarding academic action (e.g., probation, separation)
- Academic alerts
- Approvals for courses taken outside the SON
- Transfer and re-admit evaluations of credits
- Prize and award letters
- Transcripts from other institutions attended
- Notices regarding compliance issues (CPR, UHS, RN license, CNET Medication Test, City-Wide Post-Test)
- Advisor and faculty comments about students regarding academic issues
- Descriptions and evaluations of independent study courses
- Address Change Form

**Transportation**

Clinical experiences require that students have access to transportation. Since many clinical experiences occur in the community and other affiliated agencies, students are well served to have access to a car. If the student does not have a driver’s license or access to a car, public transportation in Rochester may be utilized. However, some clinical placements may not be directly on a bus line. Unavailability of private transportation will not excuse the student from meeting course objectives. Baccalaureate students are encouraged to proactively arrange their transportation needs. Car-pooling with other students to and from community agencies may be an option. Faculty and clinical preceptors do not provide transportation for students.

**Video and Still Camera and Audio Use at the School of Nursing**

The student use of still/video recording devices/cameras (film or digital) in any classroom, laboratory, or clinical setting is prohibited in most circumstances. The student use of audio recording devices in any classroom or laboratory is allowed only with the permission of the faculty member/guest lecturer, which may be granted or denied at the faculty member’s discretion. Use of the audio tape/file is restricted to the student’s individual and personal use and may not be posted on the Internet or other social media. Students may not use earphones (ear buds, etc.), such as for an MP3 player, iPod, or other similar device, in any classroom, laboratory, or clinical setting without explicit course faculty approval.

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

1. The use of such equipment is expressly authorized by the course faculty as part of a class or clinical assignment or activity.
2. Faculty permission is also required for any still/video/audio/recording in a clinical setting in addition to institutional policy, which may require human subject’s protection authorization and explicit, written permission of the participant.
3. This policy may not supersede any duly authorized ADA accommodations a student may have in place.

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

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

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

APA formatting for papers and reference citations (both in-text and in the references list) written for course work in the SON must comply with current APA format, unless directed otherwise by a faculty member. Students are encouraged to purchase a copy of the most current version of the Publication Manual of the American Psychological Association (APA) for reference (see full citation below). Resources for students are available at the CERC and via Blackboard.

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

- Title page includes:
  - Running head: AND A BRIEF TITLE (ALL IN CAPS)
  - Full title of the paper (Centered upper half of page, Upper and Lower Case)
  - Author name and affiliation
- Brief title is on all pages, upper left-hand corner, except for page 1 (this is the same phrase as the Running head). Place in the header section of the paper.
- Page number goes in the upper right-hand corner on all pages (title page starts with 1), also place in the header section.
- Repeat the Full Title of the Paper at the top of the first page of text (titles are NOT considered headings; Centered, Upper and Lower Case, NOT bolded)
- Abstract (optional, only if required by faculty) goes on a separate page
- Headings and subheadings used appropriately throughout manuscript
- 1” margins at top, bottom, right, and left on every page; only left margin is justified
- 12 pitch serif font (e.g., Times New Roman or Book Antiqua)
- Manuscript double spaced throughout
- Citations for all ideas, quotations, and references used
- Citations in correct format in manuscript text (Author, date)
- Direct quotations identified by quotation marks or indented blocks (if >39 words)
- Citation and page number given for all direct quotations (Smith, 2006, p. 159)
- Abbreviations and numbers use APA style
• Direct quotations are used sparingly – focus on *paraphrasing* and *synthesis* of ideas
• Language does not introduce bias (gender, age, ethnicity, sexual orientation, etc.)
• References in required format, on a separate page, labeled: References
• References double spaced
• Tables and figures follow APA format

Detailed information on use of these requirements is included in the *APA Manual*. An additional reference is Diana Hacker’s *A Writer’s Reference* (see full citation below). Hacker’s book includes a helpful guide to academic writing, sentence structure, grammar, and punctuation. Faculty may specify additional APA format requirements by including such information in their course syllabus.

Students are also advised to use a contemporary dictionary and thesaurus, and a manual on writing skills when preparing papers. For example, *The Elements of Style*, by William Strunk, Jr. and E. B. White (citation below), is an excellent reference that students may wish to use. Other writing resources include:

• Purdue Online Writing Lab (“OWL”): [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)
• *Oxford English Dictionary* online version is available through E. G. Miner Library.

Students who anticipate, or are experiencing, difficulty in writing should promptly discuss their concerns with their course faculty. Students may also consult their academic advisor or contact the Center for Academic and Professional Success regarding available resources, including a writing tutor and additional course work.

**APA Citations for texts noted above:**

SECTION III: FACILITIES, RESOURCES AND SERVICES

Blackboard Learning Management System

The School of Nursing entry point for Blackboard is available at http://sonbb.urmc.rochester.edu. It is normally available 24 hours a day, 7 days a week, and may be accessed either on or off campus.

All students should be aware of their Blackboard accounts. If you have taken courses at the School of Nursing (including FastTrack courses) or have taken online employee refresher lessons from Strong or Highland Hospitals, you will use the same Blackboard account. If you are new to the University, your Blackboard log-in will be sent to you.

Troubleshooting
If you had a Blackboard account in the past, but don't remember the username, please follow these steps:

- Connect to http://sonbb.urmc.rochester.edu.
- Click the “Forgot password?” link.
- Complete the form that is titled “Don’t remember your Blackboard username?”

If you require a password reset and have a @urmc.rochester.edu email address, please contact ccdesk@urmc.rochester.edu to request a password reset.

If you do not have a @urmc.rochester.edu email address, please follow these steps:

- Connect to http://sonbb.urmc.rochester.edu.
- Click the “Forgot password?” link.
- Complete the form that is titled “Please provide your Blackboard Username.”

If you are having any other difficulty with your Blackboard account or have any other questions regarding Blackboard, please contact the Blackboard Support team at Blackboard_Support@urmc.rochester.edu or call 585-275-7500.

If you are trying to connect to the web site and it simply does not load, please feel free to copy Blackboard@urmc.rochester.edu in your email.

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

The Center for Academic and Professional Success (CAPS)

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

The Center for Nursing Entrepreneurship (CNE)

The Center for Nursing Entrepreneurship (CNE) is the clinical “arm” of the School of Nursing and provides clinical services that are innovative and provide new practice opportunities for nurses and nurse practitioners. Currently there are 4 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, and travel products and a written “customized” travel itinerary.
• Center for Employee Wellness (CEW): The CEW provides clinical services focused on maximizing the health and well-being of employees and their workplaces. The CEW works closely with organizations and corporations in understanding and managing the health and wellness needs of employees. The menu of services includes biometric screening clinics, online health risk assessments, including summary risk profiles with customized recommendations, comprehensive disease management services, a wellness portal (webpage), and a 24/7 nurse resource line. 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 CNE sponsors 2 SBHCs in the city of Rochester. These nurse practitioner (NP) run clinics provide primary and mental health care services to some of the most vulnerable children in the community. The NPs also provide primary prevention services and promote healthy lifestyle choices.

• Contract Services: The CNE has a contract business which employs nurses and nurse practitioners to provide clinical services in the community.

For more information, please contact (585) 275-4816.

Center for Research and Evidence-Based Practice

The purposes of the Center for Research and Evidence-Based Practice (CREP) 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
  o Elaine Hubbard Center for Nursing Research on Aging
  o Center for Research Implementation and Translation

Pre and Post Award Administrative Service

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

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

Research Facilitation Group

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

• Consultation Design: mentorship, biostatistician consultation, sample size determination, design and methods, proposal development
• Project Management: recruitment, IRB support, management of Information system (MIS)
• Technical Support: instrument development, database design, data management/processing, computer assisted data gathering (QDS), on line data collection, development of observational coding systems, variable creation and psychometric evaluation
• Data Gathering: interviewer training, data collection, focus groups
Conflict of Interest (http://www.rochester.edu/orpa/_assets/pdf/compl_COI_Rptg_Form.pdf) Students submitting grant proposals must complete a UR Conflict Disclosure Form annually. Verification of annual disclosure is made at the time of proposal sign-off by ORPA (refer to items #1, #11, and 12 UR Sign-Off Checklist). University policy, guidelines, and forms are available from the Assistant to the Associate Dean for Finance & Administration office (3W140). The University of Rochester has implemented an electronic process for the completion and submission of conflict of interest.

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

Funding Opportunities. The Center for Research and Evidence-Based Practice Administrator is available to assist graduate students in identifying appropriate funding opportunities and to provide liaison services to ORPA and URMC Development staff. The university owns a system, Global Expertise Network for Industry, Universities and Scholars (GENIUS), SPIN Matching, Researcher Transmittal System (SMARTS), and PIVOT to assist in the identification of funding sources. Students are encouraged to contact the Center for Research and Evidence-Based Practice Administrator to register for GENIUS/SMARTS, before investigating funding sources through ORPA or the URMC development office or go to the following website https://www.rochester.edu/orpa/funding/ and complete the online web registration form.


The School of Nursing procedures & forms can be found on the SON directory g:public /research/rsrb as well as on the intranet. It is important to note that a doctoral student may not be listed as the principal investigator (PI). University policy states the students’ faculty advisor must be indicated as the PI and the doctoral student as the co-investigator. Faculty advisors are responsible for reviewing and certifying students’ research projects. The SON faculty designee will conduct the final review and electronic certification (signature) of the application. See outlined procedure below.

1. The PI will complete the RSRB protocol (including information related to core elements under Section III of the Scientific Review Standards Checklist).
2. The PI will submit the protocol to Teresa Burritt (or Marilyn Nickerson if Teresa is unavailable), who will assign the scientific reviewer from a list of eligible DNP or PhD faculty. The PI and student will be told the name of the faculty member reviewing their protocol.
3. Teresa Burritt will email the RSRB protocol and an RSRB Standards Checklist to the scientific reviewer (with Name of Researcher, Proposal Identification, Date, and Proposal Classification already completed on the Standards Checklist).
4. The volunteer scientific reviewer will review the RSRB protocol and complete the RSRB Standards Checklist, preferably within 1 week of the assignment. If any items on the checklist are deemed to be unsatisfactory, the reviewer will provide comments on the form explaining the rationale for the unsatisfactory review. The reviewer may either submit the unsatisfactory review back to Teresa Burritt who will forward it to the PI and student, or the reviewer may wish to contact the PI and student directly. The PI and student can revise the protocol and resubmit to the same reviewer (either directly or through Teresa Burritt), who can then revise the Standards Checklist to satisfactory status.
5. Once the protocol is deemed satisfactory on all core elements, the reviewer will submit the completed RSRB Standards Checklist form to Teresa Burritt who will contact and inform Dr. Mary Wilde or Dr. Harriet Kitzman, so that protocol submission can proceed.

The Office for Human Subject Protection (OHSP) at the University of Rochester requires all study team members to successfully complete human subjects training through an on-line program called the Collaborative Institutional Training Initiative (CITI Program) prior to conducting any human subject research. This program was developed as a collaborative effort among various universities and organizations (including the University of Rochester) to provide comprehensive training in the protection of human research subjects and is administered by the University of Miami. The program consists of several short learning modules with a brief quiz after each module. A description of such education can be found at (http://www.rochester.edu/ohsp/education/certification/initialCertification.html)
**Initial Certification Courses**

Once you complete registration in CITI, you will be directed to select 1 of 4 training courses. The course you complete should correspond to the type of research you will conduct:

- **Greater Than Minimal Risk Biomedical** – Select this course if you will conduct research that involves drugs, devices, biologics, or medical procedures that involve greater than minimal risk (e.g., biopsies, x-rays, etc.).
- **Greater Than Minimal Risk Behavioral** – Select this course if you will conduct social/behavioral research that involves sensitive or illegal behaviors (e.g., sexual behaviors, domestic violence, drug abuse, etc.).
- **Minimal Risk** – Select this course if you will conduct research using minimal risk procedures only (e.g., collection of small amounts of blood or other biological materials, surveys, record reviews, etc.). Please note that if you obtain certification for minimal risk research, but then become involved in a greater than minimal risk study, you will be required to complete one of the greater than minimal risk research training modules.
- **IRB** – Select this course only if you are OHSP staff or are currently a voting member of 1 of the 5 RSRB boards.

You are required to renew certification every 3 years in order to continue conducting human subjects research at the University of Rochester [http://www.rochester.edu/ohsp/education/certification/certificationRenewal.html](http://www.rochester.edu/ohsp/education/certification/certificationRenewal.html) the students or advisors require assistance or clarification, they may contact the Administrator for the Center for Research and Evidenced-Based Practice. The timeline for submission of RSRB applications is variable and dependent on the funding organization’s policies. All questions regarding timeframe for submission or organizational policies may be directed to the Administrator for the Center for Research and Evidenced-Based Practice.

**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 and Evidence-Based Practice Administrator for guidance in completing this form. Intellectual Property policies may be found at the following University of Rochester website [http://www.rochester.edu/ventures/for-ur-innovators/for-inventors-university-policy-on-intellectual-property-and-technology-transfer/#1.3](http://www.rochester.edu/ventures/for-ur-innovators/for-inventors-university-policy-on-intellectual-property-and-technology-transfer/#1.3)

**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 also are encouraged to present papers and posters in scholarly forums.

**Research Forums and Ad Hoc Workshops.** The Center for Research and Evidenced-Based Practice 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 collegial exchange pertaining to ongoing research and methodological issues as well as to enhance knowledge development in conducting research and utilizing research results. Announcement of meeting times and place appear in faculty communications and are available in the CREP, Helen Wood Hall, Room 2W144. Faculty, doctoral students, post-doctoral fellows, clinical nurses and other interested persons are encouraged to attend.

**Scientific Misconduct.** The academic system demands that those engaged in research are dedicated to the highest ethical standards. Misconduct in scholarship and research by any member of the university community threatens the university as well as the individual. Students are referred to the Policy on Misconduct in Scholarship and Research (UR Faculty Handbook) for guidelines concerning the process followed in response to an allegation of misconduct in scholarship and/or research or you may go to the following website and download the policy [http://www.rochester.edu/orpa/_assets/pdf/compl_miscon3.pdf](http://www.rochester.edu/orpa/_assets/pdf/compl_miscon3.pdf)
Clinical and Educational Resource Center

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

- Access to the Nursing Skills Lab, equipped with wall-mounted suction, oto/ophthalmoscopes, blood pressure cuffs, and VCR monitors for viewing, practicing, and demonstrating a variety of nursing skills and procedures. The skills lab also houses 4 IBM compatible computers. Room 1W112 has a variety of beds, stretchers, and examination tables for use.
- Access to nursing related audio-visual support programs (e.g., video, slide, audiotape, computer aided instructional programs). CERC has an extensive collection of nursing related videos available for viewing in the viewing lab (described below). The video collection includes well over 500 titles including several popular series covering such diverse topics as physical assessment, basic and advanced clinical skills, child development, and ethical issues concerning health care workers.
- Use of 22 computers connected to the SON network with Office 2007 and internet access available located in Computer Lab (1W216).
- Viewing Room (1W216A) for viewing videotape, and instructional computer programs. Three additional computers are also available with printer access.
- Assistance in finding and navigating computer programs on the network. Email assistance is also available for SON students, if needed.
- Assistance with selection and use of teaching aids, audio-visual support materials, and computer based instructional programs.
- Reservation of skills lab, computer room, media, equipment, and supplies for instructional use within the CERC.
- Check out of approved teaching media, equipment, and supplies for instructional use outside the CERC.

The CERC hours will vary slightly from semester to semester and during school breaks and recesses. Also, not all facilities may be available at all times due to scheduled instructional activities. Please observe CERC’s posted schedules for each semester or call ahead to verify hours of operation.

In general, the center is open the following hours:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday-Thursday</td>
<td>7:30 a.m. – 8:00 p.m.</td>
</tr>
<tr>
<td>Friday</td>
<td>7:30 a.m. – 4:00 p.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>12:00 noon – 4:00 p.m.</td>
</tr>
</tbody>
</table>

During school breaks and recesses, hours are 7:30 a.m. – 4:00 p.m., Monday-Friday, with no weekend hours.

Open hours may vary due to scheduled evening classes. Please see posted hours at the CERC desk. If you should have any questions, please contact the CERC Secretary at 55913. You may also visit us on the web at http://www.son.rochester.edu.

Clinical Site Coordination

All clinical placements are coordinated through the SON Preceptor and Clinical Site Coordinator. Every effort is made to secure appropriate placements for each student. All arrangements for preceptors are made in conjunction with the course coordinators and Program Directors. If there is a special request or specific need for GRADUATE clinical placements, this should be discussed with the course coordinator before the semester begins. Students are not permitted to contact any clinical site or preceptor directly to request placements. Students are not permitted to receive any compensation for completing clinical hours.

Computer Consultation

Assistance with Blackboard, Microsoft Office components, computer accounts, and computer troubleshooting is available through the SON ITS (Information Technology Services) team. Basic questions can be answered at the CERC desk. Further support is prioritized by severity of need as seen by the SON Information Technology Services director. Please contact the network administrator at sonhelp@urmc.rochester.edu to request support.
**Computer Lab and Copy Card**

Students have access to the first floor computer room located in room 1W216, and the viewing room 1w216A. These rooms are utilized primarily for student course work, Internet access, and student email. Students may use the Computer Room for printing purposes. There is a ten cents per page fee for printing. Students can go to the Value Transfer Stations in the Miner Library located near the Circulation desk and perform one of the following three actions:

1. Purchase a copy card.
2. Call the “Customer service and ID Office” at 275-3975 (x5-3975) Monday thru Friday 10:00 a.m. to 4:00 p.m. and ask them to activate flex account for their ID. This will allow students to use their ID instead of a separate copy card.
3. Add money to an existing copy or ID card.
4. Students may also add money to their copy cards through Blackboard by clicking on the My Accounts tab.

The CERC computer room can also be accessed with a valid SON Student UR ID card.

**Course Descriptions**

School of Nursing’s course descriptions can be found on the School of Nursing website [www.son.rochester.edu](http://www.son.rochester.edu) (homepage/quick links).

**Electronic Mail and Etiquette**

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

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

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

18. Do not forward virus hoaxes, chain letters, jokes-of-the-day, etc.

19. At the most serious extreme, in either professional or academic settings, inappropriate use or content of e-mail may be considered as grounds for termination and/or a charge of academic misconduct.

20. E-mail is a very convenient form of communication. Use it thoughtfully. Do not abuse it.

**Events on Campus**

You can log on to “The Buzz” at [http://www.rochester.edu/weeklybuzz](http://www.rochester.edu/weeklybuzz) each day to get the up-to-date activities on River Campus.

**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, he/she should activate the fire alarm and call Security (dial 13).

**Lockers**

Lockers are provided in HWH 1W207 and HWH 1W204 for student use. Arrangements for lockers are made during orientation through the Student Affairs office. Individuals furnish their own locks. Before graduation students are expected to remove their locks and contents from their assigned lockers. Locks not removed by graduation will be cut off and contents of lockers disposed of in order that the lockers may be reassigned. A refrigerator and microwave oven are also available in HWH 1W204 for students’ use and students are responsible for keeping the appliances and room neat and welcoming to others.

**Lost and Found**

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

**Mail Boxes**

Each Baccalaureate, Master’s, and Post-Master’s student in the SON has an individual hanging file in the Mail/Copier room, 1W422 right beside the student lounge. MS/PhD, PhD, and DNP student mailboxes are located in room 4W212. Intramural correspondence from faculty members and administration (e.g., memos, appointments, notes) will be placed in the student’s hanging file or mailbox. Therefore, students are responsible for checking their mailboxes regularly. If students wish mail to be sent intramurally to them from other parts of the University, the mailing address is Box SON.

**Photocopier in Helen Wood Hall**

A copier is located in room 1W422, the Student Mailroom. You must have a copy card (obtained through Miner Library) to use the copier.

**Room Reservations: Helen Wood Hall**

The HWH building hours are as follows: Monday-Friday, the front door is open from 6 a.m. to 8 p.m. On evenings and weekends, the building is locked but access can be gained by using a valid UR ID card. If you must access the building outside of the normal building hours, the Medical Center Security Office will open the front door upon request providing you have a form of ID.

It is helpful to note that the room numbers in HWH always begin with a number that specifies which floor the room is located on. It is then followed by a W and three numbers which denote the actual room number on that floor.
Helen Wood Hall’s Evarts Lounge is available for use for special events and meetings by reservation only. Reservations are made by calling x5ROOM. Reservations should be made at least one month in advance.

Reservations for the use of all classrooms are made by calling x5ROOM or emailing the Resource Center (on global). Courses are given first priority. Other requests are determined on a first-come, first-serve basis. When making room reservations for a special meeting, always know the approximate number of participants in order to reserve the appropriately sized room.

When leaving a classroom or the Lounge, students and faculty should assume the responsibility for the room by closing and locking windows and doors, turning off lights, straightening chairs, erasing blackboards, and putting any trash into the wastebaskets. If tables or chairs have been rearranged, they must be returned to the position they were in when entering the room. Removing chairs from classrooms to accommodate a larger amount of people is prohibited. If a key is borrowed, please return it to the appropriate office. Loss or misuse of facilities will necessitate restriction of their availability.

School of Nursing Committees

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

Teaching Assistants

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

Telephone Bulletins

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

Telephone Numbers

See Appendix E for contact persons’ telephone numbers.

University Health Service (UHS)

www.rochester.edu/uhs / 585-275-2662

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

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

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

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

**University Counseling Center (UCC)**  
[www.rochester.edu/ucc / 585-275-3113](http://www.rochester.edu/ucc)

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

All contacts with UCC are confidential. The fact that a student is using UCC will not be disclosed to any University official or faculty member, or to family, friends, or roommates without permission of the student. In addition, UCC will not release any clinical information about a student’s visit, even with the student’s written request, except to another therapist or the primary healthcare provider for purposes of further treatment. Therapists at UCC have experience in assisting students with a variety of concerns including anxiety, depression, relationship difficulties, family problems, eating concerns, sexual functioning, sexual identity, grief, school-related problems, and general discomfort about what is happening in a person’s life. UCC also offers a variety of therapy groups on topics such as women’s or men’s issues, survivors of trauma group, and women of color discussion group, adult children of alcoholics, eating disorders, and bereavement. For information about groups being offered during the current academic year, call UCC at 585-275-3113.

**University Libraries**

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

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

- Want to improve your literature searching? The librarians will also assist students, faculty, or staff in performing their own searches.
- Librarians offer free classes in searching the databases; the class schedule is available on the library’s web site.
- Want personalized, one-on-one instruction in how to use a database or resource? In addition to regularly scheduled classes, customized sessions or “House calls” can be arranged for those needing assistance. There is no fee for this service, so don’t be shy!
- Students also are encouraged to contact the librarians with questions via the “Ask a Librarian” link which is located on all Miner Library’s web pages.
Daniel Trout is the library liaison to SON students. Contact him for personal assistance at 276-3475 or via e-mail at Daniel_trout@urmc.rochester.edu. He holds office hours for one on one help in the CAPS office in HWH every Tuesday.

Orientation tours of Miner Library are offered for all new students and faculty. Students are encouraged to go on a tour which can be scheduled by calling a Daniel Trout or via the “Ask a Librarian” link on the Miner website.

Printing and photocopying at Miner Library:
- Printing/photocopying is not free at Miner. If you wish to simply swipe your ID card to pay for these services, students may open an account on their University ID card by calling Auxiliary Services (275-8758).
- Students, faculty, and staff may also purchase a photocopy/printing card at the library. If you choose to do this, please see the helpful staff at Miner’s Answer Desk for assistance.
- Students, faculty, and staff may also borrow the photocopy/printing card from the friendly staff at the Answer Desk. When you are finished with your copying/printing, simply return the card to the Answer Desk and pay in cash for the copies/pages you have printed.
- All photocopying must conform to U.S. Copyright Law.

Miner Library interlibrary loan service via ILLiad, an electronic document delivery system.
- ILLiad is available on the library’s web site (https://illiad.lib.rochester.edu/MIN). Registration is required.
- Fees: To obtain a book or journal article from another library is $2.00 for students. The fee to have an article copied from a journal in the Miner collection is $5.00.

Miner Library Hours (academic year):
- Monday-Thursday 7:30 a.m. to 8:00 p.m.
- Saturday 10:00 a.m. to 8:00 p.m.
- Sunday 10:00 a.m. to 8:00 p.m.
- Summer and holiday hours:
  - Monday - Friday: 9:00 am - 8:00 pm (Staffed)
  - Saturday & Sunday: 10:00 am - 8:00 pm (Unstaffed)

24/7 swipe access to SON Students

University Parking

All faculty, staff, students and University affiliates who wish to park on any Campus must register their vehicles with the Parking Office. A parking permit is required at all times including the visitor’s lot. The Medical Center Parking Office is located at 70 Goler House. Please have your plate number, make and year of your vehicle and student ID when you register. Office hours are M 8:30 a.m. – 4:45 p.m. and T - F 8:00 a.m. – 4:15 p.m. Payment can be made via cash, check (payable to the UR) 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 school at the University of Rochester will continue to park in their assigned parking lot

Highland Hospital Employees:
  - Who display a paid Highland permit will park in lot three

Visit rochester.edu/parking for information and services available through My Parking Online.
SECTION IV: GENERAL INFORMATION ON THE BACCALAUREATE CURRICULUM AND PROGRAM

Accelerated Baccalaureate Program for Non-Nurses
Baccalaureate Program for Registered Nurses (RN to BS)
RN to BS to MS Program

Admission

Application deadlines for the APNN are July 1st for January admission, November 1st for May admission, or March 1st for September admission. The RN to BS program has rolling admissions. See the appropriate sections for RN to BS to MS application due dates.

For admission to the Accelerated Bachelor’s Program for Non-Nurses:
1. Completion of a non-nursing baccalaureate degree from an accredited school.
2. Cumulative grade point average (GPA) of 3.0 preferred from the non-nursing baccalaureate degree.
3. Two favorable references which address professional and academic ability (e.g., nursing faculty member, nursing supervisor).
4. Typewritten professional goal statement.
5. Resume.
6. Personal interview.
7. Prerequisite courses with grade of C or above (Anatomy and Physiology, Microbiology, Nutrition, Human Growth and Development, and Statistics).
8. TOEFL scores (>560 for paper-based test, >88 for i-based test and >230 for computer-based test) for international students.

For admission to the RN to BS program:
1. Completion of a Diploma or Associate Degree in Nursing from an accredited school of nursing. Applicants who graduated from a non-accredited Diploma or Associate Degree nursing program are encouraged to apply to the SON; if admitted, they must complete the Excelsior College Examinations (before beginning SON nursing courses) to receive credit for their basic nursing education.
2. Cumulative grade point average (GPA) of at least 3.0 preferred.
3. Completed letter of support from supervisor (for those who are working) or nursing faculty member (for those still in school). The forms are available once the prospective student starts the application process.
4. RN licensure within the United States or U.S. territory.
5. TOEFL scores (>560 for paper-based test, >88 for i-based test and >230 for computer-based test) for international students.

For admission to the RN to BS to MS/NP program:
1. Completion of a Diploma or Associate Degree in Nursing from an accredited school of nursing.
2. RN licensure within the United States or U.S. territory.
3. Cumulative GPA of at least 3.0 preferred from nursing program.
4. Statistics course with a grade of C or above.
5. Submission of a professional goal statement describing reasons for seeking admission to the program as well as career goals
6. Current résumé (CV)
7. Writing sample (e.g., prior scholarly paper, published article)
8. Two favorable letters of reference that address clinical, professional, academic and leadership ability. It is desirable that one of the letters be from a professional/supervisor in health care.
9. Two years of employment as a registered nurse in a clinical setting is preferred by the time the student begins the HCM program of study
10. Personal interview(s) with LHCS/HCM program faculty member at discretion of the faculty
11. For international students, TOEFL with a minimum score of 560 (paper-based), 230 (computer-based) or 88 ("i-based")

For admission to the RN to BS to MS/MNE program:
1. Completion of a Diploma or an Associate Degree in Nursing from an accredited school of nursing
2. RN Licensure within the United States or a U.S. territory
3. Cumulative GPA of at least 3.0 preferred from nursing program.
4. Statistics course with a grade of C or above
5. Submission of a professional goal statement describing reasons for seeking admission to the program as well as career goals
6. Current résumé (CV)
7. Writing sample (e.g., prior scholarly paper, published article)
8. Two favorable letters of reference that address clinical, professional, academic and leadership ability. It is desirable that one of the letters be from a professional in health care.
9. Personal interview(s) with LHCS/CNL program faculty member at discretion of the faculty
10. Two years of employment as a registered nurse in a clinical setting is preferred by the time the student begins the CNL program of study
11. For international students, TOEFL with a minimum score of 560 (paper-based), 230 (computer-based) or 88 (“i-based”)

**Curriculum for Accelerated Baccalaureate Program for Non-Nurses**

*(Subject to Change)*

**SAMPLE:**

**First Semester (17 credits)**
- NUR 370  Pathophysiology/Pharmacology  
- NUR 362  Comprehensive Health Assessment of the Individual  
- NUR 372  Therapeutic Interventions I  
- NUR 373  Nursing Science  
- NUR 378  Genetics

**Second Semester (16 credits)**
- NUR 374  Childbearing/Childrearing  
- NUR 375  Psychiatric Mental Health  
- NUR 301  Principles and Application of Evidence for Nursing Practice  
- NUR 376  Therapeutic Interventions II

**Third Semester (16 credits)**
- NUR 377  Adult and Home Nursing  
- NUR 371  Management of Care  
- NUR 379  Nursing Integration and Transition to Practice

The above program includes 49 credits generalist nursing courses (90 laboratory hours and 700 clinical hours); 79 credits are transferred from previous baccalaureate degree. The 49 credits in the program are considered a residency requirement and are the minimum number of credits that must be completed at the University of Rochester School of Nursing.

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

The student who has failed a course is responsible for investigating any financial implications of these changes (e.g., the flat rate versus the per credit hour tuition rate).
Prerequisites for Undergraduate Courses in the Accelerated Programs for Non-Nurses

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

<table>
<thead>
<tr>
<th>Undergraduate Courses</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 371 Management of Care</td>
<td>NUR 301 OR permission of instructor</td>
</tr>
<tr>
<td>NUR 372 Therapeutic Interventions I</td>
<td>NUR 362</td>
</tr>
<tr>
<td>NUR 374 Childbearing/Childrearing</td>
<td>NUR 362, NUR 370, NUR 372, NUR 373</td>
</tr>
<tr>
<td>NUR 375 Psychiatric Mental Health</td>
<td>NUR 362, NUR 370, NUR 372, NUR 373</td>
</tr>
<tr>
<td>NUR 376 Therapeutic Interventions II</td>
<td>NUR 372</td>
</tr>
<tr>
<td>NUR 377 Adult and Home Nursing</td>
<td>NUR 362, NUR 370, NUR 372, NUR 373, NUR 376, NUR 374, NUR 375</td>
</tr>
<tr>
<td>NUR 379 Nursing Integration and Transition to Practice</td>
<td>All APNN coursework</td>
</tr>
</tbody>
</table>

Curriculum for RN to BS Program

RN to BS PROGRAM REQUIREMENTS (128 credits):

FOUNDATIONAL ARTS AND SCIENCES COURSES (64 credits)

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Specific Requirement</th>
<th>URSON Options</th>
<th># Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities (examples – Fine Arts, Languages, Philosophy, Religion, History)</td>
<td>English Composition and an additional writing course</td>
<td>NSG 301, NSG 316, NSG 317</td>
<td>3</td>
<td>9-12</td>
</tr>
<tr>
<td>Natural Sciences (examples – Chemistry, Biology, Microbiology, Anatomy, Physiology, Physics, Geology, Environmental Science)</td>
<td>Genetics Nutrition</td>
<td>NUR 378, NSG 310, NSG 318, NSG 326</td>
<td>4</td>
<td>12-16</td>
</tr>
<tr>
<td>Social Sciences (examples – Psychology, Sociology, Anthropology, Human Development, Economics)</td>
<td>Statistics</td>
<td>NSG 311, NSG 325, NSG 328, NSG 329, NSG 336, NSG 337, NSG 338</td>
<td>4</td>
<td>12-16</td>
</tr>
</tbody>
</table>

Free electives to total 64 credits

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 RN-BS nursing modules.

64 arts & sciences credits awarded automatically upon matriculation if the student has a non-nursing Bachelor’s Degree. Statistics, genetics, nutrition, and an additional writing course are also required and any of these credits, if completed at URSON, may be used toward the nursing elective requirement.

NURSING COURSES (64 credits)

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

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

Beginning in September 2013, nutrition and genetics are graduation requirements; beginning in September 2014, a writing course is a graduation requirement.
Remaining 32 credits must be completed at UR:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
<th>Semesters Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 301</td>
<td>Principles and Application of Evidence Based Practice</td>
<td>3</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>NUR 350</td>
<td>RN/BS Transition: Reflective Professional Practice</td>
<td>4-8</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>NUR 354</td>
<td>Concepts of Leadership and Management</td>
<td>4</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>NUR 364</td>
<td>Biopsychosocial Health Assessment of the Individual and Family</td>
<td>3</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>NUR 355</td>
<td>Contexts of Health Care: Finance and Regulatory Environments</td>
<td>3</td>
<td>Summer</td>
</tr>
<tr>
<td>NUR 319</td>
<td>Pharmacology/Pathophysiology Update for RNs</td>
<td>4</td>
<td>Summer</td>
</tr>
<tr>
<td>NUR 356</td>
<td>Population Health</td>
<td>5</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>NUR 357</td>
<td>RN/BS Capstone</td>
<td>2</td>
<td>Fall Spring</td>
</tr>
<tr>
<td></td>
<td>Nursing elective(s) (if not petitioning for prior learning/life experience through the portfolio process as part of NUR 350)</td>
<td>0-4</td>
<td>All semesters</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>32 credits</td>
<td></td>
</tr>
</tbody>
</table>

It is possible to gain 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**

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>CREDITS</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Credits</td>
<td>Course</td>
</tr>
<tr>
<td>NUR 350</td>
<td>4-8</td>
<td>NUR 354 Concepts of Leadership and Management</td>
</tr>
<tr>
<td>NUR 301</td>
<td>3</td>
<td>NUR 364 Biopsychosocial Health Assessment of the Individual and Family</td>
</tr>
</tbody>
</table>

Transfer in (or CLEP) up to **64 arts and science credits**-
3 humanities courses, including English comp and an additional writing course
4 natural science courses, including genetics and nutrition
4 social science courses, including statistics
+ free electives

*These are NOT admission requirements and if not complete, should be completed ASAP once matriculated in the program (prior to starting nursing modules).*

**SUMMER SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>FALL SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 319</td>
<td>4</td>
<td>NUR 356 Population Health</td>
</tr>
<tr>
<td>NUR 355</td>
<td>3</td>
<td>NUR 357 RN/BS Capstone</td>
</tr>
</tbody>
</table>

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 Program
BS Portion

FOUNDATIONAL ARTS AND SCIENCES COURSES (64 credits)

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Specific Requirement</th>
<th>URSON Options</th>
<th># Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities (examples – Fine Arts, Languages,</td>
<td>English Composition and an additional</td>
<td>NSG 301</td>
<td>3</td>
<td>9-12</td>
</tr>
<tr>
<td>Philosophy, Religion, History)</td>
<td>writing course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Sciences (examples – Chemistry, Biology,</td>
<td>Genetics Nutrition</td>
<td>NUR 378</td>
<td>4</td>
<td>12-16</td>
</tr>
<tr>
<td>Microbiology, Anatomy, Physiology, Physics, Geology, Environmental Science)</td>
<td></td>
<td>NSG 310</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Sciences (examples – Psychology, Sociology, Anthropology, Human Development, Economics)</td>
<td>Statistics</td>
<td>NSG 311</td>
<td>4</td>
<td>12-16</td>
</tr>
<tr>
<td>Free electives to total 64 credits</td>
<td></td>
<td>varies</td>
<td>varies</td>
<td></td>
</tr>
</tbody>
</table>

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 nursing bridge courses. Statistics is an admission requirement.

64 arts & sciences credits awarded automatically upon matriculation if the student has a non-nursing Bachelor’s Degree. Statistics, genetics, nutrition, and an additional writing course are also required and any of these credits, if completed at UR SON, may be used toward the nursing elective requirement.

NURSING COURSES (64 credits)

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

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

- Six core bridge courses (total 22 credits)
  - NUR 354 Concepts of Leadership and Management (4 credits)
  - NUR 356 Population Health (5 credits)
  - NUR 364 Biopsychosocial Health Assessment of the Individual and Family (3 credits)
  - NUR 400 Research Principles for Evidence Based Practice (5 credits)
  - NUR 401 The Writing Workshop (1 credit)
  - NUR 403 Ethics and Public Policy (4 credits)

Nursing Graduate Coursework – Final 10 credits (balance of 32 credits) are from MS coursework.

Total: BS awarded upon completion of a total 128 credits

A sample program plan for the undergraduate portion of the RN to BS to MS program follows. The student then continues on with one of the NP specialty program plans (which appear in the Master’s NP section [Section V] of the Student Handbook), having already completed NUR 400, NUR 401 and NUR 403. The sample plan for the MNE program is included in Section VII. The BS degree is awarded when student has completed 32 nursing credits at UR, as well as 64 arts and sciences credits.

RN to BS to MS 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 410/412. An exception is allowed when the credits from NUR 410/412 are needed
to meet the required 32 credits of nursing coursework of the BS degree. Credits from NUR 410/412 do not meet the arts and science requirement. Sample plans for the RN to BS to MS/NP specialties and the RN to BS to MS/MNE program are available from advisors and Program Directors.

**RN to BS to MS Program**

Sample BS Bridge Courses Plan

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
<th>Third Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Course</td>
<td>Course</td>
</tr>
<tr>
<td>NUR 354</td>
<td>NUR 356</td>
<td>NUR 400</td>
</tr>
<tr>
<td>Concepts of Leadership and Management (4 credits)</td>
<td>Population Health (5 credits)</td>
<td>Research Principles for Evidence Based Practice (5 credits)</td>
</tr>
<tr>
<td>NUR 364</td>
<td>NUR 401</td>
<td>NUR 403</td>
</tr>
<tr>
<td>Biopsychosocial Health Assessment of the Individual and Family (3 credits)</td>
<td>The Writing Workshop (1 credit)</td>
<td>Ethics and Public Policy (4 credits)</td>
</tr>
</tbody>
</table>

**Additional Information Specific to Baccalaureate Students**

**Dean’s List for Baccalaureate Students.** Dean’s List appointment requires a semester GPA of at least 3.6 based on successful completion of all coursework taken, anywhere at the University, with a minimum of 6 credits completed for letter grades and no grades of I, N, WE or E in a given semester.

**Dress Code.** Students are expected to dress appropriately when involved in professional activities, for which faculty set and enforce professional standards. Individual units or agencies may also determine dress regulations. The uniform for clinical is a white scrub top (with a plain white tee shirt underneath) and navy scrub pants. The SON Student Patch is to be permanently attached to the left mid-clavicular area. Accessories include a watch with second hand, black pen, and stethoscope. Hospital-issued scrub clothes are not to be worn outside of clinical patient care areas without a white lab coat or appropriate jacket/coat. When preparing clinical assignments, attire is business casual (no denim). Specialty areas (e.g., Home Health, OR, etc.) may have specific attire requirements. Please refer to appropriate course syllabi.

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

**Appropriate**

<p>| ID badge (and SON name tag) to be worn at all times in clinical as part of the security program. It is helpful, but not required, to wear ID for classroom. | Must be worn at chest level or higher, either by clip or lanyard. | No IDs are to be clipped to waist of pants. No stickers or pins covering name or photo. |
| Scrubs for clinical | Scrub tops must be clean and may be worn with a white tee-shirt or turtleneck underneath (both men and women). Navy scrub bottoms (preferred) or skirt | Wrinkled, torn, or stained scrubs are not permitted. No graphics or logos on tee-shirts. Skirt length should be no shorter than 2 inches above the knee. Undergarments – no shorter or contour lines; no thongs |
| Footwear | Clean shoes, clogs with a back, or sneakers are acceptable. | No fluorescent colors |
| 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. Rings – only wedding bands |</p>
<table>
<thead>
<tr>
<th>Miscellaneous</th>
<th>Hair should be styled neatly and shoulder-length or longer hair secured away from the face. Hair accessories should be minimal.</th>
<th>No perfume or scented lotions or sprays.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fingernail policy*</td>
<td>Nail polish – none (preferred) or clear</td>
<td>No artificial or enhanced fingernails. Nails no longer than ¼ inch from the fingertip.</td>
</tr>
</tbody>
</table>

*Artificial or enhanced nails are associated with increased colonization of bacteria capable of causing infection. Nail polish that is chipped can harbor bacteria. These situations may increase the risk of infections among patients who come in contact with the nails. Long nails may tear gloves worn by healthcare personnel.

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

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

**Electives.** Assignment of credit on the student transcript will be established based on the number of credits for which the student registers. Graduate level, 3 credit electives may be taken by non-matriculated RNs and RN to BS Baccalaureate students. The student should register for and receive 4 credits for the course.

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

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

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

The Center for Lifelong Learning provides continuing professional education and nursing school prerequisites for nursing and healthcare professionals. Some of the courses are credit-bearing courses and others are non-credit courses, many of which offer continuing nursing education credits.

**Infectious Disease Work Restrictions** – [http://intranet.urmc-sh.rochester.edu/policy/InfControl/ICManual/Table-of-Contents.asp](http://intranet.urmc-sh.rochester.edu/policy/InfControl/ICManual/Table-of-Contents.asp) – section 7.6
SECTION V: GENERAL INFORMATION ON THE MASTER’S NURSE PRACTITIONER DEGREE AND POST-MASTER’S CERTIFICATE NP PROGRAMS

Master’s Degree for NP Specialties
Accelerated Master’s Program for Non-nurses
Post-Master’s Certificate for NPs

Admission

<table>
<thead>
<tr>
<th>Semester to Begin Program</th>
<th>Application Deadline</th>
<th>Program Review Dates</th>
<th>Notification to Applicant By</th>
</tr>
</thead>
<tbody>
<tr>
<td>September (Fall)</td>
<td>April 1st</td>
<td>May-June</td>
<td>June-July</td>
</tr>
<tr>
<td>January (Spring)</td>
<td>September 1st</td>
<td>September-October</td>
<td>October-November</td>
</tr>
<tr>
<td>May (Summer)</td>
<td>January 2nd</td>
<td>February-March</td>
<td>March-April</td>
</tr>
</tbody>
</table>

Application materials are available online. In general we require a focused application in order to review transcripts, prior courses/course descriptions, and syllabi.

<table>
<thead>
<tr>
<th>Criteria for Admission</th>
<th>Master’s NP Specialties</th>
<th>Post-Master’s Certificate NP Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of a Bachelor’s Degree in Nursing from an accredited school of nursing</td>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>Completion of a Master’s Degree as an Advanced Practice Nurse (Nurse Practitioner, Clinical Nurse Specialist, CRNA, or Certified Nurse Midwife) from an accredited school of nursing</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>RN licensure within the United States or U.S. territory</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Cumulative 3.0 GPA</td>
<td>3.0 in BS nursing preferred</td>
<td>3.0 in MS nursing preferred</td>
</tr>
<tr>
<td>Standardized Test from either Graduate Record Exam or Miller Analogies Test</td>
<td>Optional</td>
<td></td>
</tr>
<tr>
<td>TOEFL scores (&gt;560 for paper-based test, &gt;88 for i-based test and &gt;230 for computer-based test) for international students</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Statistics course with a grade of C or higher</td>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>Professional statement with career goals</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Current Curriculum Vitae or resume</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Writing Sample (prior term paper, published article)</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Two letters of reference addressing professional and/or academic ability; prefer one from master’s-prepared nurse (e.g., faculty, CNS, NP, manager) and/or nursing supervisor</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Personal interview with faculty member</td>
<td>At discretion of faculty</td>
<td>At discretion of faculty</td>
</tr>
<tr>
<td>Clinical experience</td>
<td>One year clinical experience</td>
<td>Preferred for AGPCNP, FNP, PMHNP</td>
</tr>
<tr>
<td></td>
<td>For AGACNP, requires one year full – time (or equivalent) RN experience in acute care prior to enrollment in NUR 411</td>
<td>For post-Master’s NNP, Master’s in maternal-infant or maternal-child health or pediatrics; two years NICU experience in the last five years.</td>
</tr>
<tr>
<td>Declare specialty area when applying</td>
<td>Required</td>
<td>Required</td>
</tr>
</tbody>
</table>
For admission to the Accelerated Master’s Program for Non-Nurses:

1. Completion of a non-nursing baccalaureate degree from an accredited school.
2. Cumulative grade point average (GPA) of 3.0 preferred from the non-nursing baccalaureate degree.
3. Applicants must declare a specialty when applying for admission.
4. Two favorable references which address academic ability and nursing potential.
5. Typewritten professional statement with career goals that are compatible with program objectives and a strong commitment to nursing.
6. Curriculum Vitae or resume
7. Personal interviews (undergraduate and master’s specialty faculty).
8. Prerequisite courses with grade of C or above (Anatomy and Physiology, Microbiology, Nutrition, Statistics and Human Growth and Development).
9. TOEFL scores (>560 for paper-based test, >88 for i-based test and >230 for computer-based test) for international students.
10. NNP track not available in this program due to national certification practice requirements.

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

The primary objective of the Master’s 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 learning activities and guided clinical practice, students develop clinical expertise and in-depth knowledge in their selected areas of practice. The development of the leadership role through problem-solving involvement in the clinical setting, and the preparation of the student to contribute knowledge through scientific inquiry are integrated in the curriculum of each specialty program.

The SON offers the following clinical specialties within the Master’s Degree Program:

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

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

**Overview of the Post-Master’s Certificate Program for Existing Advanced Practice Registered Nurses**

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

The SON offers the following clinical specialties within the Post-Master’s Certificate Program:

- AGACNP Adult-Gerontology Acute Care Nurse Practitioner
- AGPCNP Adult-Gerontology Primary Care Nurse Practitioner
- FNP Family Nurse Practitioner
- FPMHNP Family Psychiatric Mental Health Nurse Practitioner
- NNP Neonatal Nurse Practitioner
- PNP Pediatric Nurse Practitioner
Post-Master’s students must complete clinical hours in the specialty program, either via supervised clinical hours in the post-Master’s specialty, or by transferring in clinical hours from their prior Master’s programs. The total number of hours required depends on the specific program. The Post-Master’s student’s prior clinical and academic background in advanced practice nursing will determine the exact number of clinical hours required at the University of Rochester School of Nursing. A transcript analysis is conducted by the student’s advisor, in consultation with the Program Director; findings are then used to develop the student’s post-Master’s degree plan. Nurse practitioners and/or physicians serve as clinical preceptors in the specialty courses.

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

**Overview of the Curriculum for the NP Master’s Degree & Post-Master’s Certificate Programs**

Graduate study at the UR SON integrates nursing practice, education, and research. The curriculum for the Master’s Degree Program includes professional advanced practice nursing core courses and clinical specialty courses. The professional core courses provide common substantive areas of study for students. Clinical specialty courses provide specialty-specific, in-depth areas for study, including clinical learning experiences. Students are strongly urged to continue with clinical coursework immediately after NUR 410/412 with no lapse in enrollment. Consecutive and timely completion of each clinical course is critical to program success. All NP Master’s degree students are required to complete NUR 493 Comprehensive Examination as part of their plan of study.

**Professional Core Courses**
- NUR 400 Research Principles for Evidence Based Practice (5 credit hours)
- NUR 401 The Writing Workshop (1 credit)
- NUR 403 Ethics and Public Policy in the Health Care System (3 credit hours)
- NUR 407 Advanced Physiology and Pathophysiology (varies by specialty)
- NUR 419 Advanced Pharmacology (3 credit hours)
- Advanced Health Assessment (course [NUR 410 or 412] and credit hours vary by specific program)

**Clinical Specialty Courses**
- Each clinical specialty in the NP programs includes both didactic and precepted clinical experiences. The number of courses and credit hours varies, based on the specialty.
- In each specialty program, one credit hour in two clinical specialty courses involves a professional advanced practice nursing role seminar.
- Each NP specialty culminates in a Master’s Comprehensive Examination (NUR 493)

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

The following pages present the MS degree and PMC requirements for the specialty programs. Please note that these requirements are subject to change.
**Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)**

**Master's Degree** 47 credit hours (672 clinical hours)

<table>
<thead>
<tr>
<th>Professional core courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 400 Research Principles for Evidence Based Practice (5 credit hours)</td>
</tr>
<tr>
<td>NUR 401 The Writing Workshop (1 credit hour)</td>
</tr>
<tr>
<td>NUR 403 Ethics and Public Policy in the Health Care System (3 credit hours)</td>
</tr>
<tr>
<td>NUR 410 Advanced Health Assessment (4 credit hours)</td>
</tr>
<tr>
<td>NUR 407 Advanced Physiology and Pathophysiology (5 credit hours)</td>
</tr>
<tr>
<td>NUR 419 Advanced Pharmacology (3 credit hours)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical specialty courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 411 Evaluation and Management of Adult Lifespan Patients (6 credit hours, 112 clinical hours)</td>
</tr>
<tr>
<td>NUR 414 Nurse Practitioner Procedure Lab (1 lab credit hour)</td>
</tr>
<tr>
<td>NUR 424 Adult-Gerontology Acute Care Nurse Practitioner I (9 credit hours, 224 clinical hours)</td>
</tr>
<tr>
<td>NUR 425 Adult-Gerontology Acute Care Nurse Practitioner II (10 credit hours, 336 clinical hours)</td>
</tr>
</tbody>
</table>

NUR 493 Comprehensive Examination (0 credit hours)

---

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

**Master's Degree** 45 credit hours (672 clinical hours)

<table>
<thead>
<tr>
<th>Professional core courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 400 Research Principles for Evidence Based Practice (5 credit hours)</td>
</tr>
<tr>
<td>NUR 401 The Writing Workshop (1 credit hour)</td>
</tr>
<tr>
<td>NUR 403 Ethics and Public Policy in the Health Care System (3 credit hours)</td>
</tr>
<tr>
<td>NUR 407 Advanced Physiology and Pathophysiology (5 credit hours)</td>
</tr>
<tr>
<td>NUR 410 Advanced Health Assessment (4 credit hours; includes 2 credits for lab, or 4 hours/wk)</td>
</tr>
<tr>
<td>NUR 419 Advanced Pharmacology (3 credit hours)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical specialty courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 411 Evaluation and Management of Adult Lifespan Patients (8 credit hours, 224 clinical hours)</td>
</tr>
<tr>
<td>NUR 414 Nurse Practitioner Procedure Lab (1 lab credit hour)</td>
</tr>
<tr>
<td>NUR 444 Adult-Gerontology Primary Health Care I (8 credit hours, 224 clinical hours)</td>
</tr>
<tr>
<td>NUR 445 Adult-Gerontology Primary Health Care II (7 credit hours, 224 clinical hours)</td>
</tr>
</tbody>
</table>

NUR 493 Comprehensive Examination (0 credit hours)
### Family Nurse Practitioner (FNP)

**Master’s Degree 55 credit hours (672 clinical hours)**

**Professional core courses:**
- NUR 400 Research Principles for Evidence Based Practice (5 credit hours)
- NUR 401 The Writing Workshop (1 credit hour)
- NUR 403 Ethics and Public Policy in the Health Care System (3 credit hours)
- NUR 407 Advanced Physiology and Pathophysiology (5 credit hours)
- NUR 410 Advanced Health Assessment – Lifespan (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 Adult Lifespan Patients (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 Adult-Gerontology Primary Care I (8 credit hours including 224 clinical hours)
- NUR 445 Adult-Gerontology Primary Care II (7 credit hours, 224 clinical hours)
- NUR 449 Women’s Health Care for Primary Care Generalists (3 credit hours including 112 clinical hours)

NUR 493 Comprehensive Examination (0 credit hours)

---

### Family Nurse Practitioner (FNP)

**Post-Master’s Certificate**

**Professional core courses:**
- NUR 410 Advanced Health Assessment-Lifespan (4-6 credit hours). If building on ANP Master’s, then take NUR 412 Advanced Pediatric Health Assessment (4 credit hours including 112 clinical hours)
- NUR 407 Advanced Physiology and Pathophysiology (5 credit hours)
- NUR 419 Advanced Pharmacology (3 credit hours)

**Clinical specialty courses:**
- NUR 411 Evaluation and Management of Adult Lifespan Patients (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 Adult-Gerontology Primary Care I (8 credit hours including 224 clinical hours)
- NUR 445 Adult-Gerontology Primary Care II (7 credit hours, 224 clinical hours)
- NUR 449 Women’s Health Care for Primary Care Generalists (3 credit hours including 112 clinical hours)

If a Post-Master’s student is already recognized as an ANP, then the typical requirements for the FNP consist of the following courses: NUR 412 (4 credit hours including 112 clinical hours), NUR 413 (3 credit hours), NUR 437 (6 credit hours including 112 clinical hours), and NUR 449 (3 credit hours including 112 clinical hours).

---

### Family Psychiatric Mental Health Nurse Practitioner (FPMHNP)

**Master’s Degree 54 credits (616 Clinical Hours)**

**Professional core courses:**
- NUR 400 Research Principles for Evidence Based Practice (5 credits)
- NUR 401 The Writing Workshop (1 credit)
- NUR 403 Ethics and Public Policy in the Health Care System (3 credits)
- NUR 407 Advanced Physiology and Pathophysiology (4 credits)
- NUR 410 Advanced Health Assessment – Lifespan (6 credits, including 2 lab credits)
- 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 (4 credits)
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 452 Pathophysiology and Psychopharmacology of Mental Health Disorders across the Lifespan I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NUR 453 Pathophysiology and Psychopharmacology of Mental Health Disorders across the Lifespan II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NUR 454 Group &amp; Family Psychotherapy across the Lifespan</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NUR 455 Theoretical Frameworks for Advanced Psychiatric Nursing Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NUR 456 Practicum in Advanced Family Psychiatric Mental Health Nurse Practitioner Role I</td>
<td>3 (credits, 168 clinical hours)</td>
<td></td>
</tr>
<tr>
<td>NUR 457 Practicum in Advanced Family Psychiatric Mental Health Nurse Practitioner Role II</td>
<td>4 (credits, 224 clinical hours)</td>
<td></td>
</tr>
<tr>
<td>NUR 458 Practicum in Advanced Family Psychiatric Mental Health Nurse Practitioner Role III</td>
<td>4 (credits, 224 clinical hours)</td>
<td></td>
</tr>
<tr>
<td>NUR 493 Comprehensive Examination</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Family Psychiatric Mental Health Nurse Practitioner (FPMHNP) Post-Masters Certificate**

**Professional core courses:**
- NUR 407 Advanced Physiology and Pathophysiology (4 credits)
- NUR 410 Advanced Health Assessment – Lifespan (6 credits, including 2 lab credits)
- 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 (4 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)

**Pediatric Nurse Practitioner (PNP) Master’s Degree 45 credit hours (616 clinical hours)**

**Professional core courses:**
- NUR 400 Research Principles for Evidence Based Practice (5 credit hours)
- NUR 401 The Writing Workshop (1 credit hour)
- NUR 403 Ethics and Public Policy in the Health Care System (3 credit hours)
- NUR 407 Advanced Physiology and Pathophysiology (5 credit hours)
- NUR 412 Advanced Pediatric Health Assessment and Care of Well Children and Adolescents (5 credit hours, 112 clinical hours)
- NUR 419 Advanced Pharmacology (3 credit hours)

**Clinical specialty courses:**
- NUR 437 Pediatric Primary Care I (7 credit hours, one of which is for role, 112 clinical hours)
- NUR 438 Pediatric Primary Care II (6 credit hours, 168 clinical hours)
- NUR 439 Pediatric Primary Care III (7 credit hours, one of which is for role, 224 clinical hours)
- NUR 452 Pathophysiology of Mental Illness and Pharmacology across the Lifespan (3 credit hours)
- NUR 493 Comprehensive Examination (0 credit hours)
### Pediatric Nurse Practitioner (PNP) Post-Master’s Certificate

**Professional core courses:**
- NUR 407 Advanced Physiology and Pathophysiology (5 credit hours)
- NUR 412 Advanced Pediatric Health Assessment and Care of the Well Children and Adolescents (5 credit hours, 112 clinical hours)
- NUR 419 Advanced Pharmacology (3 credit hours)

**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 452 Pathophysiology of Mental Illness and Pharmacology across the Lifespan I (3 credit hours)

### Pediatric Nurse Practitioner/Neonatal Nurse Practitioner (PNP-NNP) Master’s Degree 54 credit hours

**Professional core courses:**
- NUR 400 Research Principles for Evidence Based Practice (5 credit hours)
- NUR 401 The Writing Workshop (1 credit hour)
- NUR 403 Ethics and Public Policy in the Health Care System (3 credit hours)
- NUR 407 Advanced Physiology and Pathophysiology (5 credit hours)
- NUR 412 Advanced Pediatric Health Assessment and Care of Well Children and Adolescents (5 credit hours, 112 clinical hours)
- NUR 419 Advanced Pharmacology (3 credit hours)

**Clinical specialty PNP courses:**
- NUR 430 Advanced Practicum in the Care of Neonates I (3-5 credits)
- NUR 431 Advanced Practicum in the Care of Neonates II (3-5 credits)
- NUR 436 Care of the High Risk Neonate (3 credits)
- NUR 432 Care of Neonates and Infants I (3 credits)
- NUR 433 Care of Neonates and Infants II (5 credits)

**Clinical specialty NNP courses:**
- NUR 430 Advanced Practicum in the Care of the High-Risk Neonate I (3-5 credit hours)
- NUR 431 Advanced Practicum in the Care of the High-Risk Neonate II (3-5 credit hours)
- NUR 436 Care of the High Risk Neonate (3 credit hours)

NUR 493 Comprehensive Examination (0 credit hours)

### Pediatric Nurse Practitioner/Neonatal Nurse Practitioner (PNP-NNP) Post-Master’s Certificate

**Students admitted to this program must have a master’s degree in either women’s health care or peds.**

**Professional core courses:**
- NUR 407 Advanced Physiology and Pathophysiology (5 credit hours)
- NUR 412 Advanced Pediatric Health Assessment and Care of the Well Children and Adolescents (7 credit hours, 112 clinical hours)
- NUR 419 Advanced Pharmacology (3 credit hours)

**Clinical specialty courses:**
- NUR 430 Advanced Practicum in the Care of Neonates I (3-5 credits)
- NUR 431 Advanced Practicum in the Care of Neonates II (3-5 credits)
- NUR 436 Care of the High Risk Neonate (3 credits)
- NUR 432 Care of Neonates and Infants I (3 credits)
- NUR 433 Care of Neonates and Infants II (5 credits)
## Prerequisites for Graduate Courses*

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

<table>
<thead>
<tr>
<th>Master’s Courses</th>
<th>Prerequisite(s)</th>
<th>Open to Non-Matriculated Students**</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 400 Research Principles for Evidence-Based Practice</td>
<td>Undergraduate statistics course</td>
<td>Yes</td>
</tr>
<tr>
<td>NUR 401 The Writing Workshop</td>
<td>None</td>
<td>Yes</td>
</tr>
<tr>
<td>NUR 403 Ethics and Public Policy in the Health Care System</td>
<td>None</td>
<td>Yes</td>
</tr>
<tr>
<td>NUR 407 Advanced Physiology and Pathophysiology</td>
<td>Undergraduate or graduate physiology and anatomy</td>
<td>Yes</td>
</tr>
<tr>
<td>NUR 410 Advanced Health Assessment</td>
<td>NUR 362 or NUR 364 or equivalent undergraduate health assessment course within 5 years of enrollment or NSG 363 if student had a discrete health assessment course older than 5 years</td>
<td>No</td>
</tr>
<tr>
<td>NUR 411 Evaluation and Management of Adult Lifespan Patients</td>
<td>NUR 407, NUR 410 and NUR 419 NUR 400 pre- or co-requisite</td>
<td>No</td>
</tr>
<tr>
<td>NUR 412 Advanced Pediatric Health Assessment and Care of Well Children and Adolescents</td>
<td>NUR 362 or NUR 364 or equivalent undergraduate health assessment course within 5 years of enrollment or NSG 363 if student had a discrete health assessment course older than 5 years</td>
<td>No</td>
</tr>
<tr>
<td>NUR 413 Family Theoretical Frameworks and Application to Nursing Care of Families</td>
<td>None</td>
<td>Yes</td>
</tr>
<tr>
<td>NUR 414 Nurse Practitioner Procedure Lab</td>
<td>NUR 411</td>
<td>No</td>
</tr>
<tr>
<td>NUR 419 Advanced Pharmacology</td>
<td>Introductory human physiology and pharmacology; Unit I is prereq to Unit II</td>
<td>Yes</td>
</tr>
<tr>
<td>NUR 424 Adult-Gerontology Acute Care Nurse Practitioner I</td>
<td>NUR 411, NUR 414</td>
<td>No</td>
</tr>
<tr>
<td>NUR 425 Adult-Gerontology Acute Care Nurse Practitioner II</td>
<td>NUR 424</td>
<td>No</td>
</tr>
<tr>
<td>NUR 430 Advanced Practicum in the Care of the High-Risk Neonate I</td>
<td>NUR 412; NUR 419; NUR 407; NUR 436</td>
<td>No</td>
</tr>
<tr>
<td>NUR 431 Advanced Practicum in the Care of the High-Risk Neonate II</td>
<td>NUR 430</td>
<td>No</td>
</tr>
<tr>
<td>NUR 436 Nursing Care of the High Risk Neonate</td>
<td>NUR 407, NUR 412 or permission of instructor</td>
<td>Yes</td>
</tr>
<tr>
<td>NUR 437 Pediatric Primary Care I</td>
<td>For PNP students: NUR 412, NUR 407; For FNP students: NUR 410, NUR 407</td>
<td>No</td>
</tr>
<tr>
<td>NUR 438 Pediatric Primary Care II</td>
<td>NUR 419, NUR 437 and, for those in the neonatal track, NUR 436.</td>
<td>No</td>
</tr>
<tr>
<td>NUR 439 Pediatric Primary Care III</td>
<td>NUR 438</td>
<td>No</td>
</tr>
<tr>
<td>NUR 444 Adult-Gerontology Primary Care I</td>
<td>NUR 411; NUR 413 is pre- or co-req if FNP</td>
<td>No</td>
</tr>
<tr>
<td>NUR 445 Adult-Gerontology Primary Care II</td>
<td>NUR 444</td>
<td>No</td>
</tr>
<tr>
<td>NUR 449 Women’s Health Care for Primary Care Generalists</td>
<td>NUR 411</td>
<td>No</td>
</tr>
<tr>
<td>Master’s Courses</td>
<td>Prerequisite(s)</td>
<td>Open to Non-Matriculated Students**</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>NUR 450 Psychopathology and Psychiatric Assessment and Diagnosis Across the Lifespan</td>
<td>None</td>
<td>No</td>
</tr>
<tr>
<td>NUR 451 Individual Psychotherapy Across the Lifespan</td>
<td>NUR 455, 450</td>
<td>No</td>
</tr>
<tr>
<td>NUR 452 Pathophysiology and Psycho-pharmacology of Mental Health Disorders across the Lifespan I</td>
<td>NUR 407, 419; Pre-/Co-req NUR 450</td>
<td>No</td>
</tr>
<tr>
<td>NUR 453 Pathophysiology and Psycho-pharmacology of Mental Health Disorders across the Lifespan II</td>
<td>NUR 452</td>
<td>No</td>
</tr>
<tr>
<td>NUR 454 Group and Family Psychotherapy across the Lifespan</td>
<td>NUR 450</td>
<td>No</td>
</tr>
<tr>
<td>NUR 455 Theoretical Frameworks for Advanced Psychiatric Nursing Practice</td>
<td>None</td>
<td>No</td>
</tr>
<tr>
<td>NUR 456 Practicum in Advanced Family Psychiatric Mental Health Nurse Practitioner Role I</td>
<td>NUR 410; Pre/Co-req; NUR 450</td>
<td>No</td>
</tr>
<tr>
<td>NUR 457 Practicum in Advanced Family Psychiatric Mental Health Nurse Practitioner Role II</td>
<td>NUR 456</td>
<td>No</td>
</tr>
<tr>
<td>NUR 458 Practicum in Advanced Family Psychiatric Mental Health Nurse Practitioner Role III</td>
<td>NUR 457</td>
<td>No</td>
</tr>
<tr>
<td>NUR 493 Comprehensive Examination</td>
<td>Final specialty clinical course pre- or co-req.</td>
<td>No</td>
</tr>
</tbody>
</table>

* Course numbers and prerequisites subject to change
** Registration of non-matriculated students in courses may be restricted due to class size

Additional Information Specific to Accelerated Master’s Program for Non-Nurses, Master’s, RN to BS to MS, and Post-Master’s Students

Changing Specialty Area. At the time of admission, Accelerated Master’s, RN to BS to MS, Master’s, MS/DNP, MS/PhD, and Post Master’s students are admitted to a specific NP specialty. Students who want to change their NP specialty after admission should first discuss their interest with their advisor. They should also speak with the Specialty Director of the new NP specialty to determine if there is a good match between the student’s professional goals and the new specialty focus. The student must be in good academic standing at the time of the request (i.e., not on probation). After these discussions, the student, with the assistance of the advisor, will submit the Academic Petition form, with an attached formal written request to the Office of Student Affairs. This request must include a professional statement explaining the rationale for changing, and a letter of support (email is sufficient) from a faculty member in the student’s first specialty addressing the student’s current standing and his/her ability to succeed in the new specialty. The Office of Student Affairs will forward the petition to the specialty director for the area to which they want to change for approval.

The petition form is available from the Student Affairs Office, or online, and requires the approval of the faculty advisor, the Master’s Program Director, and the Specialty Director of the NP specialty. The final decision will be
based on meeting all original requirements for admission to that specialty, an appropriate match with the specialty focus, and available resources.

**NUR 492 Clinical Practicum for Advanced Practice Nursing.** Some Master’s and Post-Master’s students may elect to take additional clinical hours. After consultation with the faculty advisor and the course faculty who will evaluate the student’s clinical experience, the student obtains from the Registrar the form “Statement of Proposed Activity for NUR 492 Clinical Practicum in Advanced Nursing Practice.” The NUR 492 form must be completed by the student and signed and dated by the student, faculty, Master’s Program Director, and Associate Dean for Education and Student Affairs. When this form is properly completed and signed and when documentation of mandatory clinical requirements (e.g., RN license, CPR) is current and on file in the student’s record, then registration for NUR 492 is processed. The actual clinical hours for NUR 492 begin only after the registration is complete, on or after the stated date for starting NUR 492, and end before or on the stated date for ending NUR 492.
SECTION VI: GENERAL INFORMATION ON LEADERSHIP IN HEALTH CARE SYSTEMS MASTER’S PROGRAMS

The interprofessional Leadership in Health Care Systems (LHCS) program was established in 2004 and has since been revised to reflect the changing landscape of health care. The Master of Science program has the following concentrations of study: Health Care Organization Management and Leadership (30 credits), and Clinical Nurse Leader (37 credits). Courses are organized to expose students to theoretical foundations and to provide practical experiences that assure success.

NOTE: A Clinical Research Coordinator concentration, designed for health care professionals seeking to develop or expand their competence in clinical and translational research, is under review and is not currently accepting new students.

The LHCS program was specifically designed to align with national and international health professional education reform principles. The goal of interprofessional education is to increase team learning among professionals from different backgrounds for the purpose of improving health care for individuals and populations. The distinct feature of the LHCS program is core leadership knowledge. Subject matter includes formalized management tools, but goes further to emphasize leadership theory, principles, and practices. The LHCS program has been developed for health professionals seeking career advancement and for professionals transitioning to a health care career from other fields.

In 2006, the Clinical Nurse Leader (CNL) program was added to the LHCS program. The CNL program is only open to registered nurses. The purpose of the CNL program is to prepare nurses for leadership roles at the point of care delivery in a variety of health care settings. The CNL is a nurse generalist prepared to direct and coordinate care at the unit and system level.

Admission

<table>
<thead>
<tr>
<th>Semester to Begin Program</th>
<th>Application Deadline</th>
<th>Program Review Dates</th>
<th>Notification to Applicant By</th>
</tr>
</thead>
<tbody>
<tr>
<td>September (Fall)</td>
<td>April 1st</td>
<td>May-June</td>
<td>June-July</td>
</tr>
<tr>
<td>January (Spring)</td>
<td>September 1st</td>
<td>September-October</td>
<td>October-November</td>
</tr>
<tr>
<td>May (Summer)</td>
<td>January 2nd</td>
<td>February-March</td>
<td>March-April</td>
</tr>
</tbody>
</table>

Admission Requirements for Health Care Organization Management and Leadership Concentration:

1. Completion of a Bachelor’s degree from an accredited college or university.
2. Cumulative GPA of 3.0 (on a 4.0 scale) preferred from a Bachelor’s degree program.
3. Statistics course with a grade of C or above.
4. Professional statement.
5. Two favorable references that address professional and/or academic ability, and leadership ability. It is desirable that one of the letters be from a professional in health care.
6. Personal interview(s) with program faculty members.
7. There is no minimum work requirement for the interprofessional leadership program. Successful candidates are able to demonstrate academic ability, leadership experiences and accomplishments in a variety of settings, and contributions to groups and communities through volunteerism or community service activities.
8. TOEFL scores (>560 for paper-based test, >88 for i-based test and >230 for computer-based test) for international students.
9. Writing Sample (prior term paper, published article).
**Health Care Organization Management and Leadership Program courses:**

- NLX 463 Driving Change in Complex Organizations (5 credits)
- NLX 464 Informatics, Process Improvement and Outcome Measurement (3 credits)
- NLX 465 Leadership Capstone (4 credits)
- NLX 466 Epidemiology and Population Health Research (3 credits)
- NLX 470 Foundations of Leadership and Organizational Behavior (5 credits)
- NLX 471 Trends in Health Economics, Policy and Regulation (4 credits)
- NLX 472 Ethics and Public Mission in Contemporary Health Systems (3 credits)
- NLX 479 Leadership Colloquium (3 credits)
- NLX 493 Comprehensive Exam (0 credits)

**Admission Requirements for the Clinical Nurse Leader Concentration:**

1. Completion of a Bachelor of Science degree in nursing from an accredited school.
2. RN licensure within the United States or a U.S. territory.
3. Cumulative GPA of 3.0 (on a 4.0 scale) preferred from a baccalaureate program.
4. Statistics course with a grade of C or above.
5. Professional statement.
6. Clinical practice exemplar relating to patient care which describes what happened, the intent and the outcomes of actions and interactions with other members of the health care team.
7. Two letters of reference that address clinical expertise and leadership talent (one of which is from an immediate supervisor).
8. Personal interview.
9. A minimum of three years of employment as a registered nurse in a clinical setting (preferred).
10. Writing Sample (prior term paper, published article).

**Clinical Nurse Leader Program* courses:**

- NUR 400 Research Principles for Evidence Based Practice (5 credits)
- NUR 401 Writing Workshop (1 credit)
- NUR 403 Ethics and Public Policy in the Health Care System (3 credits)
- NUR 407 Advanced Physiology and Pathophysiology (5 credits)
- NUR 410 Advanced Health Assessment (4 credits)
- NUR 419 Advanced Pharmacology (3 credits)
- NLX 464 Informatics, Process Improvement and Outcome Measurement (3 credits)
- NLX 465 Leadership Capstone (6 credits)
- NLX 466 Epidemiology and Population Health Research (3 credits)
- NLX 475 Leadership in Clinical Nursing (4 credits)
- NLX 493 Comprehensive Exam (0 credits)

*A revised CNL program is currently under review (July 2015) by the New York State Education Department. Students nearing the end of their program (expected graduation May, 2016), will not be affected by the program revisions. Students who are mid-way through the program will be transitioned into the new program. The degree plan for newly admitted students will follow the revised program.*
## LHCS Course Prerequisites and Offerings for Non-matriculated Study

<table>
<thead>
<tr>
<th>Master's Courses</th>
<th>Prerequisite(s)</th>
<th>Open to Non-Matriculated Students**</th>
</tr>
</thead>
<tbody>
<tr>
<td>NLX 463 Driving Change in Complex Organizations</td>
<td>NLX 470 or permission of instructor</td>
<td>No</td>
</tr>
<tr>
<td>NLX 464 Informatics, Process Improvement and Outcome Measurement</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>NLX 465 Leadership Capstone</td>
<td>NLX 463, NLX 464, NLX 470, NLX 475 (for CNL students)</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Will be conducted during the final semester of the Leadership Program; Approval of Field Placement Proposal</td>
<td></td>
</tr>
<tr>
<td>NLX 466 Epidemiology and Population Health Research*</td>
<td>Introductory statistics course</td>
<td>Yes</td>
</tr>
<tr>
<td>NLX 470 Foundations of Leadership and Organizational Behavior</td>
<td>Matriculation into program</td>
<td>No</td>
</tr>
<tr>
<td>NLX 471 Trends in Health Economics, Policy, and Regulation</td>
<td>Introductory statistics course</td>
<td>Yes</td>
</tr>
<tr>
<td>NLX 472 Ethics and Public Mission in Contemporary Health Systems</td>
<td>By Permission of Instructor Only</td>
<td></td>
</tr>
<tr>
<td>NLX 475 Leadership in Clinical Nursing</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>NLX 479 Leadership Colloquium</td>
<td>NLX 466</td>
<td>No</td>
</tr>
<tr>
<td>NLX 493 Comprehensive Exam</td>
<td>Taken in final semester of program</td>
<td>No</td>
</tr>
</tbody>
</table>

*Revised course title, pending NYSED review, is *Epidemiology*
SECTION VII: GENERAL INFORMATION ON MASTER’S IN NURSING EDUCATION PROGRAM

The newest program of study at the URSON is our Master of Science Program in Nursing Education (MNE). This stand-alone program was established, in July 2015, following approval by the New York State Education Department.

The 35-credit Master of Science in Nursing Education program is comprised of a mix of core and education courses and is designed to prepare nurses as educators to function in a variety of settings. This unique program is hybrid-online, interprofessional, and based on a cognitive apprenticeship model. Three of the courses are taught with Warner School of Education and the School of Medicine and Dentistry faculty to provide graduate students with opportunities to apply educational theory and evidence to teach effectively, work in diverse teams, lead change, use technology to inspire learning, and engage in scholarly inquiry. An elective is also required in the program, providing students with an opportunity to explore such topics as online learning, diversity and equity in higher education, and communication and counseling for teachers. The elective course in the program is chosen following discussion and approval by the student’s advisor. The hybrid-online format of the MNE program is designed to meet the needs of busy professionals, while still providing time for students to connect and interact with peers and faculty to enhance learning. In a cognitive apprenticeship model, conceptual knowledge is learned within the context of real-world problems and applied with the expert guidance of experienced educators. Students will learn by observing, practicing, reflecting, and participating within a community of nurse educators. Students will progress through the core educational courses as a cohort starting once per year. Our Nursing Education graduates will be eligible for national certification by meeting established nurse educator competencies.

Subject matter in the program includes: evidence-based practice; pathophysiology, pharmacology, and physical assessment; foundations of educational theory in general and specifically for nurses; clinical teaching; curriculum and course design; and assessment and evaluation of learners. The program concludes with a capstone project. The final program requirement, in accordance with University of Rochester policies, is a comprehensive Master’s examination (as described in Section V).

A post-Master’s certificate program in Nursing Education is also offered. This 18-credit certificate program enables students with an existing MS in a nursing field but no experience in teaching to sit for the national certification exam for Nurse Educators (CNE).

Graduates of this program will be prepared as:

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

The MNE program also articulates with other SON programs:

- RN to BS to MS/MNE
- MS/MNE to PhD (Health Practice Research; see MS/PhD and PhD Handbook for details)

Admission

Applications for admission to the MNE program are available online, at [www.son.rochester.edu](http://www.son.rochester.edu).

<table>
<thead>
<tr>
<th>Semester to Begin Program</th>
<th>Application Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>September (Fall)</td>
<td>April 1st</td>
</tr>
</tbody>
</table>

While the MNE program is designed for a once-per-year start date, there are two prerequisite courses that students should take in advance of matriculation (NUR 401 and NSG 363). In addition, NUR 400 is open to non-matriculated students and can also be taken in advance of official fall matriculation in the MNE program.
Admission Requirements for Master’s in Nursing Education:

1. Completion of a Bachelor’s degree in nursing from an accredited college or university
2. RN licensure within the United States or U.S. territory, or equivalent
3. Cumulative GPA of 3.0 on a 4.0 scale from a Bachelor’s degree program is preferred
4. Completion of a statistics course with a C grade or higher
5. Submission of a professional goal statement outlining reasons for seeking admission to the program
6. Writing Sample (prior term paper, published article)
7. Two favorable references that address professional and/or academic and leadership ability; it is desirable that one of the letters be from a professional in health care
8. Personal interview(s) with program faculty members
9. A minimum previous work requirement of one year as a Registered Nurse is preferred
10. TOEFL scores (>560 for paper-based test, >88 for i-based test and >230 for computer-based test) for international students.

Master’s in Nursing Education Program courses:

<table>
<thead>
<tr>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>• NUR 401 Writing Workshop or NSG 301 Writing with Confidence, Clarity and Style, or graduate equivalent</td>
</tr>
<tr>
<td>• NSG 363 Comprehensive Nursing Assessment Refresher (if no UG physical assessment course completed in the past 5 years)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• NLX 421 Physiology, Pathophysiology, &amp; Pharmacology for Nurse Leaders and Educators (4 credits)</td>
</tr>
<tr>
<td>• NLX 422 Health Assessment for Nurse Leaders and Educators (2 credits; including 0.5 credit lab / 0.5 credit supervised teaching)</td>
</tr>
<tr>
<td>• NUR 400 Research Principles for Evidence-Based Practice (5 credits)</td>
</tr>
<tr>
<td>• EDU 497 Teaching &amp; Learning in Higher Education &amp; the Health Professions (3 credits)</td>
</tr>
<tr>
<td>• EDU 581 Clinical Teaching in Health Professions Education: Teaching and Instructional Methods (4 credits; including 1 credit supervised teaching)</td>
</tr>
<tr>
<td>• EDU 580 Foundations of Health Professions Education (3 credits)</td>
</tr>
<tr>
<td>• NLX 426 Curriculum Development and Course Design (4 credits; including 1 credit supervised teaching)</td>
</tr>
<tr>
<td>• NLX 427 Assessment and Evaluation in Nursing Education (4 credits; including 1 credit supervised teaching)</td>
</tr>
<tr>
<td>• Elective (3 credits)</td>
</tr>
<tr>
<td>• NLX 465 Master’s Capstone (3 credits; including 2 credits field immersion/teaching project)</td>
</tr>
<tr>
<td>• NLX 493 Comprehensive Examination (0 credits)</td>
</tr>
</tbody>
</table>

Total = 35 credits

Admission Requirements for Post-Master’s Certificate in Nursing Education:

1. Completion of a Bachelor’s Degree in Nursing from an accredited school of nursing
2. Completion of a Master’s Degree from an accredited school of nursing
3. RN licensure within the United States or U.S. territory
4. Cumulative 3.0 GPA in MS nursing, preferred
5. TOEFL scores (>560 for paper-based test, >88 for i-based test and >230 for computer-based test) for international students
6. Statistics course with a grade of C or higher
7. Professional statement with career goals
8. Current Curriculum Vitae or resume
9. Two letters of reference addressing professional and/or academic ability; prefer one from Master’s-prepared nurse (e.g., faculty, CNS, NP, manager) and/or nursing supervisor
10. Personal interview with faculty member, at discretion of faculty
11. Clinical experience: One year clinical nursing experience preferred by the time student teaching practica/clinicals occur

Post-Master’s Certificate in Nursing Education Program courses:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 497 Teaching &amp; Learning in Higher Education &amp; the Health Professions (3 credits)</td>
<td></td>
</tr>
<tr>
<td>EDU 581 Clinical Teaching in Health Professions Education: Teaching and Instructional Methods (4 credits; including 1 credit supervised teaching)</td>
<td></td>
</tr>
<tr>
<td>EDU 580 Foundations of Health Professions Education (3 credits)</td>
<td></td>
</tr>
<tr>
<td>NLX 426 Curriculum Development and Course Design (4 credits; including 1 credit supervised teaching)</td>
<td></td>
</tr>
<tr>
<td>NLX 427 Assessment and Evaluation in Nursing Education (4 credits; including 1 credit supervised teaching)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18 credits</strong></td>
</tr>
</tbody>
</table>
Section VIII. Overview of Comprehensive Examination Requirement in the Master’s Programs

All Master of Science Degree students must complete the Comprehensive Examination requirement as part of their program of study.

Comprehensive Exam—Successful completion of a Comprehensive Examination demonstrates the student’s ability to integrate knowledge gained through individual courses into critical thinking as an advanced practitioner or leader. A Comprehensive Examination meets the University of Rochester’s requirements for the Master of Science degree under Plan B in the Graduate Studies Official Bulletin.

- **NUR 493 Comprehensive Exam for Nurse Practitioner students (see detailed description below)**
- **NLX 493 Comprehensive Exam for Leadership students (see detailed description below)**

The Comprehensive Examination will be given twice annually (see tables below). Students will enroll in NUR 493/NLX 493 and complete the exam during the final semester of their program.

The Comprehensive Exam Committee Chair notifies students of the exam outcomes (via email) and submits final course grades. The Associate Dean for Education and Academic Affairs also formally notifies students by letter.

**NUR 493 NP Comprehensive Examination**

Students register for NUR 493 for the semester they intend to complete the Comprehensive Examination. The Comprehensive Examination Committee determines questions for the examination. The committee is comprised of a balance of clinical, leadership, and academic faculty actively involved in the Master’s NP Programs in professional core and specialty courses. This committee generates questions and grades examinations.

The SON terminal objectives for the Master’s Degree NP programs determine the content of the examination questions. In the Master’s NP Comprehensive Examination, students are expected to demonstrate synthesis of the four primary domains covered in the Nurse Practitioner programs. The focus of the examination is to apply the domains of: (1) a theoretical perspective, (2) research, (3) ethical analysis, and (4) public or health policy analysis to a scenario specific to the student’s program. Theory approaches are used broadly, for example from nursing, psychology, physiology, and other disciplines. The research domains are also broadly considered and may include, but are not limited to, evidence-based practice, epidemiology, and population health research, as may be relevant to a specific program of study. All exam scenarios also contain issues of relevance for formal ethical and public policy analyses. A final area of interest in the Comprehensive Examination is the student’s ability to produce a formal, written scholarly paper, as evidenced by addressing the domains of concern along with the use of correct grammar, spelling, formatting, and APA standards for style and citation of referenced resources.

**Guidelines on Grading of NP Comprehensive Written Examination (NUR 493).** Two readers will independently grade the examination using the Performance Measures Grading Form for the NP Comprehensive Examination. One faculty member will be from the student’s specialty area and one from the Comprehensive Examination Committee. Grading will be based upon the performance measures. Each performance measure is rated on a zero to four scale using the Evaluation Rubric. Overall performance on the examination will be rated satisfactory or unsatisfactory. In order to be rated as satisfactory a minimum passing score of 20 must be earned and each measure must have a score of at least one. If a measure is rated at “zero” or if the overall score is less than 20, the examination will be sent to a third reader who will grade the examination independently using the same evaluation criteria and scoring metrics.

**Unsuccessful Performance on the Written Exam and Preparation of Oral Examination.** If there is consensus among faculty readers that the student has failed the written exam, the student will be offered two options: (a) to defend the exam orally, or (b) to retake a written exam at the next scheduled date. Students who have failed the written exam are responsible for contacting their advisors. The role of the advisor is to offer support to the student in preparing to retake the exam, including the following activities:
1. Discussing the following options with the student
   a. Presenting an oral defense of the examination prior to the end of the grading period for the current semester \textbf{OR}
   b. Planning to retake the exam at a regularly scheduled comprehensive examination period
2. Reviewing readers’ grading comments from the written exam with the student
3. Assisting the student to develop his/her preparation plan

The oral exam involves the same scenario and questions as were included in the written exam. The original three readers will convene with the student at an appointed time and place. The reader who is also a member of the Comprehensive Examination Committee will be appointed Chair of the Oral Exam Committee. The student will have a chance to make a 15-30-minute presentation in response to the questions and case scenario, concentrating on what he/she could have done differently in the written exam. The student may bring any resources that would enhance the presentation. The readers will ask the student questions related to the exam questions and case scenario. After the exam, the Chair will excuse the student so faculty can make an evaluation. The student will be notified of the results of their Oral Exam at the end of the examination session.

Any student who fails the oral examination may retake the written examination on the next scheduled date. Students must maintain continuous enrollment in the SON until they have successfully passed the exam or failed it twice. No more than one repetition of the Comprehensive Examination is permitted.

\textit{Retrieving Completed Exams.} Once the exam process has been completed, students will be advised that they may retrieve their papers from the Master’s Program office. Exams not picked up by the end of the semester will be discarded.

\begin{center}
\textbf{COMPREHENSIVE EXAMINATION SCHEDULE FOR NP STUDENTS}\\
2015-2016 Schedule for Written Examinations
\end{center}

\begin{tabular}{|c|c|}
\hline
\textbf{Fall 2015*} & \textbf{Spring 2016*} \\
\hline
August & January \\
July-August & Early February \\
September & Feb./ March \\
September 3 at 0800 & February 25 at 0800 \\
\textbf{September 24 At 12:00 Noon} & \textbf{March 17 at 12:00 Noon} \\
\textit{DUE DATE:} Three copies of the completed take-home examination will be turned in to the CERC (with copies of salient articles and book chapters used as outlined in the instructions) \textbf{by 12:00 noon on date indicated.} \\
September 24-October 1 & March 18- March 31 \\
October 1- October 7 & March 31- April 7 \\
Prior to end of semester & Prior to end of semester \\
\hline
\end{tabular}

*\textit{Note.} If, for any reason, any of these dates need to be changed, all concerned will be notified.
**NLX 493 Leadership Comprehensive Examination**

Students register for NLX 493 for the semester they intend to complete the Comprehensive Examination. The Comprehensive Examination for LHCS students is administered and evaluated by the Comprehensive Examination Committee. The Comprehensive Exam Committee is comprised of a balance of clinical, leadership, and academic faculty actively involved in the Master’s LHCS programs in professional core and specialty courses. The committee members serve as second readers for the exams. The Comprehensive Exam Committee Chair notifies students of the exam outcomes and submits final course grades. The exam is an independently written, scholarly paper, focusing on the Capstone project the student has undertaken in NLX 465. The exam is considered a summative assessment and grading is based on a rubric, developed by the LHCS faculty, to demonstrate synthesis of the major domains of study included in the student’s specialty program (HCM, CNL).

The SON terminal objectives for the Master’s Degree Leadership programs determine the content of the examination questions. The written LHCS Comprehensive Exam addresses the following (program-specific) domains:

- **HCM:** Project Description and Problem Identification, Theoretical Perspective, Organizational Ethics and Public Mission, Policy, Economic Implications
- **CNL:** Project Description and Problem Identification, Theoretical Perspective, Epidemiology, Ethics, Policy, Clinical Outcomes Management

A final area of interest in the Comprehensive Examination is the student’s ability to produce a formal, written scholarly paper, as evidenced by addressing the domains of concern along with the use of correct grammar, spelling, formatting, and APA standards for style and citation of referenced resources.

**Guidelines on Grading of LHCS Comprehensive Written Examination (NLX 493).** Two readers will independently grade the written examination using the program-specific Performance Measures Grading Form for the LHCS Comprehensive Examination. One faculty member will be from the LHCS faculty and one from the Comprehensive Examination Committee. Grading will be based upon the performance measures. In order to be rated as satisfactory, HCM student exams must be minimally rated as satisfactory for 6/8 domains. For CNL students, exams must be minimally rated as satisfactory for 7/9 domains. If the minimum standard is not met, the examination is read by a third reader who will grade the examination independently using the same evaluation criteria. Overall performance on the examination will be rated satisfactory or unsatisfactory.

**Unsuccessful Performance on the Written Exam and Preparation of Oral Examination.** If there is consensus among faculty readers that the student has failed the written exam, the student will be offered two options: (a) to defend the exam orally, or (b) to retake a written exam at the next scheduled date. Students who have failed the written exam are responsible for contacting their advisors. The role of the advisor is to offer support to the student in preparing to retake the exam, including the following activities:

1. Discussing the following options with the student
   a. Presenting an oral defense of the examination prior to the end of the grading period for the current semester **OR**
   b. Planning to retake the exam at a regularly scheduled Comprehensive Examination period
2. Reviewing readers’ grading comments from the written exam
3. Assisting the student to develop his/her preparation plan for an oral defense

The oral exam involves the same domains and project as were included in the written exam. The original three readers will convene with the student at an appointed time and place. The reader who is also a member of the Comprehensive Examination Committee will be appointed Chair of the Oral Exam Committee. The student will have a chance to discuss their responses to the domains of the exam, concentrating on what he/she could have done differently in the written exam. The student may bring any resources that would enhance the presentation. The Oral Exam Committee members will ask the student questions related to the written description of the project. After the exam, the Chair will excuse the student so faculty can make an evaluation. The student will be notified of the results of their Oral Exam at the end of the examination session.

Any student who fails the oral examination may retake the written examination on the next scheduled date. Students must maintain continuous enrollment in the SON until they have successfully passed the exam or failed it twice. No more than one repetition of the Comprehensive Examination is permitted.
*Retrieving Completed Exams.* Once the exam process has been completed, students will be advised that they may retrieve their papers from the Master’s Program office. Exams not retrieved by the end of the semester will be discarded.

**COMPREHENSIVE EXAMINATION SCHEDULE FOR LEADERSHIP STUDENTS**

<table>
<thead>
<tr>
<th>Fall 2015*</th>
<th>Spring 2016*</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>August and during NLX 465</td>
<td>October 2014</td>
<td>Initial information about the LHCS Comprehensive Examination is presented in the fall at various class meetings to all students planning to take NLX 465 in the Spring.</td>
</tr>
<tr>
<td><strong>During NLX 465</strong></td>
<td>Fall 2015 per NLX 465</td>
<td>A preliminary abstract of the Capstone project is presented to the Capstone faculty. This abstract becomes the basis for the written LHCS Comp Exam.</td>
</tr>
<tr>
<td>September 3rd @ 12noon</td>
<td>April 7th @ 12noon</td>
<td>The written LHCS Comp Exam is due. Submit 3 complete exam packets to CERC desk.</td>
</tr>
<tr>
<td>September 4-18</td>
<td>April 7-21</td>
<td>Exams will be read by the First and Second Readers. Readers return graded exams to the CERC no later than NOON on September 18th (Fall) or April 21st (Spring).</td>
</tr>
<tr>
<td>September 18-25</td>
<td>April 21-28</td>
<td>Exams will be read by a Third Reader if necessary. Students will be notified of results no later than Sept 25th (Fall) or April 29th (Spring).</td>
</tr>
<tr>
<td>Prior to the end of the semester</td>
<td>Prior to the end of the semester</td>
<td>If needed, oral defenses of the Comp Exams are held.</td>
</tr>
</tbody>
</table>

*Note. If, for any reason, any of these dates need to be changed, all concerned will be notified.*
APPENDIX A

MEDICAL CONDITIONS OR LEARNING/PHYSICAL DISABILITIES

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

The University of Rochester is committed to providing equal educational and employment opportunities for individuals with disabilities, in accordance with state and federal laws and regulations, including the Americans with Disabilities Act (ADA) of 1991 and Section 504 of the Rehabilitation Act of 1973. To ensure equality of access for students with disabilities, the University provides reasonable accommodations, including auxiliary aids and modifications to courses, programs, services, activities or facilities. Exceptions will be made in those situations where the accommodation would fundamentally alter the nature of the program, cause undue hardship on the school, or jeopardize the health or safety of others. Accommodations must specifically address the functional limitations of the disability. Technical Standards for all students to review are available online.

The process for receiving accommodations begins with self-identification. When a student chooses to self-identify a disability, documentation should be forwarded to Nancy Kita, School of Nursing Disability Coordinator, University of Rochester, School of Nursing Box SON, Rochester, NY 14642, 585-275-2375. If you have any questions, please contact Nancy Kita at 275-2375.

Technical Standards

All candidates for nursing degrees/certificates must be able to perform the essential functions necessary to complete the nursing school curriculum successfully with or without reasonable accommodations. The use of an intermediary that would in effect require a student to rely on someone else’s power of selection and observation will not be permitted. School of Nursing candidates must indicate whether they are able to perform these essential functions with or without reasonable accommodations:

1. Gather and record patient’s health history. Detect, understand, and interpret physical and psychosocial findings. Communicate patient findings, develop and record nursing diagnoses as well as treatment plans.

2. Utilize technology, equipment, and instruments used by nurses.

3. Recognize, understand, and interpret instructional materials required during nursing education.

4. Detect and appreciate alterations in anatomy, or other abnormalities encountered as part of the general physical examination.

5. Recognize, interpret, and evaluate diagnostic studies appropriate for level of practice.

6. Review and interpret notes/orders written by other members of the health care team.

7. Perform calculations necessary to deliver appropriate care to the patient.

8. Communicate effectively with patients, families and other health care personnel.

9. Perform all of the above skills within a timeframe that is appropriate for a clinical setting.

I have read the Technical Standards above and indicate that I am able to perform these essential functions with or without reasonable accommodations.

Signature: ________________________________          Date:  __________________________
6/9/98 – Adapted from University of Rochester School of Medicine and Dentistry/Revised 8/13/03
APPENDIX B

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

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

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

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

National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care

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

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

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

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

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

The Case for the Enhanced National CLAS Standards

Of all the forms of inequality, injustice in health care is the most shocking and inhumane.
— Dr. Martin Luther King, Jr.

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

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

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

Bibliography:
APPENDIX D

REGISTRATION FOR RN LICENSURE AND NCLEX EXAM FOR APNN STUDENTS

Students in their last semester of the APNN program will learn about the process of registration for both the state licensure and the NCLEX exam. Review of both application processes as well as the application materials, will occur in NUR 379 (Nursing Integration and Transition into Practice). The New York State Registered Nursing Application will be posted in BB for students to download and submit.

Students entering their last semester of the APNN program are encouraged to visit www.ncsbn.org. This is the website for the National Council of State Boards of Nursing. This site provides valuable information about the NCLEX exam itself such as format and sample questions and also has links to the individual State Boards of Nursing for all US states.

Following graduation, in order to work as a registered nurse, students will have completed two separate applications; one to the state in which they are applying for RN licensure and one to Pearson Testing Corporation (www.vue.com), to take the actual NCLEX-RN exam.

Each application is separate and requires a separate fee. Both applications should be completed the month before graduation (e.g. November for December graduates, April for May graduates, and July for August graduates).

Once both applications are received and processed by the respective agencies, usually about four weeks after graduation, students will receive an email which is their Authorization to Test (ATT). This ATT notification allows students to register to take the NCLEX exam. Students are strongly encouraged to plan to take the NCLEX exam in the month immediately following graduation for best results on the exam. Once students have successfully passed the NCLEX exam, they may work as an RN in the state to which they have applied.

TO APPLY FOR RN LICENSURE IN New York STATE:

The New York State Application forms for RN licensure will be posted on BB in NUR 379. Using this “expedited” application form that is distributed by the SON will expedite the application process. We do not recommend that you download and use the form available on the New York State Office of the Professions website as the form used by our students is abbreviated and is used by schools for which NYS has already approved curriculum.

To apply for licensure in New York State, students should:

A. Download and complete the application very carefully.

B. Remember to use exactly the same name for the licensure application as is used when applying to Pearson for the NCLEX-RN exam. This name should also match the name that you have submitted to be on your University of Rochester diploma and should also match the two forms of identification 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. The address that is submitted on the New York State Nursing license application form is the address to which your license will be mailed and all important correspondence regarding nursing licensure will be sent. If you will be moving during the next few months, consider using a permanent mailing address (e.g. parents home) to receive your licensure results and your actual license. NYS Office of the Professions will not mail to a P.O. Box.

D. The completed licensure application needs to be notarized. This can be done at any bank or financial institution. There are currently two notaries at the School of Nursing who will attend a NUR 379 class to notarize student applications.

E. Include the applicable fee (currently $143.00) with this application. The address is on the bottom of the page after the notary signature. Please note that this is not the same address to which you apply to Pearson to take the NCLEX exam.

F. Mail your application via certified mail with a “return receipt requested” so you have a copy of the date it was received.

G. Note that no degree verification form (Form 2) is required when applying for licensure in New York State. This is done automatically by the SON Registrar immediately following degree completion if there are no bursar holds.
TO APPLY FOR RN LICENSURE OUTSIDE OF New York STATE

Visit the website of the individual State Board of Nursing or the National Council on State Boards of Nursing (www.ncsbn.org) website for contact information for your State. Each state has different requirements. Be sure you know all requirements necessary for licensure in your state, including evidence of certain coursework from your prior institutions that may need to be included in your application.

A. If you are applying to a state which requires you to submit fingerprinting, this can be obtained from the Monroe County Public Safety Building, 130 S. Plymouth Avenue, in the Civic Center Plaza. Please call (585) 753-4178 for the hours of operation and the applicable cash fee. You will need to bring a fingerprinting card which is usually sent to you from the state licensing department.

B. To submit your University of Rochester transcripts, order your transcript from the University Registrar’s Office at www.rochester.edu/registrar/transcripts. Note: do NOT do this until your degree award date or your degree will not be posted yet on the transcript! Your degree award date is not the date of the Pinning Ceremony. The SON Registrar can clarify your degree award date.

C. To submit a verification of degree form, submit it to the SON Registrar in the Student Affairs Office. She will hold that form until the first workday after the degree award date and then send it to your state as requested. (Note that applicants for NYS licensure do not need to request verification of degree – this is done automatically).

D. Again, if you have any questions, please call the state to which you are applying to make sure you are absolutely clear about their process and requirements. There is a tab on BB for NUR 379 for those students who are applying to California for licensure with many helpful hints!

TO APPLY TO TAKE THE NCLEX-RN EXAM

After you have mailed in your application to the state to which you are applying for licensure, go to http://www.vue.com/nclex/ This website is used by the National Council on State Boards of Nursing to administer the NCLEX Exam. Students can either complete this application on line, or call Pearson to complete this process over the telephone (1-866-496-2539). ADA accommodations are available, but must be made well in advance (6-9 months prior to testing).

To use the Pearson website:

1. Go to the NCLEX-RN section to create a registration profile.
2. Select an email address which you will use to get results and your Authorization to Test (ATT). Remember which email address you used, especially if you have more than one!
3. You will need to provide them with a credit card number to pay the applicable fee (currently $200.00).

Once these two applications are submitted, you do not need to do anything else (other than study!). Within a few weeks following the SON verification of your graduation to the state to which you are applying, you will receive your ATT (Authorization to Test).

4. When you receive your ATT, go back into your Pearson registration profile and follow the links to “Schedule a test” in the test site location you have previously selected.
5. You should receive your ATT within four weeks. When you receive your ATT, you will need to schedule your exam within three months, although SON students are strongly encouraged to schedule their test within the month following graduation for optimum results.

If you have questions, please contact Maria Marconi, EdD, RN, CNE, Assistant Professor of Clinical Nursing and NCLEX Coordinator for the University of Rochester School of Nursing.

Updated 9/2015 MAM
### APPENDIX E

**CONTACT PERSONS IN HELEN WOOD HALL**

<table>
<thead>
<tr>
<th>ADMINISTRATION</th>
<th>TITLE</th>
<th>OFFICE/PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathy Rideout, EdD, PPCNP-BC, FNAP</td>
<td>Dean and Professor of Clinical Nursing, Vice President, University of Rochester Medical Center</td>
<td>3W150A 275-8902</td>
</tr>
<tr>
<td>Lydia Rotondo, DNP, RN</td>
<td>Interim Associate Dean for Education and Student Affairs</td>
<td>3W157 275-5693</td>
</tr>
<tr>
<td>Renu Singh, MS</td>
<td>Sr. Associate Dean of Finance and Administration. Assistant Professor of Clinical Nursing</td>
<td>3W140A 275-2830</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDUCATION</th>
<th>TITLE</th>
<th>OFFICE/PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erin Baylor, DNP, RN, PNP-C, ONP</td>
<td>Specialty Director of the Pediatric Nurse Practitioner Programs</td>
<td>4W318 276-6074</td>
</tr>
<tr>
<td>Susan Blaakman, PhD, RN, NPP-BC</td>
<td>Specialty Director of the Family Psychiatric Mental Health Nurse Practitioner Program</td>
<td>4W320 276-6075</td>
</tr>
<tr>
<td>Holly Brown, DNP, RN, NPP, PMHCS-BC</td>
<td>Co-Specialty Director of the Family Psychiatric Mental Health Nurse Practitioner Program</td>
<td>4W319 276-3204</td>
</tr>
<tr>
<td>Margaret-Ann Carno, PhD, MBA, MJ, RN, CPNP, D, ABSM, FNAP, FAAN</td>
<td>Director for the RN to BS and RN to BS to MS Programs</td>
<td>4W150 273-4743</td>
</tr>
<tr>
<td>Susan Ciurzynski, PhD, CNS, PNP</td>
<td>Director for the Center for Lifelong Learning</td>
<td>2W305 276-6068</td>
</tr>
<tr>
<td>Elaine Andolina, MS, RN</td>
<td>Director of Admissions, Co-Director for the Accelerated Nursing Programs</td>
<td>1W126 275-8846</td>
</tr>
<tr>
<td>Patrick Hopkins, DNP, APRN, C-PNP, NNP</td>
<td>Co-Director for the Accelerated Nursing Programs</td>
<td>4W150 276-3919</td>
</tr>
<tr>
<td>Bethel Powers, PhD, RN, FSAA, FGSA</td>
<td>Director of the PhD Program and MS/PhD Program</td>
<td>2W116 275-8891</td>
</tr>
<tr>
<td>Elizabeth Palermo, DNP, MS, RN, ANP-BC, ACNP-BC</td>
<td>Specialty Director of the Adult-Gerontology Acute Care Nurse Practitioner Program</td>
<td>4W307 276-5194</td>
</tr>
<tr>
<td>Lydia Rotondo, DNP, RN</td>
<td>Director of the DNP Program</td>
<td>4W125 275-9578</td>
</tr>
<tr>
<td>Craig R. Sellers, PhD, RN, ANP-BC, GNP-BC, FAANP</td>
<td>Director of the Master’s Programs and Specialty Director of the Adult-Gerontology Primary Care Nurse Practitioner Programs</td>
<td>4W148 275-8098</td>
</tr>
<tr>
<td>Jane Tuttle, PhD, RN, FNP-BC, FAANP</td>
<td>Specialty Director of the Family Nurse Practitioner Program</td>
<td>4W141 275-8892</td>
</tr>
<tr>
<td>Maria Marconi, EdD, RN, MS</td>
<td>Specialty Director, Healthcare Organizational Management Program</td>
<td>4W140 275-5528</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESEARCH</th>
<th>TITLE</th>
<th>OFFICE/PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harriet Kitzman, PhD, RN, FAAN</td>
<td>Sr. Associate Dean for Research and Director, Center for Research and Evidence-Based Practice</td>
<td>3W309 275-8874</td>
</tr>
<tr>
<td>Bethel Powers, PhD, RN, FSAA, FGSA</td>
<td>Director of the Evaluation Office</td>
<td>2W116 275-8891</td>
</tr>
</tbody>
</table>
## APPENDIX F

### Graduation

<table>
<thead>
<tr>
<th></th>
<th>RN to BS</th>
<th>APNN</th>
<th>MS NP</th>
<th>MS Leadership</th>
<th>PhD</th>
<th>DNP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Admitted 6 years prior</td>
<td>Students Grad. within Max. Time Allowed</td>
<td>Grad. Rate (%)</td>
<td>Students Admitted 6 years prior</td>
<td>Students Grad. within Max. Time Allowed</td>
<td>Grad. Rate (%)</td>
<td>Students Admitted 5 years prior</td>
</tr>
<tr>
<td>2009</td>
<td>11</td>
<td>6</td>
<td>55</td>
<td>41</td>
<td>40</td>
<td>98</td>
</tr>
<tr>
<td>2010</td>
<td>21</td>
<td>15</td>
<td>71</td>
<td>51</td>
<td>47</td>
<td>92</td>
</tr>
<tr>
<td>2011</td>
<td>19</td>
<td>16</td>
<td>84</td>
<td>54</td>
<td>54</td>
<td>100</td>
</tr>
<tr>
<td>2012</td>
<td>16</td>
<td>12</td>
<td>75</td>
<td>111</td>
<td>110</td>
<td>99</td>
</tr>
<tr>
<td>2013</td>
<td>21</td>
<td>15</td>
<td>71</td>
<td>95</td>
<td>89</td>
<td>94</td>
</tr>
<tr>
<td>2014</td>
<td>23</td>
<td>18</td>
<td>78</td>
<td>110</td>
<td>103</td>
<td>94</td>
</tr>
<tr>
<td>2015</td>
<td>25</td>
<td>19</td>
<td>76</td>
<td>106</td>
<td>4</td>
<td>96</td>
</tr>
</tbody>
</table>

*Graduation rates calculated annually based on the percentage of an admitted semester cohort graduating within the maximum time frame allowed for the degree. The maximum time allowed to complete degree requirements is: 6 years for B.S., 5 years for M.S., and 8 years for PhD.

Students enrolled in dual degree programs are counted in the numbers of the degree program in which they are still completing requirements. For instance, MS/PhD students still completing MS requirements are counted in the MS numbers.
### Retention*

<table>
<thead>
<tr>
<th>Year</th>
<th>RN to BS</th>
<th>APNN</th>
<th>MS Nurse Pract./MS Leadership</th>
<th>DNP</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td>With-</td>
<td>Retention Rate (%)</td>
<td>Students</td>
<td>With-</td>
</tr>
<tr>
<td>2008-2009</td>
<td>84</td>
<td>15</td>
<td>82</td>
<td>120</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>2009-2010</td>
<td>81</td>
<td>6</td>
<td>93</td>
<td>113</td>
</tr>
<tr>
<td></td>
<td>2010-2011</td>
<td>88</td>
<td>9</td>
<td>90</td>
<td>161</td>
</tr>
<tr>
<td></td>
<td>2011-2012</td>
<td>85</td>
<td>7</td>
<td>92</td>
<td>175</td>
</tr>
<tr>
<td></td>
<td>2012-2013</td>
<td>97</td>
<td>5</td>
<td>95</td>
<td>174</td>
</tr>
<tr>
<td></td>
<td>2013-2014</td>
<td>198</td>
<td>9</td>
<td>95</td>
<td>181</td>
</tr>
<tr>
<td></td>
<td>2014-2015</td>
<td>143</td>
<td>18</td>
<td>87</td>
<td>189</td>
</tr>
</tbody>
</table>

*Retention rates calculated each May using the number enrolled at the end of the year (just before graduation) divided by the total number of those enrolled during that year x 100. This accounts for the number of withdrawals throughout the year.

Students enrolled in dual degree programs are counted in the numbers of the degree program in which they are still completing requirements. For instance, MS/PhD students still completing MS requirements are counted in the MS numbers.
APPENDIX G

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, including: fighting, threats, assault, harassment, or any other actual or attempted conduct that threatens the health or safety of oneself or others. Harassment consists of any unwanted conduct that is intended to cause, or could reasonably be expected to cause, an individual or group to feel intimidated, demeaned or abused, or to fear or have concern for their personal safety—where this conduct could reasonably be regarded as so severe, persistent, or pervasive as to disrupt the living, learning, and/or working environment of the individual or group.

2. Possession, distribution or use of weapons of any kind, including but not limited to firearms, BB or pellet guns, knives, bows and arrows, stun guns, paintball guns, and anything else that counts as a weapon as defined in the Weapons Policy.

3. Possession, distribution or use of any other items presenting an actual or potential threat to the safety and well-being of others (including combustible materials or other items in violation of the Fire Safety Code, available at http://www.safety.rochester.edu/homepages/fsu_homepage.html), or tampering with fire safety apparatus or operating it for any purpose other than its intended use.

4. Harassment and Discrimination
   (A) Sexual Misconduct:
      a. Sexual Harassment
      b. Sexual Violence
         i. Sexual Assault
         ii. Sexual Exploitation
         iii. Dating or Domestic Violence
         iv. Stalking
      c. Retaliation
      d. Aiding or Facilitating
   (B) All other forms of discrimination.

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). Note that hookahs are not permitted on campus without explicit approval and certification from the Center for Student Conflict Management.

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 his or her 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 are expected to 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.

* Hookahs are frequently associated with drug use and are not permitted on campus without approval from the Center for Student Conflict Management. Students wishing to obtain approval must bring the hookah to 510 Wilson Commons during regular business hours. If approved, the student will be given a certificate, which must accompany the hookah at all times. Any unregistered hookahs are subject to confiscation by Public Safety and/or the University Fire Marshal’s Office. Students possessing unregistered hookahs will be documented for a possible policy violation.

** 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.

Index

2014-2015 Academic Calendar ............................................................... 2
Academic Advising: Advisor and Student Advisee Responsibilities ............ 16
Academic Alert .................................................................................... 16
Academic Petition ............................................................................. 17
Accelerated Baccalaureate Programs for Non-Nurses ............................... 59
Adding Courses ................................................................................... 41
  Additional Information Specific to Accelerated, Master’s, RN to BS to MS, and
  Post-Master’s Student ........................................................................ 74
Additional Information Specific to Baccalaureate Students ............................ 64
Address and Personal Information Changes ............................................. 17
Admission ............................................................................................. 59
Admission ............................................................................................. 17
Alcohol and Other Drug Policy ............................................................. 66
Americans with Disabilities Act (ADA) ................................................. 17
ANA Code for Nurses ........................................................................... 34
and PhD Students) .................................................................................. 41
Appendix A – Medical Conditions or Learning/Physical Disabilities .......... 86
Appendix B – Family Educational Rights and Privacy Act .......................... 87
Appendix C – National Standards for Culturally and Linguistically Appropriate
  Services in Health Care .......................................................................... 88
Appendix D – Registration for RN Licensure and NCLEX Exam for APNN Students ................................................................. 90
Appendix E – Contact Persons ............................................................... 92
Appendix F – Retention and Graduation Rates ......................................... 93
Appendix G – Standards of Conduct ..................................................... 95
Attendance ............................................................................................ 17
Audit ........................................................................................................ 41
Baccalaureate Program for Registered-Nurses (RN to BS) ......................... 59
Baccalaureate Student Awards .................................................................. 25
Baccalaureate Students ......................................................................... 22
Baccalaureate ......................................................................................... 10
Blackboard Information ........................................................................... 49
Center for Academic and Professional Success (CAPS) .............................. 49
Center for Life Long Learning (CLL) ..................................................... 65
Center for Nursing Entrepreneurship (CNE) ............................................ 49
Center for Research and Evidence-Based Practice .................................... 50
Change in Enrollment Status .................................................................. 40
Changing Specialty Area ........................................................................ 74
Class Cancellation: Inclement Weather or Instructor Illness ....................... 18
Classroom Behavior .............................................................................. 18
Clinical and Educational Resource Center ............................................. 53
Clinical Nurse Leader ............................................................................ 76
Clinical Site Coordination ..................................................................... 53
Complaint Follow-Up .......................................................................... 20
Confidentiality of Files ......................................................................... 20
Compliance Requirements ..................................................................... 19
Computer Consultation .......................................................................... 54
Computer Room .................................................................................... 54
Conflict of Interest ............................................................................... 51
Continuous Enrollment ......................................................................... 42
Counseling on Careers/Graduate Study .................................................. 21
Course and Program Evaluation ............................................................ 21
Course Cancellation ............................................................................... 42
Course Descriptions ............................................................................. 54
Curriculum for Accelerated Baccalaureate Program for Non-Nurses ....... 61
Curriculum for RN to BS Program ................................................................. 61
Curriculum for RN to BS to MS Program .................................................. 63
Dean's List for Baccalaureate Students ....................................................... 64
Degree Plan ................................................................................................. 42
Diversity ...................................................................................................... 21
DNP ................................................................................................................ 11
Dress Code .................................................................................................. 64
Dropping and Withdrawing from a Course .................................................. 41
Educational Programs .................................................................................. 10
Electives ...................................................................................................... 65
Electronic Mail and Etiquette ................................................................. 54
Emergency Operation Notification and Disaster Plan.................................... 21
Events on Campus ....................................................................................... 55
Exemption/Waiver of a Course .................................................................. 43
External Proposals – SON and UR Sign-Off ................................................. 51
Federal and Private Loans ........................................................................... 22
Financial Aid ............................................................................................... 22
Fire Alarms/Drills ......................................................................................... 55
Funding Opportunities ................................................................................ 51
Goals and Objectives for the Educational Programs ..................................... 12
Grade Changes ............................................................................................ 22
Grade Reports ............................................................................................. 22
Grading Policies .......................................................................................... 22
Grading System ........................................................................................... 23
Graduate Admission on Probation ............................................................. 32
Graduate Satisfactory Progression ............................................................... 33
Graduate Students ....................................................................................... 23
Graduation Check ....................................................................................... 24
Graduation/Commencement ...................................................................... 24
Grievance Procedure: Problems Concerning Course or Clinical Work ........ 27
Harassment and Discrimination Policy ..................................................... 28
Health Care Organization Management and Leadership Track .................. 76
Human Subjects Procedures ....................................................................... 51
Identification: University I.D. Card ............................................................. 28
Immunization Policy .................................................................................... 28
Inactive Status (Baccalaureate Students) or Leave of Absence (Master's, Post-Master's and PhD Students) ..................................................... 42
Including Use of APA Guidelines ............................................................... 42
Incomplete .................................................................................................... 24
Independent Study/Reading Course ............................................................ 43
Infectious Disease Work Restrictions ....................................................... 65
Initial Certification Courses ......................................................................... 52
Intellectual Property Agreement .................................................................. 52
Loan Deferment Signatures ....................................................................... 22
Lockers ......................................................................................................... 55
Lost and Found ........................................................................................... 55
Mail Boxes .................................................................................................. 55
Malpractice Insurance ................................................................................ 29
Mandatory Health Fee and Health Insurance ............................................. 57
Master's Adult-Gerontology Acute Care Nurse Practitioner ....................... 69
Master's Adult-Gerontology Primary Care Nurse Practitioner .................... 69
Master's and PhD Dual Degree .................................................................. 11
Master's and Post-Master's ......................................................................... 11
Master's Family Nurse Practitioner ........................................................... 70
Master's Family Psychiatric Mental Health Nurse Practitioner .................. 70
Master's Pediatric Nurse Practitioner ......................................................... 71