

Student Handbook

School of Nursing



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School of Nursing
Health Sciences Center, Level 2
Stony Brook, New York 11794-8240
631.444.3200

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I **Introduction**

Welcome to the School of Nursing! The School of Nursing is one of five professional schools at the University's Health Sciences Center. The school is accredited by the Commission on Collegiate Nursing Education (CCNE), and offers full- and part-time educational opportunities in preparation for professional nursing practice.

The School offers two degree programs. A Bachelor of Science degree and a Master of Science degree for nurses to continue their education by preparing for advanced practice as nurse practitioners or Nurse Midwives. Post Masters Certificate and Masters Completion options are available. Clinical experiences are currently offered in approximately three hundred sites throughout the United States, Canada, and abroad. These include our own University Hospital Medical Center.

As a Stony Brook University School of Nursing student, you are responsible for knowing and following both the University codes and conduct, and the School of Nursing policies. *Each student is responsible for reviewing, understanding, and adhering by the University's and the School of Nursing's regulations, policies, procedures, requirements, and deadlines as described in official publications.*

II Registration, Pre-Registration, Add, Drop, Swap, Withdraw, Waive, Challenge Process

Completion of registration in accordance with instructions issued by the University is a prerequisite to initiation of coursework. Failure to comply with the submission of required documentation may result in an **Administrative Warning** and the student's ability to register may be suspended until all outstanding material is received. Registration after the close of the announced final registration period requires the payment of a late registration fee. The following guidelines should be used to avoid registration errors:

1. Students are assigned to a specific faculty advisor who will assist with curriculum progression.
2. Students are required to follow their specific program pathways.
3. Students must adhere to pre-requisites and co-requisites.
4. All admissions and curriculum requirements must be satisfied prior to registration.

• Pre-Registration

Pre-registration for all students takes place in November for the spring semester and April for the fall semester. Students should check the SOLAR System for enrollment appointments. The University publishes the starting dates of pre-registration.

To be eligible for pre-registration, a student must be:

- Currently registered in a School of Nursing course.
- Financially eligible, i.e. all financial obligations to the University have been met.

All students returning from leave of absence or those on deferment must register during the regular registration times. Appropriate forms for re-entry to the School of Nursing are available by contacting the Office of Student Affairs.

All students must use the SOLAR System for registration.

• Add/Drop/SWAP/ Withdrawal/Waive/Challenge Process

Faculty Advisor must be consulted regarding decision to Add/Drop

Add

A currently registered student may **add** a course, with no late fee, in adherence to the schedule on the Health Sciences Center academic calendar by using the SOLAR System. Late registration incurs a late fee to all students who are not enrolled in at least one course before the first day of class. Late fees begin the first day of class and continue through the second week of classes (consult Health Sciences Academic Calendar for dates). After the second week of classes, a petition for late registration must be filed in the Office of Student Affairs.

Drop

If a course(s) is **dropped** within the first week of the academic semester, the student does not incur any tuition liability. Students use the SOLAR System for dropping courses. If students drop a course(s) after the first week of the academic semester, then tuition liability will be incurred. If dropping a course results in zero (0) credits enrolled, student must contact the Office of Student Affairs.

SWAP

The "SWAP" feature on the SOLAR System is used when a student has registered for the incorrect section of a particular course or if registered for the incorrect number of credits for a

variable credit course. The SWAP feature is available only to students during their current enrollment period.

Withdrawal

If a student wishes to drop a course, after the Add/Drop period, a **withdrawal** (W) is recorded on the student's transcript. The student must notify the faculty of the change and file a petition with the Office of Student Affairs. Students who withdraw from a course are liable for payment of tuition and fees in accordance with the University's schedule of tuition liability.

Course Waiver, Challenge

Differentiation between Waiver and Challenge Credits- Waiver refers to a mechanism by which a student may be considered for exemption from taking a course on the basis of having taken a comparable course in another institution. A course that has been waived does not receive credits. Upon approval to waive a course, the student must take the appropriate number of those "waived" credits in some other form/course.

Challenge refers to a mechanism by which a student may demonstrate competency in the content of a specific course (see below). Material representing the Challenge must be submitted by the faculty of record to the Office of Student Affairs. The credits assigned to a course that has been challenged are granted to the student and appear on the academic transcript.

Course Waiver

Students who have taken courses that are equivalent in content and credit to required or elective courses in the School of Nursing can petition to have the School course waived. Waiver of a course results in the student being exempt from taking the School's required course, but does not grant credit for the course waived. Students may waive up to six (6) credits, except for RNBP students, due to University residency requirements.

Courses to be waived must meet the following requirements:

- Must have a grade of B or better.
- Must have been taken within the previous five (5) years.
- Non-nursing courses cannot be used to waive required nursing courses without permission.
- Lower division courses cannot be used to waive upper division courses.
- All students must meet University residency requirements (See HSC Bulletin).

Student Guidelines for Requesting a Course Waiver

- A petition for course waiver must be obtained from the Office of Student Affairs.
- A copy of the transcript must be attached to the course waiver petition.
- A copy of course description must be attached to the course waiver. A course syllabus may be required.
- Contact the course faculty and submit the above documents for consideration of waiver.
- Submit all of the above to the Office of Student Affairs.
- If approved, the waiver will be posted to the student's academic transcript.
- If not approved, the student and the faculty will be notified by the Office of Student Affairs.

Challenge Evaluation Process

- Incoming and continuing matriculated undergraduate and graduate students in good standing are eligible to challenge coursework up to seven (7) credits. All students must meet University residency requirements.
- Challenge credit will not be awarded if the student has:
 - a. Previously taken and filed the course
 - b. Previously used the course required for another degree.
- The grade to be recorded for a Challenge evaluation will be entered as a letter grade. If the student fails a challenge evaluation, it will not become part of the student's record and the student will be required to enroll in the course being challenged.
- If the student is not satisfied with the grade received on a challenge evaluation, the student may elect to take the course for which the challenge evaluation is offered and replace the challenge evaluation grade with the grade earned in the course.
- An appropriate special designation by the Registrar should appear on the transcript for each course passed by the challenge evaluation awarding appropriate course credits.
- Challenge evaluation credits are not counted as part of semester credit load for the purposes of academic standing regulations.
- Challenge evaluation credits are not included in the residency requirement for receiving a degree from Stony Brook University.
- Each department within the School of Nursing has the authority to determine the courses that can be challenged and the evaluation method used to challenge them.
- Evaluation methods chosen by the department for challenge evaluation may include, but are not limited to, standardized state or national exams, departmental exams, and whenever appropriate, field performance, oral examinations, and other formats.
- Credits for challenge evaluation must be submitted to the Office of Student Affairs for approval and processing through the Office of Student Services to the Registrar.

Procedure to Apply for the Challenge Evaluation

- The student communicates with course faculty and/or Chairperson of department responsible for the course prior to or early in the academic program in which the course is offered.
- Obtain a Challenge application from the Office of Student Affairs.
- Challenge evaluation application (if approved) is completed by the student and signed by the Faculty/Chairperson.
- The student sends completed application to the Bursar with payment for the appropriate fee per credit. The Bursar's receipt must be attached to the challenge application.
- The challenge application, with receipt, will be returned to the School of Nursing, Office of Student Affairs, who forwards copy to the Department.
- Upon successful completion of the Challenge evaluation, the course faculty submits the challenge examination report to the Office of Student Affairs.
- The Office of Student Affairs will forward a copy to the Office of Student Services for notation on the student's official University academic transcript.

III Policies on Academic Progression

Successful progression through each program is determined by the requirements of the specific program. Students who do not maintain registration for two (2) consecutive semesters, with the exception of formal leave of absence or prior academic advisement from faculty, will lose access to academic/technical support and will be terminated from the program.

Basic Baccalaureate Program and Accelerated Baccalaureate Program

Satisfactory progress in the Basic Baccalaureate Program is determined by:

- Successful completion of all program-required courses with a grade of C or better.
- Maintenance of a cumulative G.P.A. of 2.0 or better.
- Satisfactory professional and ethical conduct.
- Meet Technical Standards for Admission and Retention (See table in Retention section).

Students can be placed on Academic Warning for unsatisfactory performance in any course at any time. Students who receive grades of less than C or whose cumulative G.P.A. is below 2.0 are placed in Academic Jeopardy. Two failures of the same course will result in dismissal from the program. Failure of a clinical nursing course may lead to program deceleration or termination. (See section on Academic Sanctions).

Registered Nurse Baccalaureate Program

Satisfactory progress in the Registered Nurse Baccalaureate Program is determined by:

- Successful completion of all program-required courses with a grade of C or better and successful completion of all admission requirements.
- Maintenance of a cumulative G.P.A. of 2.0 or better.
- The Clinical Practice Portfolio must be submitted within the first six (6) months of admission to the School of Nursing. RN students with less than one year full-time clinical experience will be required to submit a portfolio. Upon successful acceptance of the Clinical Practice Portfolio, twenty-eight (28) advanced placement credits will be awarded. Students whose Clinical Practice Portfolio is not accepted will be placed on Academic Warning. Students, who resubmit the portfolio and is not accepted, will be placed on Academic Jeopardy and subject to all academic sanctions.
- Satisfactory professional and ethical conduct.
- Satisfactory completion of the National Council Licensure Examination (NCLEX-RN) ® within six (6) months of admission.
- Maintenance of current Registered Professional Nurse licensure registration during enrollment in the Program.
- Failure to register for two consecutive semesters will result in termination from the program.
- Meet Technical Standards for Admission and Retention (See table in Retention section).

Students who fail to meet course standards at mid-semester are placed on Academic Warning. Students who receive grades of less than C or whose cumulative G.P.A. is below 2.0 are placed in Academic Jeopardy. Two failures of the same course will result in termination from the program. Failure of a clinical nursing course may lead to program deceleration or termination. (See section on Academic Sanctions)

Registered Nurse BS/MS Program

Students enrolled in the Registered Nurse Baccalaureate program may apply for admission to the BS/MS option after meeting the following criteria:

- Completed 14 credits of RNBP program requirements with a cumulative G.P.A. of 3.0 or better.
- Completed Pharmacology and/or Pathology successfully (C or better).

**At that time, students may file an application to the Department Chair of the MS track of their choice. Upon acceptance to the MS track, students are permitted to take six (6) credits of prescribed non-clinical graduate courses to meet the 128-credit requirement of the BS degree. Upon completion of the BS degree, a maximum of six (6) credits of the core graduate level courses taken at the undergraduate level are applied toward the 45 credit Master of Science program requirement. Students continue in the MS track earning a minimum of 39 credits.

- Satisfactory professional and ethical conduct.
- Failure to register for two consecutive semesters will result in termination from the program.
- Meet Technical Standards for Admission and Retention (See table in Retention section)

The courses open to applicants with a cumulative GPA 3.0 or higher are:

HNG 530	Professional Issues in Advanced Nursing Practice
HNG 532	Leadership and Management in Advanced Nursing Practice
HNG 577	Families: Theories and Intervention for Advanced Practice Nursing

Master of Science Program

Successful progress in the master's program is determined by:

- Successful completion of all program-required courses.
- Maintenance of a cumulative G.P.A. of 3.0 or better.
- Students whose cumulative G.P.A. is below 3.0 will be placed on Academic Jeopardy (See section Academic Jeopardy).
- Satisfactory professional and ethical conduct.
- Maintenance of current registered professional nurse license during enrollment in the Program.
- Students who fail to meet course standards at mid-semester are placed on Academic Warning. Students who receive grades less than C will be placed on Academic Jeopardy.
- Two failures of the same course will result in dismissal from the program.
- Failure of a clinical nursing course may lead to program deceleration or termination from the program. (See section on Academic Sanctions)
- Failure to register for two consecutive semesters will result in termination.
- Meet Technical Standards for Admission and Retention (See table Admission Requirements).

Post Master's Certificate Program

Successful progress in the Post Master's program is determined by:

- Successful completion of all program-required courses and admissions requirements.
- Maintenance of a cumulative G.P.A. of 3.0 or better.
- Students whose cumulative G.P.A. is below 3.0 will be placed on Academic Jeopardy (See section Academic Jeopardy).
- Satisfactory professional and ethical conduct.
- Maintenance of current registered professional nurse license during enrollment in the program.
- Students who fail to meet course standards at mid-semester are placed on Academic Warning. Students who receive grades below C will be placed on Academic Jeopardy.

- Two failures of the same course will result in dismissal from the program. Failure of a clinical nursing course may lead to program deceleration or termination from the program. (See section on Academic Sanctions).
- Failure to register for two consecutive semesters will result in termination.
- Meet Technical Standards for Admission and Retention (See table, Retention).

Master's Completion Program

Successful progress in the Master's Completion program is determined by:

- Successful completion of all program-required courses.
- Maintenance of a cumulative G.P.A. of 3.0 or better.
- Satisfactory professional and ethical conduct.
- Maintenance of current registered professional nurse license during enrollment in the Program.
- National certification in advanced practice (e.g. NP, CNS, CNM) during enrollment in the Program.
- Students who fail to meet course standards at mid-semester are placed on Academic Warning. Students who receive grades less than C will be placed on Academic Jeopardy.
- Students whose cumulative G.P.A. is below 3.0 will be placed on Academic Jeopardy (See section Academic Jeopardy).
- Two failures of the same course will result in termination from the program.
- Failure to register for two consecutive semesters will result in termination from the program.
- Meet Technical Standards for Admission and Retention (See table in Retention section)

IV Academic Sanctions

The criteria for students to maintain enrollment in good standing in the School of Nursing are satisfactory performance in all academic and clinical components of the program. Failure to meet standards for academic progression may result in an academic sanction.

Academic Warning

A. Policy

Academic Warning is utilized to notify students of unsatisfactory performance in any course at any time, for the following reasons:

- Unsatisfactory grades.
- Unsatisfactory clinical performance.

- Academic and clinical dishonesty.
- Unprofessional behavior.

Faculty recommendations to assist students to meet individual learning needs and course objectives must be in writing. Failure to comply with faculty recommendations will result in further actions (jeopardy, suspension, deceleration, termination).

B. Procedure to Place Student on Academic Warning for Nursing Courses

1. Faculty will communicate with the student to:
 - a. Review unsatisfactory performance.
 - b. Discuss faculty recommendations for improvement.
 - c. Review policy and procedure regarding Academic Warning.
2. A written summary of the communication, including supporting data and recommendations will be forwarded to the Assistant Dean for Students, Director of Professional Resources Development, the appropriate Department Chair and placed in the student's file.

An Academic Warning letter will be sent to the student via first class and certified mail, return receipt requested, from the Office of the Assistant Dean for Students. Copies of this letter will be sent to the following people as appropriate:

- a. Dean
- b. Associate Dean
- c. Chairperson(s) of the Committee on Admissions and Academic Standards
- d. Director of Professional Resources Development
- e. Department Chair
- f. Course Coordinator
- g. Faculty Advisor
- h. Program Director
- i. Student File

C. Procedure For Student Placed on Academic Warning For Non-Nursing Required Courses

1. The Director of Professional Resources, upon receiving mid-semester grades, will notify the Assistant Dean for Students that the student should be considered for Academic Warning.
2. The letter of Academic Warning will be sent to the student via first class and certified mail return receipt requested, by the Assistant Dean for Students. Copies of this letter will be sent to the following people as appropriate:
 - a. Dean
 - b. Associate Dean
 - c. Chairperson(s) of the Committee on Admissions and Academic Standards
 - d. Director of Professional Resources Development
 - f. Department Chair
 - g. Faculty Advisor
 - h. Program Director
 - i. Student File

D. Return to Satisfactory Academic Standing

This will be determined by improved academic and/or clinical performance via compliance with faculty recommendations, and ultimately successful completion of the course. Faculty will maintain a record of advisement with the student.

Academic Jeopardy

A. Policy

Jeopardy status is defined as a cumulative G.P.A. of less than 2.0 for undergraduate students, 3.0 for graduate students, failure in the clinical laboratory or failure of a required course. Jeopardy will be recommended for any of the following circumstances:

- Student received a grade less than C in a required course.
- Failure of the clinical component of a clinical course.
- Cumulative G.P.A. is less than 2.0 for undergraduate work or 3.0 for graduate work.
- Student on Academic Warning who fails to comply with faculty recommendations.

B. Procedure

1. At the completion of each grading period, the course faculty will identify and report to the Committee of Admissions and Academic Standards and the Assistant Dean for Students, the students who should be placed on Academic Jeopardy based on the criteria stated in the above policy.
2. The appropriate faculty member will communicate with the student to:
 - Review unsatisfactory performance.
 - Review policy and procedure regarding Academic Jeopardy and progression.
 - Refer to the Director of Professional Resources Development.
3. A letter of Academic Jeopardy will be sent to the student via first class and certified mail, return receipt requested, by the Assistant Dean for Students. A copy of the letter will be sent to the following people as appropriate:
 - a. Dean
 - b. Associate Dean
 - c. Chairperson(s) of the Committee on Admissions and Academic Standards
 - d. Director of Professional Resources Development
 - f. Department Chair
 - g. Course Coordinator
 - h. Faculty Advisor
 - i. Program Director
 - j. Student File
 - k. Assistant Dean for Clinical Placements
4. The faculty who recommended to the Committee on Admissions and Academic Standards that the student be placed on Academic Jeopardy will prepare a written report of the reasons, with the supporting documentation for the jeopardy action for presentation to the Committee on Admissions and Academic Standards, and will be added to the student's file.
5. All students on Academic Jeopardy will be reviewed by the Committee on Admissions and Academic Standards within five (5) working days. All students placed on Academic Jeopardy for a summer course will be reviewed by the Committee on Admissions and Academic Standards within five (5) working days of the Fall semester. The Committee will review the student's academic and clinical

progress in the School and make appropriate recommendations, which may include one of the following actions:

- Deceleration*
- Termination*

*Recommendations for deceleration or termination are presented with rationale to the Dean for the final decision.

6. The Committee for Admissions and Academic Standards will meet and make their recommendations to the Dean who will render the final decision. The academic sanction letter will be signed by the Dean and sent to the student via first class and certified mail, return receipt requested, within five (5) working days of the receipt of the Committee recommendation. A copy of the letter will be sent to the following people as appropriate:
 - a. Dean
 - b. Associate Dean
 - c. Chairperson(s) of the Committee on Admissions and Academic Standards
 - d. Director of Professional Resources Development
 - e. Department Chair
 - f. Program Director
 - g. Course Coordinator
 - h. Faculty Advisor
 - i. Asst. Dean for Clinical Placements
 - j. Student File

Deceleration

A. Policy

Deceleration is an interruption in the normal progression through the sequence of courses in any of the nursing programs. Students may decelerate by requesting approval, by recommendation and advisement of faculty, or may be recommended for deceleration by the Admission and Committee on Admissions and Academic Standards. Deceleration as an academic sanction should not be confused with deceleration by advisement or by student request. Deceleration may be recommended by the Committee on Admissions and Academic Standards for any of the following circumstances:

1. The student is on Academic Jeopardy.
2. Cumulative or term G.P.A. of less than 3.0 or graduate students.
3. Cumulative or term G.P.A. of less than 2.0 or undergraduate students.

B. Procedure

1. The Committee on Admissions and Academic Standards will review all circumstances and supportive data and make a recommendation regarding deceleration.
2. The Chair(s) of the Committee on Admissions and Academic Standards will convey the Committee's recommendation to the Dean.
3. The final decision to require deceleration will be made by the Dean. A letter will be sent by the Dean will be sent to the student via first class and certified mail, return receipt requested, within five (5) working days of the receipt of the

Committee recommendation. Copies of the letter will be sent to the following people as appropriate:

- a. Assistant Dean for Student
- b. Associate Dean
- c. Assistant Dean for Clinical Placements
- d. Department Chairperson
- e. Chairperson(s) of the Committee on Admissions and Academic Standards
- f. Program Director
- g. Faculty Advisor
- h. Director of Professional Resources Development
- i. Student's File

Suspension

A. Policy

Suspension is a mandatory temporary leave initiated by the faculty or the clinical faculty/preceptor while questionable actions of a student are being investigated by the Committee on Admissions and Academic Standards. These actions may include but are not limited to:

1. Unsafe Clinical Performance
2. Academic Dishonesty
3. Professional Misconduct
4. Criminal Acts

B. Procedure

1. The faculty member or clinical faculty/preceptor removes student immediately from the course or clinical setting and report said action to the Assistant Dean for Students, course coordinator and Assistant Dean of Clinical Placements.
2. The faculty member will initiate a meeting of the Course Coordinator, Director of Professional Resource Development, Clinical Instructor, Faculty Advisor or designees, and the student within two (2) working days to collect supportive data and write a conference summary.
3. After the initial meeting, charges which warranted suspension will be forwarded in writing by the faculty member initiating the action within one (1) working day to the following people as appropriate:
 - a. Chairperson(s) of the Committee on Admissions and Academic Standards
 - b. Dean
 - c. Associate Dean
 - d. Assistant Dean for Students
 - e. Assistant Dean for Clinical Placements
 - f. Director of Professional Resources Development
 - g. Department Chair
 - h. Program Director
 - i. Course Coordinator
 - j. Faculty Advisor
 - k. Clinical Faculty/Preceptor
 - l. Student File and Student

4. Charges will be reviewed by the Committee on Admissions and Academic Standards within five (5) working days of the receipt of the conference summary and supportive data. The Committee will review the written statements and recommend, with rationale, to the Dean, one of the following actions:
 - Return to good standing
 - Academic Warning/Academic Jeopardy
 - Termination
 - Deceleration

5. The resulting action regarding suspension is determined by the Dean. A letter signed by the Dean will be sent to the student via first class and certified mail, return receipt requested, within five (5) working days of the receipt of the Committee's recommendation. A copy of the letter will be sent to the following people as appropriate:
 - a. Dean
 - b. Associate Dean
 - c. Chairperson(s) of the Committee on Admissions and Academic Standards
 - d. Assistant Dean for Clinical Placements
 - e. Director of Professional Resources Development
 - f. Department Chair
 - g. Program Director
 - h. Course Coordinator
 - i. Faculty Advisor
 - j. Clinical Faculty
 - k. Student File

Termination

A. Policy

Termination is a mandated expulsion of the student from the nursing major as determined by the Dean. A student may be terminated from the nursing program for any of the following circumstances:

- As a result of an Academic Warning or jeopardy.
- As a result of a substantiated suspension.
- As a result of failure to register for two (2) consecutive semesters.

B. Procedure

1. The Committee on Admissions and Academic Standards will review written summary and supportive data within five (5) working days and will make recommendations regarding termination to the Dean of the School of Nursing for consideration and final action.
2. A letter will be sent by the Dean, in writing by first class and certified mail, return receipt requested, will inform the student that termination has been recommended and that the termination will be stayed if the student chooses to exercise the right to appeal. If the appeal is elected, the student must do so in writing, stating the reason(s) for the appeal, within ten (10) working days following the date of the letter. (See Appeals Procedure).
3. The student will not be able to attend the clinical component of a clinical course during the appeal process.

4. If the student does not appeal the decision, he/she is terminated automatically by the Dean at the close of business on the tenth (10) working day following the date of the letter.
5. A copy of the Dean's decision letter will be forwarded to the following people as appropriate:
 - a. Chairperson(s) of the Committee on Admissions and Academic Standards
 - b. Associate Dean
 - c. Assistant Dean for Students
 - d. Assistant Dean for Clinical Placements
 - e. Director of Professional Resources Development
 - f. Department Chair
 - g. Program Director
 - h. Course Coordinator
 - i. Faculty Advisor
 - j. Student File

Appeal Process for Academic Sanctions

A. Policy

If a student wishes to appeal a decision made by the Dean, the student must direct a letter stating the reason(s) for the appeal to the Dean, who will refer the request to the Associate Dean, or, in his/her absence the Presiding Officer of FASN, for review and recommendation. If the student wishes to challenge the final decision made by the Dean following appeal in the School of Nursing, a further appeal may be directed to the Vice President of the Health Sciences Center within ten (10) working days of receipt of the written notice of termination by the Dean. All decisions by the Vice President of the Health Sciences Center are final.

B. Procedure

1. If the student chooses to appeal a decision made by the Dean, he/she must inform the Dean in writing of the intent, and the reason(s) for the appeal within ten (10) working days of receipt of the Dean's first class and certified letter.
2. The Dean notifies the Associate Dean in writing to assemble and chair a Hearing Board within ten (10) working days of receipt of the student's letter.
3. The Hearing Board is comprised of the following voting members:
 - a. Associate Dean (tie-breaker) or in his/her absence the Presiding Officer of FASN
 - b. Three (3) faculty representatives
 - c. Director of Professional Resources Development
 - d. Student representative
 - e. Presiding Officer of FASN (if serving as Hearing Board Chair, the Assistant Presiding Officer will serve as a Hearing Board member.)

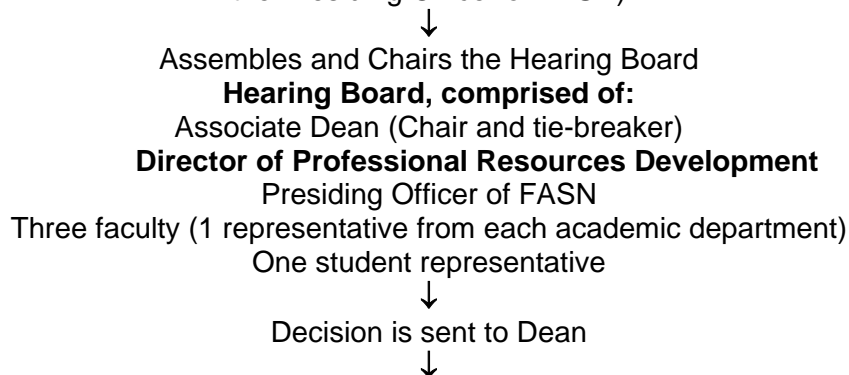
Any member of the Committee on Admissions and Academic Standards, who participated in the initial recommendations to the Dean, will be recused from the hearing except to serve as a faculty witness. In this event, an alternative representative from the faculty will be identified.

4. The Hearing Board will request from the Assistant Dean of Students all documentation relevant to the original action. A list of witnesses will be provided by the faculty who initiated the jeopardy/suspension process, if any.
5. The Chairperson of the Hearing Board will advise the student of the

Hearing Board's decision via first class and certified mail, return receipt requested. A copy of the letter will be sent to the following people as appropriate:

- a. Dean
- b. Associate Dean
- c. Chairperson(s) of the Committee on Admissions and Academic Standards
- d. Assistant Dean for Clinical Placements
- e. Director of Professional Resources Development
- k. Department Chair
- l. Program Director
- m. Course Coordinator
- n. Faculty Advisor
- o. Student File

The appeal process is initiated by the STUDENT→DEAN→ASSOCIATE DEAN (or in his/her absence the Presiding Officer of FASN)



Dean informs student of the appeals decision via first class and certified mail, return receipt requested.

Failure of a Required Nursing Course

Students who have permission from the Committee on Admissions and Academic Standards to repeat a failed course must do so as directed by the Committee on Admissions and Academic Standards

Clinical Course Failure

Failure of a clinical course prohibits the student from taking a successive clinical nursing course. A failure of a clinical course is referred to the Committee on Admissions and Academic Standards for resolution.

V Retention, Academic Support, Financial Aid, Peer Support

Retention begins prior to admission through advisement sessions focused on students' goals and strengths as they related to the mission of the school. The School of Nursing provides a comprehensive orientation for all new students. All students are expected to attend. During orientation, students are informed of University resources, introduced to faculty and staff, given an opportunity to network with peers, integrate into the campus community, and oriented to

calendar, schedules, clinical and graduation requirements. Students are oriented to the appropriate informatics technology as offered by the School of Nursing and the University.

Students communicate with their faculty advisors on orientation day for the purpose of program planning. Thereafter, the student is encouraged to communicate with their advisor each semester prior to pre-registration to review their progress and update their plan. They may contact their advisor as necessary. During the course of a semester, students are encouraged to access the Office of Professional Resources Development either directly or through referral. Students having course difficulty have their faculty, Department Chair, Course Coordinator and Advisor as major resources before academic sanctions are initiated. If it becomes necessary for a student to be given an Academic Warning or Academic Jeopardy notice, a plan is worked out with the student to assist them in meeting the course objectives. If a student fails a course, they are advised how to return to good standing in the school or are counseled accordingly. The Office of Professional Resources Development is involved during the entire process and is a source of advocacy to the student and faculty.

All students admitted to the School of Nursing are believed to be capable of successfully completing the program to which they are admitted. The academic progress in specific courses is monitored by the teaching faculty and the Office of Professional Resources Development. Overall academic progress is monitored by the Assistant Dean for Students. Faculty make every attempt to provide School of Nursing students with support or access to support systems necessary to enable students to successfully complete their programs. Academic support, financial assistance, enrollment flexibility, peer support and advisement are the major efforts utilized. Advisement records are retained by each Faculty Advisor.

Academic Support

The Office of Professional Resources Development in the School of Nursing seeks to be responsive not only to the intellectual and academic needs of students but to their personal and social needs as well. To this end, students who are experiencing academic and/or personal difficulty are referred to the Director of Professional Resources Development. Individualized assistance is offered to the students and feedback is given to faculty and students as appropriate. Presentations on planning for courses, goal attainment, time management, test taking strategies and the development of analytic skills are provided. Assistance is offered on managing a family, work and school, stress reduction, confidence building and eliminating fear of failure and success.

Students are expected to take standardized tests at designated points in the curriculum. This testing is at the student's expense. The test results are reviewed by faculty and tutorials are required as appropriate.

Additional support is provided via university-supported programs such as the Counseling Center, Mathematics, Writing Center, open to all University students with difficulty these areas. Academic support for science courses taught by the Basic Health Sciences Faculty is available. Academic support for nursing courses is available from nursing faculty, nursing advisors and alumni mentors. Each student, upon entering the School of Nursing, is assigned a nursing faculty member as their advisor. In addition, the Nursing Learning Resources Laboratory is available to students. Individualized instruction for students and the opportunity for self-paced learning is provided.

Financial Aid

The University Office of Financial Aid and Student Employment consider applicants for assistance through the Federal Pell Grant, Supplemental Educational Opportunity Grant,

National Direct Student Loan and College Work-Study Programs. Guaranteed student loans are available via local banks with the approval of the University. The New York State funded Tuition Assistance Plan and the Regents Scholarship program also provides assistance for nursing students. In addition, a variety of awards and scholarships based on academic merit and/or service to the University are available to all students in the University. Many of these awards are specified for freshman, sophomores, juniors, or as graduation awards. The University Office of Undergraduate Studies published a booklet entitled, Rewards for Academic Achievement and Meritorious Service. This booklet is distributed throughout the University each year in November. Any University undergraduate student may apply for these awards. However, within the School of Nursing, in an effort to stimulate interest in the awards program, the School of Nursing Awards Committee nominates potential students for selected awards and encourages them to apply.

The School of Nursing continues to receive graduate student Nurse Traineeship monies through the Division of Nursing, U.S. Department of Health and Human Services.

Peer Support

Peer support is a definite strength of the Stony Brook School of Nursing programs. The students get to know each other and build strong supportive relationships while they are enrolled on-site or in work groups in distance learning programs. In addition, the Health Sciences Student Organization, the University Graduate Student Organization and the School of Nursing Student Government provide valuable avenues to access support systems within the School and throughout the University.

VI Advisement

Each student is assigned a faculty advisor for the duration of their enrollment in the School. Students are responsible to communicate with their advisor at least once each semester. Students must communicate with their advisor of their decision to appeal academic sanctions, request leaves of absence, extensions and any other academic concerns. Unresolved issues are referred by the advisor to the Office of Professional Resources Development and the Department Chair, then to the Committee on Admissions and Academic Standards. Decisions made at this level are communicated, in writing, to the student.

Basic Concepts of Advisement

Faculty academic advisors are expert resources to students in a number of ways:

- To give guidance in selecting courses with the student's course of study each semester.
- To interpret the student's course of study pathways.
- To discuss ideas, career goals, etc.
- To discuss interpersonal conflicts in the learning setting.
- To share information.
- Each student has an advisor who is knowledgeable about the curriculum and is available to assist with academic planning and problem solving.

- Curricular requirements set by the School of Nursing should be made known to the students by the advisor, the coordinators of courses and the Directors of the programs.
- The Committee on Admissions and Academic Standards determines policy by which the academic advisor is guided. The academic advisor oversees advisee's academic programs.

Advisor Responsibilities

- The academic advisor is the principal interface between the student and the University.
- The academic advisor has the responsibility to humanize the University for his/her advisees, to be an available resource who is willing, as a representative of the University, to spend time with the student and help them solve academic problems.
- Academic advisors are also responsible for responding to problems presented by the student, recommending and making the appropriate referral. Communicate availability to new and continuing students each semester
- Intervene in academic problems for first level resolution.
- Apprise the Department Chair, Director of Professional Resources Development, the Assistant Dean of Students, the Course Coordinator, and if appropriate, the Program Director of the progress of with academic problems.
- Communicates with students who are placed on warning and jeopardy, to review status and progress (See Academic Sanctions).
- Notify the Department Chair, the Assistant Dean of Students, the Committee on Admissions and Academic Standards and the Director of Professional Resources Development and, if appropriate, the Program Director if the student is in need of academic sanction.
- Serves as advocate for the student throughout the academic sanction process.
- Advise the student having problems of the resources available to assist in resolution, for example, within the University, work, community and elsewhere.
- Advisement records are maintained by faculty.

Advisee Responsibilities

- Students are responsible to initiate meetings with their advisor ***prior to each registration period.***
- Must confer with advisor during the semester.
- Provide up-to-date information: address, phone number(s), e-mail address to advisor and the Office of Student Affairs in the School of Nursing.
- Contact advisor upon the receipt of a letter of Academic Warning/Academic Jeopardy.
- Contact the Director of Professional Resources Development as advised.
- Students are responsible to maintain current health forms, malpractice, and school required items that do not directly relate to course content.

Office of Student Affairs Responsibilities

- Assemble the official application or student file for the Committee on Admissions and Academic Standards as appropriate to the purpose of review.
- Provide each advisor a list of their advisees at the beginning of each semester.
- Notify advisor, the Department Chair, the Program Director, if appropriate, the Committee on Admissions and Academic Standards and the Assistant Dean for Professional Resources Development of students' failure of course(s) and placement in Academic Jeopardy.

Change of Status

Students considering a change of status must discuss the change with the appropriate faculty member, their advisor, the Department Chair, and if appropriate the Program Director. Official notice of change of status should then be filed with the Office of Student Affairs. Such changes may include:

- Change of Specialization
- Change of Enrollment (deceleration, withdrawal, leave of absence, or termination).

VII Grading, Criteria for Grading

Evaluation of Students

In each course, students are evaluated by faculty and/or preceptors where appropriate. Letter grades are given for the theoretical components of all nursing courses. Clinical components are graded Pass/Fail. Students must pass theoretical and clinical components of a clinical course to receive a passing grade in the course. All clinical evaluation tools are developed by the faculty and meet the Standards of Clinical Practice.

General Policies

Undergraduate students must maintain a minimum GPA of 2.0, and graduate students must maintain a minimum GPA of 3.0 to be in good academic standing. Enrollment of all matriculated students requires registration for coursework in all semesters, unless a leave of absence has been granted. Students in all programs on a leave of absence will not have access to the curriculum, faculty support and technical support. Students must pass the theoretical portion of any course with a grade of C (70%) or higher. Clinical performance is graded as Pass/Fail. Failure in the clinical performance portion of a course will result in failure of the entire course. Clinical performance is evaluated by faculty based on Guidelines for Grading in Clinical Practice.

- Failure to pass either the theoretical or the clinical components of a clinical course will result in the failure of the entire course.
- As stipulated in specific course outlines, assignments handed in late or redone may receive reduced credit.
- All students must meet and maintain all Technical Standards for Admission and Retention for the School of Nursing.

Grading Policies

The grading policies of the School of Nursing are stated in the School of Nursing section of the Health Sciences Center Bulletin.

Grading System for the University

The letter grade C is the minimum passing grade acceptable for the School of Nursing required courses. See the Health Sciences Center Bulletin for grading system for courses taken in other departments.

<u>Letter Grade</u>	<u>Point Value</u>	<u>Numerical Grade</u>
A	= 4.00	94-100
A-	= 3.67	90-93
B+	= 3.33	86-89
B	= 3.00	82-85
B-	= 2.67	78-81

C+	=	2.33	74-77
C	=	2.00	70-73
C-	=	1.67	is the failing grade for the School of Nursing
D+	=	1.33	
D	=	1.00	
F	=	0.00	
S	=	Satisfactory Work	
U	=	Unsatisfactory Work	
I	=	Incomplete	
NR	=	No Record	
R	=	Reserved (Pending completion of the second semester section of an extended course)	

Incompletes

- Registration for coursework requires that students pace themselves to complete coursework by the end of each semester. Final grades must be submitted within 48 hours after the last day of class for the semester.
- All students who are unable to complete all course requirements because of circumstances beyond his/her control may request that an Incomplete grade be granted by the course faculty. Incompletes (I) are not automatic and are granted at the discretion of the course faculty. If the Incomplete is granted, students have six (6) weeks to complete the coursework. At the end of six (6) weeks, the Incomplete course grade is either changed to a letter grade for the course, or the graduate student must register for HNG 582, Continuing Coursework (See section below).
- If the faculty does not extend the period for completing the course requirements, the grade of I will automatically be changed to I/F. This change will occur six (6) weeks after the start of the following semester. The grade of I/F will be averaged as F when computing the I/F grade into the grade point average (G.P.A.). The G.P.A. will be considered when determining other aspects of the academic standing of the student.

HNI/HNC 382 Continuing Coursework

The purpose of HNI/HNC 382 Continuing coursework is to allow the Undergraduate student who was unable to complete course requirements and granted an incomplete to continue to have access to the curriculum, and have faculty and technical support while completing the course requirements. The student will register for between 1-6 credits, as determined by the course faculty. The assigned grade for of HNI/HNC 382 will be Satisfactory/Unsatisfactory, and upon completion of HNI/HNC 382, the Incomplete (I) course grade will be changed to a letter grade. Students may not advance in the curriculum until requirements for the course(s) in question have been met. The credits earned from of HNI/HNC 382 Continuing coursework are not included in the required number of credits for a degree.

Faculty will specify the course for which the HNI/HNC 382 Continuing coursework applies.

Students may not progress in the clinical courses unless a grade of Satisfactory is given.

HNI/HNC 382 may not be used for Fundamentals course.

HNG 582 Continuing Coursework

The purpose of HNG 582 Continuing coursework is to allow the student who was unable to complete course requirements and granted an incomplete to continue to have access to the curriculum, and have faculty and technical support while completing the course requirements. The student will register for between 1-6 credits, as determined by the course faculty. The assigned grade for HNG 582 will be Satisfactory/Unsatisfactory, and upon completion of 582, the Incomplete (**I**) course grade will be changed to a letter grade. Students may not advance in the curriculum until requirements for the course(s) in question have been met. The credits earned from HNG 582 Continuing Coursework are not included in the required number of credits for a degree.

- Enrollment in all specialties requires registration for coursework in all semesters unless a leave of absence has been granted. Students in all programs on leave of absence will not have access to the curriculum, and will not have faculty or technical support. Registration for coursework requires that students pace themselves to complete coursework by the end of the semester, fifteen (15) weeks.
- Grades must be submitted within 48 hours after the last day of class for the semester.
- Students, who find that completion of coursework assignments by the end of the semester impossible, may request an Incomplete grade from the course faculty. If the Incomplete is granted, students have six (6) weeks to complete the course. At the end of six (6) weeks, the Incomplete either receives a grade or students must register for HNG 582, Continuing Course Work, the number of credits to be determined by the course faculty. HNG 582 will have 1-6 variable credits. The assigned grade for HNG 582 will be Satisfactory/Unsatisfactory. At the completion of HNG 582, the Incomplete course grade will be changed from an Incomplete to a letter grade. Students may not advance in the curriculum until requirements for the course(s) in question have been met. This is not included in the number of credits for the degree.

Reserved

A Reserved (**R**) grade is used to indicate attendance during the first course in a sequence for which a final grade will be assigned only at the completion of the sequence.

Withdrawal

The letter (**W**) is used by each school and indicates withdrawal from a course after the tenth day of classes.

No Record

Students are responsible either for completing the required work in or withdrawing from every course for which they have been registered. If a faculty member finds that a student appears on the final grade roster for a course but (to the faculty's knowledge) has no record of that student's ever having participated in the course in any way, the faculty will assign a report of NR (No Record). An NR may not be assigned for any other reason. If the student was actually in the class, the student must request that the faculty correct the record by submitting a grade to replace the NR. If the student was not actually in the class and receives a report of NR, the student must petition the Office of Student Affairs for a retroactive withdrawal from the course. Grades of NR which have not been replaced by a final grade or by a W by the end of the ninth week of the fall semester (for Spring NR grades) or by the end of the ninth week of the spring semester (for fall NR grades) will be converted to one of the following grades:

- N/F for a letter grade course

- N/U for courses grade A-C or S/U

The grade of N/F will be treated as a failure (F) for the purpose of academic standing and will be averaged as a failure (F) in the computation of the student's Grade Point Average.

Guidelines for Written Materials

The guidelines should be used as general information to assist students who will be submitting papers to faculty in the School of Nursing. Faculty may have other requirements and will state same at the beginning of each course.

1. General Information

- All students must comply with HIPAA regulations.
- All papers, projects and assignments required in courses of the School of Nursing become the property of the school. The original copy is turned in or submitted electronically. Each student should retain a copy to protect against loss, inadvertent damage, etc.
- A paper/assignment that does not meet the criteria of form, style, and/or neatness (criterion reference evaluation) will be returned to the student without review for content (normative reference evaluation). It will be considered a late paper.
- A paper/assignment that is submitted after the specified due date may incur a penalty as stated in the course syllabus.
- Due to time constraints, a paper/assignment which is due during the last week of class may not be submitted late and will not be returned for form, style, neatness or content deficiencies.
- All papers should have a cover sheet, be typewritten, double-spaced and free of spelling and grammatical errors.

2. Documentation

- All papers require:
 - References that are relevant to the subject
 - Support the issues involved and are current
- Very careful citation of quoted or paraphrased materials, printed or electronic, is mandatory. The penalty for plagiarism is an "F" for the course and possible academic dismissal. (Refer to S6: Policy on Academic Honesty/Dishonesty).
- Use of the School of Nursing required writing style as found in the most current edition of the publication manual of the American Psychological Association.

3. Content

- Ideas must be relevant.
- The focus must be clearly identified.
- Ideas must be valid for the subject.
- The purpose of the paper should be identified early in the paper.
- When appropriate, a table of contents and subheadings within the paper should be used.
- Creativity should be incorporated.
- No paper or project should reflect a string of quotes. Quotes should be used only when absolutely necessary. The student should synthesize his/her ideas and present the information from his/her viewpoint.
- The development of thought should be adequate and complete.
- The paper/project should reflect its relevance for improving the quality of patient care or nursing practice.
- Information should be synthesized.

- Conclusions must be clearly supported by the content.
- Recommendations, if any, should be appropriate to the scope of the subject.
- Conforms to all other guidelines as indicated for course.

Policy for students practicing specific skills on other students

Students in the School of Nursing practice skills on each other in a laboratory situation prior to applying these skills on clients in the clinical setting. Students perform these skills under faculty supervision both in the laboratory and clinical settings.

Students gain skill by performing components of physical exams on other students who may act as “patient/client models”. However, students are under no obligation to consent to acting as a patient/client model. Students who consent to participate may withdraw their consent at any time without penalty.

Student grades are not contingent upon acting as a model for other students or faculty demonstrations. Grading criteria for skills-based courses will be in accordance with the course outlines.

Students who consent to participate as a patient/client model for physical exams understand that participation is for practice of skills only and not for diagnostic or treatment purposes by either faculty supervisor(s) or fellow student(s).

Clinical Evaluation of Undergraduate Students

Upon completion of clinical courses, faculty and preceptors are responsible for completing the appropriate student evaluation form(s). Evaluation forms address the specific course objectives and appropriate standards of practice. These forms are distributed to faculty, preceptors, and students at the beginning of the course by the course coordinator or sent to preceptors. Faculty and clinical preceptors evaluate students’ clinical performance with formative and summative evaluations for each clinical rotation. Preceptor and faculty discussions are ongoing throughout the clinical rotation or semester so that students can successfully achieve the course/clinical objectives. At this time, the written evaluation of the student’s performance will be shared with the student and signed by both student and faculty. This form must be filed in the individual student’s file in the Office of Student Affairs.

The Professional Performance evaluation narrative is completed by the student’s faculty and/or preceptor and may include anecdotal records which reflect the student’s competency in meeting the objectives of the clinical course, and in meeting the “Guidelines for Grading in Clinical Practice” for undergraduate students.

Guidelines for Grading in Clinical Practice for Undergraduate Students

The “Pass” Student

With minimal guidance, uses analytical skills in assessing client’s needs, identifying nursing diagnoses, planning therapeutic nursing interventions, evaluating the effectiveness of therapeutic interventions, and insuring that the products of the process are communicated to the client and family and to the other members of the health care team.

1. Quality of Care
 - a. Systematically evaluates the quality and effectiveness of nursing practice.
 - a. Implements evidenced based practice to ensure quality of care activities such as:

- Identification of aspects of care important for monitoring.
- Identifies indicators used to monitor quality and effectiveness of care.
- Collects data to monitor quality and effectiveness of care.
- Analyzes data to identify opportunities for improving care.
- Formulates recommendations to improve practice or outcomes.
- Implements activities to enhance quality of practice.
- Participates on interdisciplinary evaluation teams.
- Participates in development of policies and procedures to improve quality of care.

- b. Uses the results of quality of care activities to initiate changes in practice.
- c. Uses results of quality of care activities to initiate system wide changes, as appropriate.

2. Performance Appraisal

Evaluates own nursing practice in relation to professional practice standards and relevant statutes and regulations.

- Engages in performance appraisal on a regular basis, identifying areas of strength as well as areas for development.
- Seeks constructive feedback regarding own practice.
- Acts to achieve goals identified during performance appraisal.
- Participates in peer review as appropriate.

3. Education

Acquires and maintains current knowledge in nursing practice.

- Participated in ongoing educational activities.
- Seeks experiences to acquire and maintain clinical skills.
- Seeks knowledge and skills appropriate to the practice setting.

4. Collegiality

Contributes to the professional development of peers, colleagues and others

- Shares knowledge and skills with colleagues and others.
- Provides peers with constructive feedback regarding their practice.
- Contributes to an environment that is conducive to clinical education of students, as appropriate.

5. Ethics

Demonstrates ethical sensitivity on behalf of clients in the following manner:

- Adheres to the University Student Conduct Code, the School of Nursing Policies, and the “American Nurses Association Code of Ethics for Nurses”. confidentiality in accordance with HIPAA regulations.
- Acts as a client advocate.
- Delivers care in a non-judgmental and non-discriminatory manner that is sensitive to client diversity.
- Delivers care in a manner that preserves and protects client autonomy, dignity and rights.
- Seeks available resources to help formulate ethical decisions.

6. Collaboration

Collaborates with the client, significant others, and health care providers regarding client care and nursing’s role in the provision of care.

- Consults with health care providers for client care, as needed.
 - Identifies the need for referrals, including provisions for continuity of care, as needed.
7. Evidence Based Practice
Uses research findings in practice.
- Uses interventions substantiated by research.
 - Participates in research activities as appropriate.
 - Identifies clinical problems suitable for nursing research.
 - Participates on research Committees or in research programs.
 - Shares research activities with others.
 - Conducts research.
 - Critiques research for application to practice.
 - Uses research findings in the development of policies, procedures and guidelines for client care.
8. Resource Utilization
Considers factors related to safety, effectiveness, and cost in planning and delivering client care.
- Evaluates factors related to safety, effectiveness and cost when two or more practice options would result in the same expected client outcome.
 - Assigns tasks or delegates care based on the needs of the client and the knowledge and skill of the provider selected.
 - Assists the client and significant others in identifying and securing appropriate services to address health related needs.
9. Nursing Process
Systematically utilized the steps of the nursing process in providing comprehensive nursing care.
- Engages client, significant others and other health care personnel as appropriate in a systematic, on-going collection of pertinent data; documents in a retrievable form.
 - Critically analyzes data to determine nursing diagnosis and expected outcomes, using appropriate resources/consultation; documents appropriate outcomes; provides direction for continuity of care.
 - Develops an individualized plan of care with client, significant others, and health care personnel; plan reflects current nursing practice.
 - Implements therapeutic interventions in a safe and appropriate manner.
 - Critically evaluates client's progress toward attainments of outcomes in an ongoing and systematic manner; communicates with client, significant others and health care personnel and document revisions.

The "Fail" Student

Unsatisfactory performance. Work is frequently unsafe without close supervision. Student requires frequent direct guidance and detailed instructions. Has difficulty in adaptation to new ideas and functions. Does not demonstrate retention of previous knowledge.

1. Quality of Care
Requires direct guidance to implement evidence based practice to ensure quality and effectiveness of nursing practice.
- Unable to critically evaluate work.
 - Does not pose questions about aspects of care to be monitored.

- Unable to identify outcome criteria without direct guidance.
- Requires frequent direct guidance in obtaining an adequate data-base.
- May come to conclusions without collecting sufficient or pertinent data.
- Unwilling or unable to formulate recommendations to improve practice.
- Implements activities to enhance quality of practice only with direct prescriptions of responsibilities.
- Does not consult with others appropriately: poor use of supervision.

2. Performance Appraisal

Assumes no responsibility for self-evaluation.

- Requires direct and frequent guidance to identify strengths and weaknesses.
- Does not seek constructive feedback; may be resistant to suggestions for improvement.
- Takes little or no responsibility to improve performance.
- Does not participate in peer review; responds inappropriately if review is required.

3. Education

Does not seek to expand knowledge of nursing practice beyond minimum expectations.

- Use of learning resources and ongoing educational activities is minimal.
- Does not anticipate need for experiences that enhance clinical skills; tends toward repetitive activities.
- Seeks experience to expand and maintain clinical skills only when specifically directed to do so.

4. Collegiality

Does not contribute to the professional development of peers, colleagues and others.

- Makes little or no attempt to share knowledge and skills.
- Requires specific direction to provide peers with feedback.
- Lacks interest in contributing to educational environment.

5. Ethics

Ethical sensitivity is lacking.

- Unaware of components of the University Student Conduct Code, the School of Nursing Policies, and the "American Nurses Association Code of Ethics for Nurses".
- Haphazard about maintaining client's confidentiality.
- Violated HIPAA regulations.
- Needs direct and frequent guidance to act as client advocate.
- Does not demonstrate a consistent ability to evaluate own values and attitudes and their impact on client care.
- Fails to recognize actions that impinge on client's autonomy, dignity and rights.
- Unaware of available resources to help formulate ethical decisions; may be unaware of ethical dilemma.

6. Collaboration

Tends to be dogmatic rather than collaborating with others.

- Communication with others is unsatisfactory.
- Does not consult with others appropriately.
- Makes referrals only when specifically directed to do so; takes no direct action to insure continuity of care.

7. **Evidenced Base Practice**
Unable or reluctant to apply research findings to practice.
 - Makes little or no effort to correlate research findings with the client's needs or with desirable nursing interventions.
 - Needs direct and constant supervision to participate in research activities; undependable.

8. **Resource Utilization**
Does not evaluate alternative approaches to client care; careless about safety factors.
 - Does not consider alternative approaches to client care; does not correlate various approaches to outcome criteria; work may be unsafe without close supervision.
 - Cannot delegate care appropriately; does not consider changing needs or holistic picture of client.
 - Use of resources is minimal; seldom seeks input of client or significant others when addressing health related needs.

9. **Nursing Process**
Haphazard or illogical use of the nursing process.
 - Requires frequent, direct guidance in obtaining an adequate database; does not consult with others appropriately; documentation is minimal.
 - Unable to determine nursing diagnosis without direct guidance; outcome criteria are flawed or inappropriate; does not address continuity of care.
 - Unable to individualize care or adapt to changing situations without direct guidance; little ability or motivation to research/use current practice standards.
 - Therapeutic interventions are not consistently safely performed; needs close supervision.
 - Requires direct guidance to evaluate therapeutic interventions; unable to critically evaluate work in relation to outcomes; communication is unsatisfactory.

Guidelines for Grading in Clinical Practice for Graduate Students

Upon completion of clinical courses, faculty and/or preceptors are responsible for completing the appropriate student evaluation form(s). Evaluation forms address standards of practice as reflected in the National Organization of Nurse Practitioner Faculties Guidelines for Practice (NONPF). The Midwifery Clinical Evaluations encompass the domains and competencies of NONPF. All evaluation forms are distributed to students prior to beginning the clinical experience. Faculty and clinical preceptors evaluate students' clinical performance with both formative and summative evaluations. Preceptor and faculty discussions are ongoing throughout so students can successfully achieve the clinical objectives.

The Standards of Practice/Competencies form is completed by the faculty and/or preceptor and may include anecdotal records which reflect the student's performance in meeting the guidelines for clinical practice. Faculty and/or preceptor discuss the final evaluation with the student at the completion of the clinical rotation. This form is filed in the student's file in the Office of Student Affairs.

VIII Academic Integrity, Academic Honesty/Dishonesty

Academic Integrity

All Stony Brook students are expected to follow the codes established by the University. It is the student's responsibility to know the codes. Students must familiarize themselves with the codes by visiting the Student Handbook online at: studentaffairs.stonybrook.edu/handbook. Students who are enrolled in courses in the School of Nursing are also expected to follow the policies of the School of Nursing contained herein. In addition, students are expected to adhere to the University Student Conduct Code, School of Nursing Policies, and the American Nurses Association Code of Ethics for Nurses and the appropriate standards of practice.

Academic Honesty/Dishonesty Form

Upon admission each student is required to review and sign the Academic Honesty/Dishonesty Form (See form below). Failure to submit this form to Office of Student Affairs may result in a registration block and the student's ability to register for courses.

Academic Honesty

The University recognizes all Federal and New York State laws and expects students to adhere to them. Specifically, the University puts students on notice that its campus offers no haven from applicable laws of personal behavior and that students are specifically liable for any violations of State or Federal law.

This CODE may be applied to off-campus violations when students are participating in University-sanctioned activities, such as clinical practicum, conferences or other privileges granted to Stony Brook students.

The integrity of the School of Nursing, as well as the profession of nursing, is dependent on the integrity of each of its members. Academic honesty is, therefore, viewed as one of the cornerstones of all academic and clinical work.

Academic Dishonesty

Academic dishonesty shall be defined as misrepresentation of authorship or in any fashion falsifying part or all or any work submitted or intended to be submitted for academic credit. Such misrepresentation or falsification includes, but is not limited to, the use of supportive documentation, mechanical aids, mutual cooperation not authorized by faculty, plagiarism or theft of academic materials.

The principles of academic dishonesty also apply to those courses taken during the clinical phases of any program which are taken for credit or otherwise required for completion of the program. Owing to the critical nature of such requirements and student responsibility for the welfare of patients and agencies providing health care, academic dishonesty is further defined to include falsification of patient or agency records, violating accepted codes of professional ethics, surrender, suspension or revocation of license, or engaging in activities which might endanger the health or welfare of patients.

I have read the above and understand the said information. Falsifying information and/or failure to notify the School of Nursing of any change(s) in licensure will be considered **Academic Dishonesty**.

Please Print Name

Signature

Date_____

Stony Brook ID #

Date_____

Witness

ProgramRev. 2/03

Academic Honesty

Intellectual honesty is the cornerstone of all academic and scholarly work. The integrity of the School of Nursing, as well as the profession of nursing, is dependent on the integrity of each of its members. Therefore, the University and the School of Nursing, view any form of academic dishonesty as a serious matter.

The University Senate Academic Judiciary Committee is responsible for the establishment of general guidelines for addressing academic dishonesty. The Committee on Admissions and Academic Standards within the School of Nursing has the responsibility for reviewing individual cases of academic dishonesty.

Academic dishonesty includes any act which is designed to obtain fraudulently, either for oneself or for someone else, academic credit, grades, or other recognition which is not properly earned. It is to behave, or to help another to behave, so as to improperly advance, protect, or diminish the academic status of individuals or the University.

Additionally, the University recognizes all Federal and New York State laws, and expects students to adhere to them. Specifically, the University puts students on notice that its campus offers no haven from applicable laws of personal behavior and that students are specifically liable for any violations of State or Federal law.

This code may be applied to off-campus violations when students are participating in University-sanctioned activities, such as clinical practicum, conferences, or other privileges granted to Stony Brook students.

Academic Dishonesty

In the classroom or distance setting, academic dishonesty shall be defined, but not limited to the following:

- Cheating – Intentionally using or attempting to use unauthorized assistance, materials, information, or study aids in any academic exercise; or preventing, or attempting to prevent, another from using authorized assistance, materials, etc.
 - Using unauthorized notes, study aids, or information on an examination.
 - Altering a graded work after it has been returned, then submitting the work for re-grading.
 - Allowing another person to do the student’s work and submitting that work under the student’s name or having someone else take an exam for you.
 - Copying answers from someone else.
 - Having in one’s possession without permission, any tests, notes, or property belonging to, or generating from, faculty, staff or students.
 - Cheating on course or proficiency examinations by the use of books, notes, or other aids when these are not permitted, or by copying from another student.
- Submission of similar papers or projects in more than one course without permission of the faculty member(s).
- Collusion: Two or more students helping each other on an examination or assignment, unless specifically permitted by the faculty.
- Use of substitutes: Sitting in for another student at an examination, or permitting someone else to sit in for oneself.
- Plagiarism: Intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.
 - Submitting material in part or whole another’s work as one’s own in any academic exercise.
 - Copying from any source without quotation marks and the appropriate documentation.
 - Re-wording an idea found in a source, but then omitting documentation.
 - Copying a paper, or portion of a paper that someone else has written. original work without proper acknowledgment of the source (e.g. from any work, books, journals and/ or electronic resources).
- Fabrication-Intentional and unauthorized falsification or invention of any information or citation in any academic exercise.
 - Presenting data that were not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data, and failing to including an accurate account of the method by which the data were gathered or collected.
 - Citing nonexistent or irrelevant articles.
 - Working together with others on a take-home and/or electronic exam.
 - Providing false information in connection with any inquiry regarding academic integrity.
 - Taking a test or doing an assignment for someone else.
 - Willfully offering to a student answers or information related to tests and examinations.
- Falsification of Records and Official Documents- Misrepresenting, falsifying, or tampering with or attempting to tamper with any portion of an academic transcript, record, etc. for oneself or for another.
 - Tampering with computer records.
 - Forging a faculty/staff signature on any University document.
- Falsifying documents or records related to credit, grades, change of status forms and other academic matters.

- Altering an examination or a paper after it has been graded for the purpose of fraudulently requesting a revision of the grade.
- Use of unauthorized materials from an old exam or projects.
- Circulation and/or use of unauthorized “old exams” or assignments.
- Unauthorized possession of an exam, even if inadvertent.
- Theft, concealment, destruction, or inappropriate modification of classroom or other instructional material; i.e., posted exams, library materials, laboratory supplies, computer programs. Preventing relevant material from being subjected to academic evaluation (e.g. faculty feedback or critique).
- Obtaining an Unfair Advantage-Attempting to gain unauthorized advantage over fellow students in any academic exercise.
 - Gaining or providing unauthorized access to examination materials.
 - Lying about the need for an extension for an exam or paper.
 - Continuing to write even when time is up during an exam.
- Stealing, destroying, defacing, or keeping library materials for one’s own use or with the purpose of depriving others of their use.
- Unauthorized Access - Unauthorized access to computerized academic or administrative records or systems.
 - Viewing/altering computer records; modifying computers.
 - Releasing or dispensing information gained via unauthorized access.
 - Interfering with the use/availability of computer systems or information.

The principles of academic dishonesty shall also apply to those courses taken during the clinical phases of a program of instruction. In clinical programs academic dishonesty shall be defined further to include, but not be limited to:

- Falsification of client or institutional records.
- Concealing information or activities that affect the safety and well-being of clients.
- Inappropriate violation of client confidentiality (HIPAA rules).
- Misrepresenting one’s role to institution or client.
- Failure to seek supervision for clinical activities.
- Performance of activities without supervision for which the student has not been prepared.

Procedures for Addressing Academic Dishonesty

A. Classwork

1. If a student is suspected to be in the process of cheating on course work and/or exams, it shall be up to the faculty’s/proctor’s judgment whether to allow said student(s) to finish the exam or course work. The faculty/proctor will hold any evidence to be used to substantiate the charge. At that time, the faculty/proctor will inform the student that he/she is suspected of academic dishonesty and charges of academic dishonesty will be filed with the Committee on Admissions and Academic Standards within five (5) business days (while school is in session) after the alleged act occurred or was discovered. The complaint must be submitted in writing with full particulars (all facts that substantiate the charge; other evidence may be submitted as discovered) and must contain:

- a. the name(s) of the complainant(s);
- b. the name of the person(s) being charged;
- c. the course(s) concerned, if any;
- d. the specifics of the complaint, including relevant dates;
- e. a statement of remedial actions taken, if any
- f. any supporting materials.

The student will be informed by certified and first class mail from the Office of Student Affairs, that a charge of academic dishonesty has been filed. Copies will also be forwarded to the student's advisor, the course coordinator, the Chairperson of the department, the chairperson(s) of the Admissions and Academic standard Committee, the Assistant Dean of Students and the Director of Professional Resources Development. In the event that any of these named persons is the complainant, they will recuse themselves from the process. A copy would then be forwarded to the Associate Dean for further processing.

When the Committee receives a complaint it shall send written notice of the substance of the charges to the accused together with the possible penalties (if any) and a copy of the Procedures and Guidelines Governing Academic Dishonesty (Refer to Section 6 Academic Integrity) . Upon written request, the accused student has the right of access to copies of documentation concerning the charges, which may include the accusation from the person bringing forth the charges and statement of witnesses, if any. The Chairperson(s) of the Committee on Admissions and Academic Standards will provide the student with such documentation as is reasonably possible.

2. Students are presumed innocent unless found guilty. Students may be found guilty of academic dishonesty on the basis of preponderance of the evidence. This may be obtained by either direct evidence and/or circumstantial evidence. For example:
 - In a case of suspected plagiarism, a dramatic change in writing style may contribute toward a finding of guilty; identification of source material strengthens the accusation.
 - Possession of an accessible crib sheet may contribute toward a finding of guilty even if the student was not observed using the crib sheet.
 - Students may be found guilty of academic dishonesty if they are observed to be communicating with one another, even if there is no clear indication on the exam paper that collusion may have taken place.
 - Students may be found guilty of an accusation of academic dishonesty on the basis of similarity between exams, papers, or other work even though there were no witnesses to communication between the accused students.
3. The Committee on Admissions and Academic Standards will deliberate on charges of academic dishonesty within two (2) weeks of receipt of the charge, and submit a recommendation to the Dean. The Dean will consider the recommendation and notify the student of the decision.

B. **Clinical Performance**

1. In addition to all of the above, any student accused of academic dishonesty in clinical area may be subject to immediate removal from the agency by the faculty, preceptor or the institution if it is determined to be in the client's best interest, or if safety interests mandate such a removal from the agency.

Penalties

A. Classwork

If a student is found guilty of an act of academic dishonesty, the recommended penalty shall be a grade of "F" in the course, and may result in dismissal from the School of Nursing.

B. Clinical Performance

If a student is been found guilty of an act of academic dishonesty in the clinical area the recommended penalty shall be a grade of "F" in the course, and may result in dismissal from the School of Nursing.

C. Other Categories of Academic Dishonesty

If a student is been found guilty of an act of academic dishonesty in other categories, the recommended penalty is dependent on the circumstances and may result in dismissal.

Appeals Process

1. An accusation of academic dishonesty which is not appealed will be considered a finding of academic dishonesty by the Committee.
2. Appeals must be presented to the Dean in writing within two (2) weeks after the student has been notified of the Dean's decision. The appeal must be based on new evidence and/or errors of procedures or conduct on the part of the Committee, which may have adversely affected the recommendation.
3. The Dean refers the appeal to the Associate Dean, and appoints a Hearing Board to consider the circumstances of the appeal (See procedure)
4. The recommendation of the Hearing Board will be submitted to the Dean who shall make the decision, and so notify the student.
5. A final appeal may be filed through the Office of the Vice President, Health Sciences Center. All decisions by the Office of the Vice President, Health Sciences Center on a final appeal, are considered final.
6. Multiple Offenses. If a student is found to have committed two or more acts of academic dishonesty, the Vice Provost of Undergraduate Studies or his/her designee shall consider a further penalty, in addition to those already established for the separate offenses. Normally the penalty will be a recommendation that the student be expelled from the University and that this action be entered in the student's academic transcript.
7. Appeals regarding disciplinary problems are referred to and handled by the SBU Academic Judiciary Committee (West Campus)

Procedures for Hearing Cases of Academic Dishonesty

Student Appeals

1. Appeals must be presented to the Dean in writing within two (2) weeks after the student has been notified of the Dean's decision. The appeal must be based on new evidence and/or errors of procedures or conduct on the part of the Committee, which may have adversely affected the recommendation.
2. The Dean may choose to appoint a Hearing Board to consider the circumstances of the appeal. The Hearing Board is comprised of the following voting members:
 - a. Associate Dean (tie-breaker) or in his/her absence the Presiding Officer of FASN
 - b. Three (3) faculty representatives
 - c. Director of Professional Resources Department
 - d. Student representative

- e. Presiding Officer of FASN (if serving as Hearing Board Chair, the Assistant Presiding Officer will serve as a Hearing Board member.)
3. Any member of the Committee on Admissions and Academic Standards, who participated in the initial recommendations to the Dean, will be recused from the hearing except to serve as a faculty witness. In this event, an alternative representative from the faculty will be identified.
 4. The Student-Appellant
 - The student-appellant shall be given an opportunity to be heard at the hearing.
 - The appellant may bring an advisor and/or witnesses. The Hearing Board and all parties involved must be informed of an intention to have witnesses and/or advisors in advance of the hearing. It is the responsibility of the Hearing Officer to communicate this information once informed by the appellant.
 - The accuser should be present at the hearing, and may bring an advisor and/or witnesses. If the accuser cannot be present for more than a single session, the charge shall be detailed in writing and the accuser represented by the department.
 - Witnesses shall be at hearings only during the time they testify and to answer questions.
 - The Hearing Board may question the accuser, the appellant, and all witnesses.
 - The Hearing Board may call its own witnesses, and introduce pertinent information to the hearing. The accuser, the appellant, and all witnesses may be cross-examined.
 - When two or more students are accused of collusion in an academic dishonesty accusation, each shall have the opportunity to meet independently of the other(s) and the others' advisors and witnesses, with the Hearing Board.
 - The Hearing Board shall attempt to reach a decision on the basis of evidence before it, regardless of the presence or absence of the persons concerned, their witnesses, or their advisors, except in cases where reasonable notice to absence has been given (usually 24 hours), whereupon the hearing will be postponed, to be rescheduled as soon as possible.

At the conclusion of the hearing, the Hearing Board shall make a decision of guilty or not guilty. On the basis of their decision the Hearing Board will decide either to dismiss the appeal, or to instruct the faculty to remove the penalty or to change the penalty to one deemed more appropriate by the Board. If the Hearing Board recommends a change in penalty, the rationale will be explained. In no case will the Board recommend a change in penalty to one more severe than the original penalty.

5. The recommendation of the Hearing Board will then be transmitted to the Dean who shall make another decision, and so notify the student.
6. A final appeal may be filed through the Office of the Vice President, Health Sciences Center. All decisions of the Vice President of the Health Science Center are final.
7. *Multiple Offenses*
If a student is found to have committed two or more acts of academic dishonesty the Vice Provost for Undergraduate Studies or his/her designee shall consider a further penalty, in addition to those already established for the separate offenses. Normally the penalty will be a recommendation that the student be expelled from the University and that this action be entered in the student's academic transcript.

Confidentiality

Unless the Committee of Admissions and Academic Standards (AAS) specifically decides otherwise, all AAS Committee records of findings of academic dishonesty are confidential and are accessible only to the student, the Committee, the ranking administrator of the school or college in which the student is enrolled or in which the student committed the academic dishonesty. The Hearing Board may recommend releasing findings of academic dishonesty to pre-professional Committees who request such information. In order for other individuals or agencies to be granted access to findings they must be specifically granted such access in writing by the student(s) named in the case. In a case where the Board itself determines a penalty, this penalty may include a specific request that a statement of the Hearing Board's finding be entered in the student's academic transcript.

Student Conduct Code and Professional Behavior

Student Conduct Code

The Stony Brook University Student Conduct Code (found on the Stony Brook website at: <http://naples.cc.stonybrook.edu/Admin/fshotlinks.nsf/By+Section+Number/308.00>) provides the rules and regulations governing student behavior at Stony Brook. Regulations make it possible for people to live together and function in an orderly way, protecting the rights of the community while respecting the rights of each individual. These rules and regulations have been designed to enable members of the campus community to carry on daily business safely, peacefully, and protectively. For all students, the Student Conduct Code supports compliance with the state and federal laws related to drugs, alcohol, weapons, discrimination, sexual assault or abuse, and racial, sexual or sexual-preference harassment.

The purposes and ideals of the University and the creation discovery, and application of new knowledge – depend for their full achievement on the integrity of the members of the community, their cooperation, and their mutual respect.

Respect for Persons

Treating people with respect means acting always in a manner that enhances the safety, freedom and well-being of others. The nature and history of the relationship between the parties involved in alleged violations of this CODE shall in no way diminish the seriousness of incidents. The following violations of this CODE are specifically prohibited.

- a. Offenses against persons. No student shall threaten, assault, haze or otherwise physically, psychologically, verbally, or in writing by electronic means or otherwise, abuse any other person. Offenses include but is not limited to, incidents of bias-related acts of assault or abuse, or any incidents of verbal, written, electronic, physical and/or psychological harassment or abuse.
- b. Sexual harassment. No student shall, through words or deeds, whether by omission or commission, create or permit to exist an atmosphere or environment that is sexually intimidating, abusive, hostile or offensive to others. This includes but is not limited to, unwelcome sexual advances or requests for sexual favors, repetitive and offensive sexual references or gestures, and sexual exploitation.
- c. Rape.
- d. Stalking.
- e. Dangerous conditions.
- f. Interference.
- g. Weapons.
- h. Discrimination.
- i. Hazing.

Respect for Property

Respect for property means recognizing not only the ownership rights of persons and of the University, but also the dependence of all on the availability and preservation of necessary facilities and equipment.

Environmental Health and Safety

Students shall comply with all environmental, health and safety requirements including the University Safety Manual, and fire safety regulations.

Security of Buildings, Facilities, the Campus and Motor Vehicle/Parking Regulations

Students may enter and use all campus buildings and areas for the purposes assigned to these facilities and places. Exceptions to this rule may be made in the interests of safety, personal use and privacy, protection of valuable materials and equipment to regulate access according to the hours that are normal for their assigned functions. When buildings or spaces within them are officially closed or restricted, limited access applies to all students unless specifically excepted.

Motor Vehicle/Parking regulations. No student shall display, alter, manufacture, transfer, use, or possess handicap, faculty/staff, resident, commuter, state, service/emergency vehicle parking permits they are not authorized to possess, i.e., that were found, issued to another person, or stolen.

Integrity of Transactions and Records.

Respect for learning and knowledge means respect for personal integrity, both towards individuals and toward formal processes which record, reflect and enable the University's functions.

- a. Identification cards.
- b. False identification.
- c. False information.
- d. False testimony.
- e. Misrepresentation.
- f. Misuse of records.
- g. Misuse of telephone, modem pool, voicemail, data transmission devices and computer systems. Misuse of any of these devices for the purpose of hacking, committing fraud, slander, libel, harassment, theft of services, or invasion of privacy, is prohibited and is a crime under State and Federal statutes and a serious violation of the CODE. Such violations include, but are not limited to: use of the phone and/or email and their features, to make harassing, obscene or threatening calls to anyone on or off campus.
- h. Unauthorized use of services.

Responsible Use of Information Technology

The use of the University's information technology resources to receive or distribute copyrighted material without proper authorization from the copyright holder is strictly prohibited.

The ANA Code of Ethics for Nurses

The ANA Code of Ethics also provides the foundation for student conduct and professional behavior. The ANA Code of Ethics states that, “the nurse, in all professional relationships, practices with compassion and respect for the inherent in dignity, worth, and uniqueness of every individual unrestricted by restrictions of social or economic status, personal attributes, or Retention the nature of health problems”

(http://www.nursingworld.org/ethics/code/protected_nwcoe303.htm#1.5 retrieved, 11/19/05). The ANA Code of Ethics specifically notes,

the principle of respect for persons extends to all individuals with whom the nurse interacts. The nurse maintains compassionate and caring relationships with colleagues and others with a commitment to fair treatment of individuals, to integrity-preserving compromise, and to resolving conflict. Nurses function in many roles, including direct care provider, administrator, educator, researcher and consultant. In each of these roles the nurse treats colleagues, employees, assistants and students with respect and compassion. The standard of conduct precludes any and all prejudicial actions, any form of harassment or threatening behavior, or disregard for the effects of one’s actions of others. The nurse values the distinctive contribution of individuals or groups, and collaborates to meet the shared goal of providing quality health services

(http://www.nursingworld.org/ethics/code/protected_nwcoe303.htm#1.5, retrieved 11/09/05).

Students are expected to adhere to the University Student Conduct Code and the ANA Code of Ethics, and treat all persons with respect. Behavior that is unprofessional and/or disrespectful, whether given in person, electronic/written, or telephone/voice mail formats, may be considered grounds for dismissal.

Disciplinary Sanctions

A. Determination of Sanctions

The determination of sanctions for violations of the Rules of Student Conduct shall be made by the designated University Official in the case of a board hearing or by the hearing officer in the case of a non-board hearing. This determination shall take into consideration all relevant factors, including but not limited to, the facts and circumstances surrounding the incident(s) that gave rise to the violation; the respondent(s)’ state of mind; any mitigating factors; and any past disciplinary record of the respondent(s).

B. Multiple or Repeated Violations

More serious sanctions may be imposed for multiple or repeated violations.

C. Sanctions Pertaining to all Students

The following sanctions will apply once a determination has been made.

1. Verbal warning

A verbal warning is given to a student indicating that his or her action was in violation of a specific regulation. It includes an explanation of the regulation and possible consequences following any repeated violations of the CODE.

2. Written warning

A written warning sent by a University Official indicates that a student has committed an infraction of a University regulation and that continued or repeated infractions of the regulations will result in further disciplinary action.

3. Restitution

Restitution for violations against University property may include the restoration or replacement cost.

4. Special Restrictions or Loss of Privileges

Students may be restricted from participating in certain specified events and activities and may be prohibited from certain areas of the campus, entering certain facilities and offices.

5. Disciplinary probation

Disciplinary probation is a trial period during which a student who has been in difficulty has an opportunity to demonstrate that he/she can act as a responsible and effective member of the University community. The terms of the probation may be varied to fit the individual circumstances.

- a. Terms of probation may include a recommendation for alcohol/psychological counseling or satisfactory attendance at a substance education course, prevention workshop, program, or group, or the completion of other projects and service to the University or its related bodies.
- b. Students found responsible for violations of the CODE and placed on disciplinary probation may not hold student staff positions (i.e. Resident Assistant, Office Assistant, Building Coordinator, Orientation Leader, Residence Orientation Counselor) or other student leadership positions on the University campus for the duration of the probationary period.
- c. Probation follow-up may include the scheduling of periodic meetings with a University Official and/or disciplinary status reports from a University Official.
- d. Violations of University regulations during the probationary period may result in additional and more significant sanctions.

6. Suspension from the University

Upon suspension from the University, a person loses all of the rights and privileges of a student of the University for a stipulated period. Any suspended individual found on campus during the suspension period will be subject to arrest. Suspension from the University will result in a notation on the student's academic record. After a period of 5 years, a student may request removal of the notation.

7. Expulsion from the University

Upon expulsion from the University, a person loses all of the rights and privileges of a student. Any expelled individual found on campus will be subjected to arrest. Expulsion from the University will result in a notation on the student's academic record.

8. University or Residential Service & Educational Projects and Programs.

Assigned projects, programs and service (hereinafter referred to as "University Service") to the University or its related bodies and may be designed as a sanction. University Service will be work performed at a stipulated location within the University and with a stipulated supervisor. The Director of Judicial Affairs or designee will arrange and administer University Service sanctions. Failure to complete the assigned University Service or Educational Project within the specified time period may increase the assignment or result in additional sanctions. Failure to complete satisfactorily an assigned project, program or

service will result in the notation Conduct penalty not completed on the academic record. The notation will be removed upon completion of the assigned educational project, program or service.

IX Academic Grievances

The Committee on Admissions and Academic Standards considers complaints of arbitrary, capricious, malicious, or otherwise improper actions related to grading and other evaluations; assignments, examinations, and other requirements for credit; or any other academic matters. The Committee, however, cannot intervene in matters covered by the procedures set forth in the Policies of the Board of Trustees, the Rules for Maintenance of Public Order, or the collective bargaining agreement between the State and United University Professions (the faculty-staff union).

The Committee considers only charges of potentially improper academic practices. It will not intervene in disagreements about a faculty's intellectual judgment. Grievances should be brought to the Committee only after other avenues of redress, e.g., discussion with the faculty, department chairperson, have been pursued without success. Grievances should be submitted in writing, including names, dates, and other pertinent details, and should be submitted to the Committee on Admissions and Academic Standards within one month after the date of the alleged impropriety.

Procedure for Handling Academic Grievances

A. Pre-Grievance Procedures

Student discusses concern with faculty, preceptor or clinical instructor of record. If not resolved, then they should follow the following steps sequentially, through to resolution:

1. Notify the student's advisor and/or Director of Professional Resources Development, if not resolved then,
2. Notify the Coordinator of Course, if not resolved, then
3. Notify the Program Director, if not resolved, then
4. Notify the Chair of the Department, if not resolved then
5. Notify the Associate Dean, if not resolved then
6. Notify the Dean

B. Filing of a Grievance

1. Student discusses grievance with the faculty or other party involved in dispute.
2. If resolution is not achieved, the student discusses the details of the dispute with the academic advisor.
3. Advisor explores details of the dispute and advises student how to proceed if a grievance is in order.
 - a. may mutually decide to drop grievance
 - b. may together bring dispute to Department Chair
 - c. may develop written complaint for submission to Academic Standing Committee
4. Complaints submitted to the Academic Standing Committee must be in writing and must contain:
 - a. name of the complainant
 - b. name of the person being charged
 - c. the course concerned, if any
 - d. the specifics of the complaint, including relevant dates
 - e. a statement of remedies already sought (i.e., conversation with faculty, Department Chair, etc.)
5. The Committee will inform all parties concerned and will request written

responses from the person charged. Response must be submitted within one week of notification of charges.

6. Within one week of receipt of charges, the Committee will determine whether the case merits further consideration. If the Committee elects not to proceed further, all parties are so notified.
7. If further consideration of the issue is deemed appropriate, the Committee will either hear the case itself or appoint a Hearing Board to hear the case.

C. Hearing of Grievance

1. If the Committee on Admissions and Academic Standards decides that the grievance is to be heard, all concerned parties are notified of the decision and of the time and place of the hearing. The hearing must be scheduled within one week of the decision.
2. Any person charged in the complaint shall be given an opportunity to examine the available evidence prior to the decision.
3. A hearing which raises questions of discrimination may be scheduled with an affirmative action officer present, on request.
4. Persons involved in the hearing (including the Committee) may bring witnesses and/or advisors to the hearing. All parties involved must be informed of an intention to have witnesses and/or advisors in advance of the hearing.
5. At the conclusion of the hearing the Board may recommend to:
 - a. dismiss the case,
 - b. attempt to resolve the issue,
 - c. censure the party involved.
6. The recommendation of the Board is communicated in writing to the Dean along with appropriate documentation.
7. The Dean will consider the recommendation and notify the student of his/her decision.

Student Access to Academic Records

The Family Educational Rights and Privacy Act (FERPA) mandates that:

1. Educational records will be open to inspection and correction
2. Recorded information will not be made freely available to individuals outside the University without consent of the student.

FERPA permits current and former students to inspect their educational records and accords them the right to a hearing in order to challenge the contents of such records. Written consent of student is required before personally identifiable information from educational records will be released to other persons. Students may review educational records at the University offices that maintain these records from officials in charge, upon request and appointment.

Procedures: Inspection of Student Records

University Stipulations

Students and former students may inspect their educational records upon request and appointment. However, the University normally limits inspections to not more than three annually, except for the permanent academic record (transcript), which is available during

normal office hours. The University is not required to permit students to inspect the following:

1. Financial records of parents.
2. Confidential letters placed in the educational record before January 1, 1975.
3. Letters of recommendation or reference received after January 1, 1975 for which the right of inspection has been waived.
4. Records of instructional, supervisory and administrative personnel that are in the sole possession and only for the use of their author.

To encourage responsible behavior in all aspects of student development, academic informational is not made available routinely to parents. Parents, guardians and other individuals must obtain the written permission of a student or establish the student's status as a dependent (IRS Code of 1954, Section 152) to inspect the student's educational records.

The University may disclose, without written consent, the academic records of students to officials of institutions in which they seek to enroll.

The University complies with lawfully issued subpoenas for students' records. Reasonable attempts will be made to inform students of all disclosures. The University may disclose to the victim the results of any student disciplinary determination related to an alleged crime of violence, upon the victim's request, without further authorization by the disciplined student.

Records of Access

The University maintains records of all persons who have obtained access to the educational records of students (except for those listed below). These records are available for inspection by students. No record is kept when:

1. Students inspect their own records.
2. Disclosures are made in response to students' written requests.
3. Requests are for directory information.
4. Authorized faculty or staff of the University are granted access for a legitimate educational purpose.

Campus Crime Reports

Records that were created for the purpose of law enforcement may be maintained by the University. As these records are not educational, the University may disclose their contents without the written consent of the students named in the records.

Procedure: Challenge to the Content of Educational Records

Students who believe information contained in their educational records is inaccurate, misleading, or violates their privacy or other rights may request an amendment of the contents. Initially, the matter is to be discussed with the records custodian. If the custodian does not agree to amend, the student will be advised of the following options:

1. To let the matter stand, and/or request the custodian to include in the record a statement from the student taking exception to the record
2. To challenge the record and request a hearing conducted by the designee of the Vice President for Student Affairs or the Provost.

Any statement by the student, either commenting on the contents of the educational record or challenging the contents of the educational record, will be made available for inspection on the same basis as the contested record.

After administrative recommendations offered by the University have been exhausted, inquiries or complaints may be filed with the Family Policy and Compliance Office, U. S. Department of Education, 400 Maryland Avenue SW, Room 3021-6534, Washington D.C., 20202.

Directory Tracking Information

Directory tracking information is personal data that may include current and former students' names, home addresses, local addresses, telephone numbers, dates/places of birth, and likenesses used in University publications as well as their major fields of study, classes, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and previous institutions attended. Students may request that the University not furnish all or part of personally identifiable information by completing a "Request to Suppress/ Release Directory Tracking Information."

Inquires/Requests:

- Office of Student Services
Room 276, Administration Building
(631) 632 – 6885

Related Forms:

- SUSB 503-B: Request to Suppress/Release Directory Information
- SUSB 1029F: Student Consent to Inspect Record

Related Documents:

- Family Educational Rights and Privacy Act of 1974, as amended by Crime Awareness and Safety Act of 1990 and the Higher Education Amendments of 1992
- IRS Code of 1954, Section 152
- Memorandum to Presidents: 92:7
- Policy Handbook: State University of New York, Section 170,
- "Title IV of Higher Education Act: 1965"

X Professional Responsibilities for Clinical Experiences

It is expected that students will comply with both School of Nursing and agency policies for clinical identification, dress, protection, standards of cleanliness, equipment, transportation, clinical schedules and clinical absence. Specific requirements for the clinical area will be given as part of clinical course orientation. The following information is considered to be minimal expectations.

Students are responsible to complete mandatory HIPAA training for Stony Brook University School of Nursing and as required for clinical agencies where the student has a clinical practicum. Students must comply with HIPAA regulations regarding patient confidentiality, and must remove all patient identifiers from all written assignments, and must not identify patients in conversations public places or in any electronic form.

Dress Code

A uniform dress code has been designed to facilitate identification of health care personnel:

1. Identification Badge to be worn above the waist at all times in the clinical area.
2. A white long sleeve jacket with pockets. A Stony Brook School of Nursing emblem is to be sewn on left upper arm.

3. Undergraduate nursing students must also wear:
 - a. A white skirt or pants of appropriate length for women and white pants for men. Community agencies may prefer navy blue or blue and white rather than white uniform.
 - b. A white or pastel cotton short sleeve blouse or shirt.
 - c. Shoes – clean, white and of appropriate style (no clogs, sandals or sneakers).
 - d. It is expected that students will purchase the necessary uniform prior to entrance to the school. Uniforms may be purchased in the store of your choice. The HSC Bookstore carries appropriate uniform components.
4. Emblems and I.D. badges will be distributed at School of Nursing orientation.
5. Specific health care settings may require personal protective garments, such as gowns, lab coats, scrubs, goggles (eye shields), shoe and head covers, gloves, masks, etc. In all other settings, students will wear the above uniform unless otherwise advised by faculty.
6. Hair must be at an appropriate length or pulled off the collar.
7. The only jewelry acceptable in the clinical setting is a plain wedding band and one pair of post earrings. Earrings and rings may not be appropriate in some settings. Visible body piercing hardware is not allowed.
8. Fingernails can be no longer than ¼ inch. No acrylic nails, tips, wraps, or other nail enhancements may be worn. Nail polish of a neutral color can be worn. If chipped, polish must be removed prior to beginning patient care.
9. No perfumes or aftershave/cologne can be worn in the clinical setting.
10. In any instance when the student is present in a patient care area, other than during a scheduled clinical time, the undergraduate student must wear: their ID Badge visible above their waist; a white long sleeve jacket with pockets and the Stony Brook School of Nursing emblem on left upper arm. Blue jeans, mini skirts, tight pants, shorts, sweat suits, crop tops and coveralls, as well as other inappropriate attire are not acceptable clothing for the student nurse to wear in the clinical area.

It is expected that students will comply with the above dress code and maintain high standards of personal cleanliness and grooming at any time they are in the clinical area or are representing the School of Nursing. The Clinical Faculty/Preceptor has the right and responsibility to use discretion in advising students that they are out of compliance and may request a student to leave the clinical site. If so, students must meet with Course Coordinator prior to returning to the clinical site.

Clinical Equipment

Minimal Equipment

The following list includes the minimal equipment needed for clinical practice and lab experience:

1. Stethoscope
2. Watch with Second Hand
3. Pocket Flashlight
4. Bandage Scissors
5. Black ballpoint pen and small notebook

Additional equipment is required for graduate students in the various specialty tracks. A list of the required equipment will be included in the course syllabus.

Equipment for Community Experience

Additional equipment for home visits will be specified by the faculty and should include:

1. Tote bag (preferably blue or black)
2. Stethoscope
3. BP Cuff
4. Paper towels
5. Soap (liquid) and/or waterless hand sanitizer
6. Disposable measuring tapes
7. Thermometer (disposable)
8. Plastic bags

Transportation

Students are required to provide their own transportation to and from clinical sites.

Clinical Schedules

Clinical experiences may be assigned for days, evenings, weekdays, or weekends. Students are expected to arrange their personal schedules accordingly.

Clinical Absences

- Absence must be directly reported to the clinical faculty at least one hour prior to the start of the clinical day. If the call is after that time, it is to be placed to the clinical faculty at the agency site. If no notification is attempted, return to clinical will be determined by the Course Coordinator. Clinical absence(s) will be directed to the Course Coordinator for advisement.
- Documentation of reason for absence may be requested.
- All missed clinical hours will be required to be completed in order to successfully pass the course.
- Insufficient clinical hours may result in failure of the course.
- Students are required to arrive on time to their clinical site.

Clinical Cancellations

In the event of inclement weather or clinical cancellation, the clinical faculty will notify the students.

XI Learning Disabled Students

Definition

Specific learning disabilities are chronic conditions of presumed neurological origins which selectively interfere with the development, integration, and/or demonstration of verbal and nonverbal abilities.

Specific learning disabilities exist as a distinct handicapping condition even in the presence of average to superior intelligence, adequate sensory and motor systems, and adequate learning opportunities. The condition varies in its manifestations and degree of severity.

A learning disability is invisible, cannot be cured, and does not disappear upon completion of elementary and secondary schooling. Students with learning disabilities are now enrolling in colleges. They are entitled to reasonable accommodations in connection with their education as mandated under federal and civil rights laws.

Learning Disabilities and the Law

Section 504 of the Rehabilitation Act of 1973 states: "No otherwise qualified handicapped individual shall, solely by reason of handicap, be excluded from the participating in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

A handicapped person is defined in part as "any person who has a physical or mental impairment". The definition of physical or mental impairment included specific learning disabilities.

Specific to postsecondary education, Section 504 prohibits discrimination in recruitment, admission and treatment after admission. Colleges and universities are required to make "reasonable adjustments" to permit handicapped students to meet academic requirements. Academic requirements which discriminate must be modified to accommodate the student's disability unless it can be documented that the requirements are: 1) Essential to the program of instruction or degree or 2) Directly related to a licensing requirement. Examples of modifications may include lengthening time permitted to complete a course or degree program substitution of courses, and modifications in the way the course is conducted or the student completes assignments. Modifications and adjustments are not definitive or standardized. They must be based on the needs of each individual student.

Policy Regarding Learning Disabled Students

The following policy regarding learning disabled students will be reported in each course syllabus or at the beginning of each Distance Learning Program:

"If you have a physical, psychiatric/emotional, medical or learning disability that may impact on your ability to carry out assigned work, I would urge you to contact the staff in the Disability Student Services Office (DSS), Room 133, Humanities building, phone number 1-631-632-6748/TDD. DSS will review your concerns and determine with you what accommodations are necessary and appropriate. All information and documentation of disability is confidential".

Faculty desiring additional information on learning disabilities should contact the above resource personnel or contact the Director of Professional Resources Development for the School of Nursing.

XII Student Health Services

Student health is essential to every student's academic success at Stony Brook. Both physical and mental health are critical to successful transition to and completion of the rigorous academic programs in the School of Nursing. Students should refer to the information on the SBU website (See below), as well as in the Student Handbook for information on meeting both the physical/primary care health and mental health needs.

The University Student Health Services Center is located on West Campus, and provides primary health care and includes a Women's Health and Dermatology Clinics. The Counseling Center on West Campus is located on the Second Floor of the Student Health Services Center. The Counseling Center Annex, on the East/HSC Campus is located on Level 3, Room 065 of the Health Sciences Center. A variety of counseling services are free and available to students.

Students can seek either primary care at the Student Health Services Center and/ or mental health care at either of the two Counseling Centers on campus. Should a student require emergent care during a class or participating in an activity in the School of Nursing, the faculty/staff present will call 333, the University emergency telephone number. The emergency number is a direct link to the University Police, who will dispatch first responders to the School of Nursing. The first responders will provide emergent care to the student in the School of Nursing, and then transport the student to the Emergency Department at University Hospital, if appropriate, when stabilized.

Health Insurance:

It is the policy of the School of Nursing that all students enrolled in the School are required to have an adequate health insurance plan. Documentation of health insurance must be provided to the School of Nursing. All students must review and comply with the School of Nursing's health and immunization requirements required on admission and throughout the student's education in the School of Nursing.

The University will automatically bill all full time, matriculated, domestic students for the University Health Insurance plan, unless the student has submitted a waiver indicating that they already have adequate insurance coverage. Submitting a waiver of health insurance is a separate action and is unrelated to submitting evidence of health insurance to the School of Nursing.

Part-time students are charged an Infirmary fee by the University, which covers both primary care and mental health care services provided by the Student Health Services Center and the Counseling Center.

Health Insurance for International Students enrolled for on-site academic study: The State of New York requires all non-immigrant students (F-1, F-2, J-1 and J-2) to be enrolled in and billed for the International Student Health Insurance Plan. The University will bill students for this insurance plan.

All students are responsible for checking the Student Health Services website (<http://studentaffairs.stonybrook.edu/shs/welcome>) to identify University's Health and Immunization policy (http://www.studentaffairs.stonybrook.edu/shs/MMR_Meningitis_Policy). Important Student Health Phone numbers:

- Medical Clinic 632-6740
- Women's Health Clinic 632-6740
- Social Worker 632-6740
- Drug/Alcohol Counselor 632-6450
- Health Educators 632-6689/632-9338
- Pharmacy 632-6804
- Student Health Service Laboratory 632-0319
- Cashier 632-6804 Counseling Center (# for both West Campus and Counseling Centre Annex, East/HSC Campus) 632-6720
- Ambulance Corps 632-8888
- Student Health Insurance 632.6054
- Foreign Student Insurance 632-7040
- Graduate Student Employee Health Insurance 632-6144
- Telephone Devices for the Deaf (TDD) 632-6740
- Student Health Centre Fax 632-6936

Student Primary Health Services

Website: <http://studentaffairs.stonybrook.edu/shs/>

Services: The Student Health Service at the State University of Stony Brook is the students' on-campus source for meeting their primary health care needs. The Health Center's staff of nurse practitioners, physicians, physician assistants, nurses, social workers, health educators, laboratory technologists, and technical and administrative staff are dedicated to the Health Center's mission of providing students with quality medical care, and the services necessary to optimize preventative health and wellness. Check the Student Health Services website, or call the Student Health Services Center to identify clinic hours.

Counseling Services and Counseling Center

Website: <http://studentaffairs.stonybrook/ucc/welcome>

Services: A variety of psychological services are offered. Please check out the Counseling Center website for services available to students. SBU has a Counseling Center on West Campus and a Counseling Center Annex in the Health Sciences Center (Level 3, Room 065). The number to call for help at either the West Campus Center or the Counseling Center Annex in HSC is 632-6720. In order to make an appointment, a student should call the Counseling Center number above, and state, "I'd like to speak to a counselor."

The University Counseling Center provides consultation, crisis intervention, brief psychotherapy, group, couples therapy, and psychiatric services for all students year round. Services are free for all Stony Brook Students. All information about counseling at the Center is strictly confidential, except that needed in situations where there is an imminent threat or danger.

Students do not have to be confronting overwhelming difficulties in order to benefit from a visit to the Center or Center Annex. Understanding a situation before it reaches the crisis stage can make a big difference. Students are encouraged to come in, even if they are not sure that counseling is what is needed. With a counselor's help, the student can discuss alternatives and decide the best way to proceed. For many students, dealing effectively with emotional and social issues increases their success with academic work. Some have an unrealistic image of college life, which minimizes or overlooks the significant changes required. Even students who are flexible and resilient can feel stress associated with being a university student. For example, the transition from home to college is usually difficult. Residents must cope with the pressures of residence hall life. Commuting students may need help in juggling competing priorities. Academic requirements are usually more rigorous and competition keener than previously experienced. Other students experience major life crises, losses, family or relationship problems, and self-esteem and identity issues while in college. The University Counseling Center is a place for help with any psychological or emotional problem or need.

When Counseling is Helpful

The University Counseling Center is a place where students can get help for personal, emotional, psychological, and family problems. Succeeding with academic work often depends on effectively dealing with emotional and social issues. Because understanding and dealing with a situation before it reaches a crisis stage usually leaves more options, students are encouraged to seek help sooner, rather than later. The Center is open twelve months of the year.

The Counseling Center provides counseling for a full range of problems. Some students come for help with self-esteem or relationship issues, others after a trauma such as an assault, and others when they are feeling anxious, depressed, overwhelmed, or angry.

Common Problems include:

- Anxiety/stress
- Depression/sadness
- Relationship problems
- Loneliness
- Anger
- Inability to concentrate/study
- Lack of motivation
- Eating problems
- Worry about AIDS
- Emotional/physical/sexual abuse
- Alcohol/drug problems
- Sexuality issues
- Feeling rejected
- Family problems
- Death of a loved one
- Overload: Juggling family and school
- Shyness
- Identity issues

Students who are in crisis or need psychiatric services for an ongoing or acute condition can also be seen by a staff psychiatrist after an initial assessment appointment. The Center may recommend individual therapy, group therapy, support groups, couples therapy, or family therapy.

When a faculty member refers a student to the University Counseling Center it is usually best to be direct and straightforward about their concern for the student's welfare.

Speak specifically about the behaviors that have raised your concern and that you and the student both understand the same frame of reference about the situation. By speaking directly, you convey your respect and caring for the individual.

The Counseling Center also presents outreach programs designed to enhance personal growth and develop skills such as stress management, assertiveness, study skills and meditation. Any University group may call the Counseling Center to request an outreach presentation.

The University Counseling Center realizes the need to understand the diverse mix of cultural and social groups that make up the campus community. Through its liaisons, the Counseling Center works cooperatively with the following groups: the Mentoring Program, Campus Residences, Undergraduate Studies, academic departments, EOP/AIM, the International Students Services, Disabled Students Services, and the Asian American Center.

The Center is open from 8:00a.m. to 5:00p.m. on Monday, Wednesday, Thursday, and Friday, from 8:00 a.m. to 7:00 p.m. on Tuesday, and from 8:00a.m. to 4:00 p.m. during inter-session, summer session, and spring break.

Appointments for an initial visit are made on a same-day or next-day basis by calling 631.632.6720. In emergency situations, students will be seen right away without a scheduled appointment.

The Counseling Center is located on the second floor of the Student Health Center. Any student needing a disability-related accommodation should call the Counseling Center at 631-632-6720. For mental health emergencies after hours and on weekends, students should call Public Safety (632-3333) or go to the University Hospital Emergency Room. Those students who are not experiencing an emergency but want to speak to someone after hours and on weekends can call the Response Hotline at 751-7500 or the University Response Hotline at 632-HOPE.

Confidentiality

All information about a student's counseling is confidential, except in situations when there is a threat or danger to life, including neglect or abuse of a child or an elderly person. With these exceptions, the University Counseling Center's policy prohibits the release of any information concerning a student to anyone without the student's explicit and informed written authorization. The only exception is that consultation occurs as needed among University Counseling Center Staff, and in some cases, with a particular Student Health Services Staff Member, when coordination of services is needed.

University Counseling Center Services:

- Initial Consultation and assessment (the first appointment)
- Emergency services and hotline information
- Focused individual psychotherapy
- Group therapy
- Support groups (topic focused)
- Psychiatric consultation
- Referral to outside services
- Consultation and Outreach
- Workshops for any University group

Consultation, crisis intervention, brief psychotherapy, group and couple's therapy, and psychiatric services are provided for all Stony Brook students. Students who wish to use the University Student Health Insurance to pay for off-campus therapy must first come to the Center for an intake appointment and authorization letter. Graduate students who have the GSEU insurance do not need to come to the Center first. Outreach and consultation, including programs for personal growth, are available for all students, faculty, and staff groups upon request.

There is NO FEE for counseling. Services are available to individuals, couples and families as long as one member in counseling is a Stony Brook student.

Hotlines

If this is an emergency, Call University Police at 333 or 632-3333.

Included below are hotlines you may find useful although Stony Brook University is not responsible for their services.

Victim's Information Bureau of Suffolk Inc. (VIBS) 360-3606 24-hour Rape Crisis and Domestic Violence Hotline

Suffolk County Coalition against Domestic Violence 666-8833 24-hour Domestic Violence Hotline.

RESPONSE of Suffolk County 751-7500 24-hour Crisis intervention and Suicide Prevention Hotline

Brighter Tomorrow's Inc. 395-1800 Domestic Violence Hotline

Retreat, Inc. 329-2200 Domestic Violence Hotline

XIII Equivalent Opportunity/Religious Absences

Some students may be unable to attend classes on certain days because of religious beliefs. Section #224a of the Education Law provides that:

- Any student in an institution of higher education who is unable, because of religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements on that day.

- It shall be the responsibility of the faculty and of the administrative officials of each institution to make available to each student who is absent from school because of religious beliefs an equivalent opportunity to make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fee of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
- If classes, examinations, study, or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study, or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study, or work requirements held on other days.

XIV Membership in Professional, Scholarly Organizations and University Student Government

The School of Nursing encourages membership in professional and scholarly organizations to enhance their professional development as state, national and international nursing leaders.

Nursing Honor Society

The honor society for nursing at Stony Brook University is the Kappa Gamma Chapter of Sigma Theta Tau International. The Honor Society of Nursing, Sigma Theta Tau International - In 1922 six nurses founded Sigma Theta Tau at the Indiana University Training School for Nurses, now the Indiana University School of Nursing, in Indianapolis, Ind. The founders chose the name from the Greek words Storge, Tharsos and Time meaning "love," "courage" and "honor." The honor society became incorporated in 1985 as Sigma Theta Tau International, Inc., a not-for-profit organization with a 501(c) (3) tax status in the United States.

Sigma Theta Tau International is the second largest nursing organization in the United States and among the five largest and most prestigious in the world. The Society exists to:

- Recognize superior achievements in nursing
- Encourage leadership development
- Foster high nursing standards
- Strengthen the commitment to the ideals of the profession

Currently, there are 406 chapters and more than 260,000 members, located in more than 94 countries and territories. Chapters exist at colleges and universities with accredited programs granting baccalaureate and higher degrees in nursing.

The Kappa Gamma Chapter, the Sigma Theta Tau Chapter of the School of Nursing at Stony Brook, was chartered in 1988 and has a membership of over 1,000 nursing scholars. Sponsoring over eight educational and clinical programs each year, Kappa Gamma is one of the most active chapters in the honor society.

Nursing Knowledge International – Nursing Knowledge International was established in 2002 as a nonprofit, 501(c) (3) subsidiary of the honor society to serve the knowledge needs of the global nursing community. Through its Web site, www.nursingknowledge.org, the organization delivers nursing knowledge designed to improve patient outcomes by enhancing the knowledge base of its nurse customers.

The International Honor Society of Nursing Building Corporation – The Building Corporation, incorporated in 1993 as a corporation with 501(c) (2) status, holds title to real and

personal property for the benefit of Sigma Theta Tau International. The Building Corporation also manages and maintains the honor society's 39,350 square foot building and grounds.

Sigma Theta Tau International Foundation for Nursing – The Foundation holds all permanent funds of the honor society. These assets are distributed over nine different endowed or restricted funds, each established for a specific purpose. Endowed funds contain donations made by members and friends of nursing, but only the interest earned from these funds are distributed. Restricted funds hold monies that are given to the honor society for a specific activity and distributed accordingly.

The International Academic Nursing Alliance –The International Academic Nursing

Alliance (IANA) is a global electronic community of academicians in nursing united by common professional ideals and goals and a culture of caring, committed to scholarly learning and sharing. The vision of IANA is to create a globally inclusive community of nurse educators and scholars who lead by using technology, collaboration and knowledge to influence nursing education, practice and health care.

Mission

The Honor Society of Nursing, Sigma Theta Tau International provides leadership and scholarship in practice, education and research to enhance the health of all people. We support the learning and professional development of our members who strive to improve nursing care worldwide.

Vision

All five organizations – the Honor Society of Nursing, Sigma Theta Tau International; Nursing Knowledge International; The International Honor Society of Nursing Building Corporation; the Sigma Theta Tau International Foundation for Nursing; and the International Academic Nursing Alliance – exist to further the vision of the honor society, which is to create a global community of nurses who lead using scholarship, knowledge and technology to improve the health of the world's people.

Membership

Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders exhibiting exceptional achievements in nursing. Here are some additional facts about our membership:

- More than 340,000 members have been inducted worldwide.
- More than 120,000 active members make Sigma Theta Tau International the second largest nursing organization in the world.
- Members reside in more than 90 countries.
- Sixty-one percent of active members hold master's and/or doctoral degrees. Forty-eight percent are clinicians, 21 percent are administrators or supervisors and 20 percent are educators or researchers.
- There are 431 chapters on 505 college campuses in Australia, Botswana, Brazil, Canada, Hong Kong, Mexico, the Netherlands, Pakistan, South Africa, South Korea, Swaziland, Taiwan, Tanzania and the U.S.
- The honor society communicates regularly with more than 100 nurse leaders who have expressed interest in establishing a chapter in other countries and territories, including Chile, China, Colombia, Costa Rica, Denmark, Finland, India, Iran, Ireland, Israel, Germany, Japan, Jamaica, Lebanon, Lithuania, New Zealand, Spain, Sweden, Thailand and the United Kingdom.

Membership Benefits

From its inception, the honor society has recognized the value of scholarship and excellence in nursing practice. In 1936 the honor society became the first U.S. organization to fund nursing research. Today, the honor society supports these values through its numerous professional development products and services that focus on the core areas of education, leadership, career development, evidence-based nursing, research and scholarship. These products and services advance the learning and professional development of members and all nurses who strive to improve the health of the world's people:

- The honor society, with its chapters and grant partners (corporations, associations and foundations), contributes more than \$650,000 annually to nursing research through grants, scholarships and monetary awards.
- A number of education and research conferences are supported by the honor society, including a yearly research congress that presents the latest nursing research from around the world and a biennial convention that offers nursing's best practices in clinical, scientific and leadership areas.
- Online continuing education offers peer-reviewed, interactive learning activities which are presented in a variety of learning formats including case studies, evidence-based articles and module courses. These activities are Web-linked to full-text articles and abstracts and are available for continuing education contact hours.
- CareerMap, the honor society's career development service, provides resources for every stage in the career process, from selection of nursing as a profession to active retirement.
- Leadership programs include mentoring programs and global health care think tanks.

The honor society produces a variety of publications that also support the learning and professional development of nurses:

- **Journal of Nursing Scholarship**, a leading, peer-reviewed scholarly journal with a global circulation of 120,000, is published quarterly and is available in both print and full-text, searchable online formats to members and subscribers.
- **Reflections on Nursing Leadership** is the honor society's award-winning, full-color quarterly newsmagazine that communicates nurses' contributions and relevance to the health of people worldwide.
- **Worldviews on Evidence-Based Nursing™**, a quarterly periodical available in print and full text, searchable online formats to members and subscribers, is a leading global source of the best research and evidence available with applications to nursing practice, administration, education and policy.
- **Excellence in Nursing Knowledge** is a monthly member newsletter that introduces readers to best practices and evidence-driven processes from multiple perspectives in different institutions. Each issue includes multi-faceted content of interest to nurses in clinical, administrative and educational settings.
- **Chapter Leader Emphasis** is a quarterly newsletter sent to more than 4,500 chapter leaders.
- **You Belong Here and Create the Future Through Renewal** are monthly electronic newsletters. You Belong Here targets new members, while Create the Future Through Renewal is sent to those who have been members for two or more years.
- **Scholarly books** on a wide range of topics in nursing and health care of interest to members and other nurses around the world.

In addition, the honor society houses the **Virginia Henderson International Nursing Library**, a premier, online library offering these services and resources:

- A collection of more than 17,000 nursing research studies, as well as researchers' demographic information and study abstracts. It also contains abstracts from major nursing research conferences, including research events sponsored by the society.
- A comprehensive search function to access library resources.

Summary of Benefits

Sigma Theta Tau International serves its members through:

- Access to nursing informational and scholarly work through the Virginia Henderson International Nursing Library
- Reflections, published quarterly, providing current nursing news as well as information on programs, opportunities, membership activities and achievements
- Journal of Nursing Scholarship, published quarterly, the highly-regarded and widely-read scholarly nursing research journal
- Announcements regarding chapter and international conferences, member involvement opportunities, chapter newsletters and other mailings
- Priority when applying for funding for approved Research Grants from Sigma Theta Tau International
- Participation in the organization's recognition programs
- Professional growth and leadership development through participation in programs on a local and international level
- Publications covering nursing, healthcare issues and guidelines for successful chapter management

National Student Nursing Association

The National Student Nursing Association was reactivated in Fall 2005 within the School of Nursing. All undergraduate students are encouraged to join this national organization to promote the individual student's professional goals within the profession of nursing through scholarship, leadership, education, and resource development.

University Student Government

School of Nursing Student Government

The Student Association of the School of Nursing was first formed in 1975, as the representative form of government of the undergraduates of the school.

The function of the Student Government is to close the gap between student needs and school policy and resources. It is the representative form of government for the student body. Students organize by class and program to plan school activities, fund raise and have representation to the Health Sciences Center Student Association and the Faculty Association of the School of Nursing.

Elections for new officers are held each year in September. The new list of officers must be filed annually with the Dean of Students Student Activities Center (SAC), in order to maintain registration as recognized student government groups. Groups include, but are not limited to:

- Junior Class
- Senior Class
- One-year Accelerated Class
- RN BP (inactive)
- Graduate Program (inactive)

By-Laws

School of Nursing Student Government

Philosophy:

To accept the premise that information is vital to education, to agree that the lack or corruption of information is in direct conflict with an education, and to believe that the information which you are capable of offering is important to others, is to realize that a strong association of students interested in the collection, correlation, and dissemination of information is vital to our nursing education. It is our hope that the Student Government of the School of Nursing will work toward the following ideals.

Purposes:

- To promote regular systematic communication between faculty and students, faculty and administration, administration and students.
- To have input and impact on faculty, and clinical evaluations, curriculum development, etc.
- To hear complaints, help students solve their problems and have a vehicle for positive change.
- To generate experiences that will enrich the education of nursing students.

Membership to the Government is limited to pre-nursing and nursing students. There are multiple student government associations within the School of Nursing. These are based on different academic programs within the school. Each is distinct within the school. Representatives from the Student Organizations may serve on the Health Science Center Student Association board.

ARTICLE I.

Executive Council School of Nursing Student Government

Section 1

The Executive Council shall be composed of the following:

- A. President
- B. Co-President
- C. Vice President
- D. Co Vice President
- E. Recording Secretary
- F. Treasurer
- G. HSC Student Association Representative

The function of the President is to collaborate and facilitate the strengthening of the council into a unified working group of people; to integrate the different functions, tasks, and responsibilities of the Council; to encourage and ensure maximal group participation within the Council and ensure council responsiveness to the needs of the Student Body. The President's shall supervise long term planning of the council and facilitate smooth functioning of the group as well as generating an agenda for each meeting. It is also their responsibility to re-convene the Council after each summer.

The Vice President shall be seen as key resource person with whom the President will share responsibility. In the event of a President's absenteeism, the Vice President's will assume the above described role of a President.

Section 2

The Secretary is responsible for taking, preparing, and posting the minutes of each meeting. The Secretary will assume responsibility of sending copies of the minutes to the Dean of the School of Nursing, the Director of Professional Resources Development and Assistant Dean of the Students. The Secretary and Government members are jointly responsible for generating an agenda for each meeting.

Section 3

The Treasurer is responsible for the financial and budgeting concerns of the council for overseeing the efficient procurement and dispensing of funds.

The School of Nursing Student Government's representatives to the Health Sciences Center Government will ensure constant, accurate communication between the two bodies. The representative will attend Health Sciences Center government meetings and be responsible for furnishing a proxy in the event they are unable to attend.

In conjunction with the HSC Representative, the Treasurer will be responsible for the total funds combined which are allocated from the HSC Student Association government and the School of Nursing.

Section 4

The Health Sciences Center Student Association (HSCSA) is recognized as the representative undergraduate student government of the Health Sciences Center.

The HSCSA is funded on a per capita basis by the activity fees collected from all undergraduates by the campus-wide student government, Polity. The HSCSA allocates funds also on a per capita basis to contribute to activities that are planned by the undergraduate class organizations in the Schools of Health Technology and Management, Nursing and Social Welfare.

All students enrolled in undergraduate programs in the Health Sciences Center are members of HSCSA. Students from the various programs in the HSC are elected by their class to be representatives. Each junior and senior class has representatives.

ARTICLE II.**Method of Election of the Executive Council****Section 1**

The Student Body is responsible for electing their Executive Council. During semester one, the Junior and Senior classes will hold a general election. After each class holds their nominations, the individual Student Bodies of each class will elect an Executive Council. This process will be repeated at the start of each academic year.

Section 2

It is the intention of the writers of these bylaws that a system devised by the Student Government for sharing responsibility. This is to encourage every, Council member to experience the responsibilities of each office. It is also the intention to discourage the all too familiar phenomenon of the responsibility for the organization becoming centralized in the Executive Council.

ARTICLE III.

Student Council

Section 1

The Student Council will be comprised of 14 elected representatives. There will be seven Seniors and seven Juniors.

Section 2

Council members must attend weekly meetings. If a council member is unable to attend a meeting, it is their responsibility to send a proxy. If a council member is absent from three consecutive meetings, the council is responsible for taking appropriate action. The weekly meetings of the Student Council representatives will be called the Council Meeting.

ARTICLE IV.

Organizational of Meeting and Comments

Section 1

General meeting will be held once a month. At the general meetings, the elected Presidents will chair the meeting. All members of the School of Nursing are encouraged to attend. The purpose of the general meeting is:

- To discuss grievances
- To gather a student body consensus
- To disseminate information
- To insure regular communication among members

Section 2

A minimum of eight (8) Council members are required to be present at the Council meeting for a quorum. Two thirds of the Council members voting on an issue must vote affirmative for a motion to be passed.

Section 3

The following standing Committees, unless states otherwise, will be formed during semester one:

1. **Grievance Committee:** The purpose being to supervise the organizational of a system to hear and react to student grievances, i.e., setting aside a specific time of the council meetings, if necessary, to hear student grievances, and channel them to appropriate persons.
2. **Orientation Committee:** This Committee should be arranged no later than semester one in order to provide student input into the faculty's planned orientation and/or to arrange a supplementary student orientation specifically focusing on the needs of the incoming students.
3. **Publicity Committee:** The purpose being to disseminate information concerning student sponsored events as well as keeping the student body posted regarding the proceedings and times of meetings of the Student Council.
4. **Events Committee:** The purpose being to plan speakers, seminars, films or other media events of special interests to nursing students in the interests of exposing them to the

ideas or concepts that the classroom experience does not adequately focus on the planning for social gathering is also a function.

5. Graduation Committee: To be arranged no later than the end of semester one, the purpose being to work with Student Services Committee on the planning for the Pinning Ceremony, Graduation and commencement proceedings.
6. Summer Committee: To be arranged no later than semester one of the Senior year to ensure the outgoing Junior class adequate input into important faculty decisions which are made during summer planning sessions.

Section 4

At least one council member must be present on each standing Committee with the exception of Personnel Policies Committee (PPC). Membership can be drawn from the council and the larger student body. The proceedings from each meeting must be furnished to the student council.

Section 5

Ad Hoc Committees are to be arranged as needed. One council member must be present and/or a member of each ad hoc Committee.

Health Science Center Student Association

The Health Sciences Center Students' Association (HSCSA) was formed in 1975 in order to fulfill the needs unique to the students of the Health Sciences Center. Its goals are:

- To foster inter-professional understanding and cooperation among the student of the various disciplines in the Health Sciences Center.
- To facilitate problem solving between the Health Sciences Center administration, faculty and students, and other SUNY at Stony Brook students.
- To promote the goals of the Health Sciences Center in promoting a better health care delivery system.

HSCSA is the recognized representative form of government for the students of the Health Sciences Center.

The HSCSA General Council consists of both junior and senior representatives from each of the undergraduate schools of the Health Sciences Center- Nursing, Health Technology and Management and Social Welfare. The representatives are elected through each school's own government or form of representation.

The HSCSA acts as liaison between the students of each school and the Student Polity Association, the student government of SUNY at Stony Brook. Polity grants the HSCSA a budget each year and in turn the HSCSA allocates funds to each school to be spent in a manner that is compatible with the ideals of the HSCSA. These funds are provided through the undergraduate student activity fee that each undergraduate student pays.

The HSCSA wishes to foster maximum involvement from all of the students it represents and welcomes participation, comments and suggestions from all students. The meetings, held on Mondays at 5:00 p.m., are open to everyone. Due to the sponsorship of various activities, scholarship night, speakers night, social activities, professional activities and a health fair, many people are needed and welcome to help in the planning and instituting of the programs.

Elections for new officers are held in September. All students are urged to participate.

Student Polity Association

Student Polity Association (SPA), the recognized elected undergraduate student government, is funded by a mandatory student activity fee and serves the major political and programming aims of the Stony Brook undergraduate student body.

The governing body of Polity is composed of the executive council (president, vice president, treasurer, secretary, and four class representatives), the senate (one representative from each residence hall and a proportionate number of commuter student association senators), and a judicial board. The executive council and judicial board are elected in the spring, while the senate is elected during the fall semester.

The students in Polity serve on the Student's Activities Board as programmers for concerts, activities, and minority programming. The Program and Services Council (which funds numerous clubs and organizations), movie presenters (COCA), political and environmental activists (SASU, NYPIRG), student advocates (Student Council and Senate), media programmers (WUSB-FM, student newspapers), and cultural, special interest, and athletic programmers. Elected student representatives serve as budget makers and legal arbiters, providing a link between their constituents and other parts of the campus community).

Polity also maintains several services including its own print shop, box office, and free legal service. In order to maintain these operations, Polity employs several full-time staff members; an executive director, bookkeepers, secretary, box office manager, lawyer, student receptionists and work-study students.

For additional information call 632-6460.

Graduate Student Organization

The Graduate Student Organization (GSO) represents the views, expresses the concern, and works to fulfill the needs of graduate students at Stony Brook. All full and part-time activity-fee-paying nonprofessional graduate students are members of the GSO. Each graduate academic department student body elects one senator for every 50 full-time graduate students in the department. Four officers (president, vice-president, secretary and treasurer) are elected by the graduate student body each spring. The executive officers and senators constitute the GSO Senate, which meets monthly.

The GSO plans and carries out projects designed to improve the living and working conditions of graduate students. Such ongoing projects include a graduate student employees union, the improvement of on-campus housing, child-care, health care, campus safety, increased access to academic resources, and improved communications.

Students are appointed to various administrative and faculty Committees, including the University Senate, Senate Executive Committee, and the Graduate Council. The GSO Senate controls and disburses all graduate student activity fees for on-campus activities and services such as WUSB, child care centers, the Ambulance Corps, GSO research projects, the HSC Women's Center, and various cultural clubs.

XV Graduation Clearance Process

All graduating students must complete the application for graduation on-line (See SOLAR System). The file for each candidate is reviewed by the Office of Student Affairs to verify the following:

- Preliminary Clearance can be accessed via the SOLAR system. Specific deficiencies (where applicable) will be identified, and the student should communicate with the Office of Student Affairs. Preliminary Clearance forms for Basic Baccalaureate students are only filled out for students with deficiencies. (Basic Baccalaureate students register for prescribed classes as a group each semester and are monitored periodically).
- Students are officially cleared for graduation at the end of the academic period by the Assistant Dean for Students through the use of the People Soft/SOLAR system. A diploma is issued by the Registrar upon official clearance by the Assistant Dean for Students of School of Nursing and the Health Science Center Office of Student Services.

Basic Baccalaureate Program

- Verify completion of admission requirements on-line
- Verify academic record for successful completion of all required courses in the program.
- Verify waivers (where applicable)
- Verify transfer credit (where applicable)
- Verify challenge exams (where applicable)
- Verify overall GPA and Academic Standing

Registered Nurse Baccalaureate Program

- Satisfactory completion of prerequisites with a minimum grade of C, minimum Cumulative G.P.A. of 2.5, and credit evaluation and transfer
- Academic record for completion of all required courses in the program
- Waivers (where applicable)
- R.N. License (within six months of admission)
- Health Forms
- Malpractice Insurance
- Certification in Basic Life Support For Health Care Providers (HC-BLS)
- Posting of 28 advanced credits by clinical portfolio assessment (see below) or by exam

Master of Science Program

- Satisfactory completion of prerequisites with a minimum grade of C and minimum Cumulative G.P.A. of 3.0
- Review of academic record for completion of all required courses in the program
- Waivers and Challenges (where applicable)
- R.N. License
- Health Forms
- Malpractice Insurance
- Certification in Basic Life Support For Health Care Providers (HC-BLS)
- Clinical portfolio (if applicable)

Post Master's Certificate Program

- Review of academic record for completion of all required courses in the program with a minimum grade of C and minimum G.P.A. of 3.0
- Waivers and Challenges, where appropriate
- R.N. License

- Health Forms
- Malpractice Insurance
- Certification in Basic Life Support For Health Care Providers (HC-BLS)

Master's Completion

- Baccalaureate degree (see portfolio option for non-nursing baccalaureate degree below)
- National Certification (e.g. ACNM, NP) as applicable
- Official Transcripts
- R.N. License
- Health Forms
- Certification in Basic Life Support For Health Care Providers (HC-BLS)
- Review of academic record for completion of all required courses in program with a minimum grade of C and minimum G.P.A. of 3.0.

Clinical Practice Portfolio Option

- RN Baccalaureate students are eligible to submit a clinical practice portfolio to be evaluated for advanced placement credit.
- Applicants to a master's program with a non-nursing bachelor's degree are admitted provisionally and are eligible to submit a clinical practice portfolio to be evaluated for baccalaureate-level nursing competencies. If the portfolio does not meet baccalaureate-level nursing competencies, the student will not be permitted to matriculate in a program.

Graduation Requirements

- Candidates for the Baccalaureate degree must complete the general university requirements School of Nursing course requirements with a minimum grade of C and a cumulative grade point average of 2.0 or higher.
- Candidates for the Master's degree must complete the general university requirements and all school course requirements with a cumulative grade point average of 3.0 or higher.
- Graduates of the Master of Science Program will be eligible to apply for New York State Nurse Practitioner Certification, as well as apply for national certification in their respective specialties.
- Refer to the "Degree Requirements" section in the beginning of the Health Sciences Center Bulletin for a complete description of graduation requirements.

XVI Instructions for Advanced Practice Certification

Instructions for Nurse Practitioner Certification New York State Certification

- Students seeking certification should obtain the certification application forms from the New York State Department of Education, Office of the Professions. The application can be obtained on-line at: <http://www.op.nysed.gov/nurseformsnp.htm>.
- The School of Nursing completes form(s) as appropriate, and places copies in the student's files and sends completed form(s) to the New York State Department of Education, Office of the Professions.
- Pharmacology courses completed after 1989 will require verification of the prescription writing component of the course.
- The applicant may acquire a copy of the student transcript on-line from Registrar of Stony Brook University, with a request for an official transcript to be sent (after the final

grade and degree/certificate have been posted) to the New York State Department of Education, Office of the Professions.

Non-New York State Residents and International Students

- Students seeking certification should obtain certification and/or licensing information from the regulatory body of their state or country of residence.
- Requirements may vary by state or principality.

Instructions for Nurse Midwifery Certification and Licensure

Prior to licensure in New York State, alumni must become certified by the American College of Nurse Midwives (ACNM). This is accomplished by successfully passing the national certification examination administered by the American Certification Midwifery Board (AMCB) [formerly the ACNM Certification Council (ACC)]. Application for examination requires verification from the Midwifery Program Director that the alumnus has completed the requirements of the Midwifery Program. The examination score is required for an application to licensure in New York State. An alumnus, however, may obtain a limited permit prior to passing the certifying exam.

Application for licensure requires certification of education:

- Students seeking certification should obtain certification forms/documents from the NYS Department of Education, Office of the Professions.
- Alumni submit the completed form to the Midwifery Program Director.
- The application is reviewed by the Program Director, sent to the Office of Student Affairs, who complete and forward to the NYS Department of Education, Office of the Professions.