Student Handbook

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

Rev. 6-2019

TABLE OF CONTENTS

SECTION

S6.   **Academic Integrity, Academic Honesty/Dishonesty**

6.6.2   The ANA Code of Ethic

S6.7 Determination of Sanctions: Multiple or Repeated Violations ;Sanctions Pertaining to all Students, Verbal warning, Written warning, Restitution, Special Restrictions or Loss of Privileges, Disciplinary Probation, Suspension from the University, Expulsion from the University, University or Residential Service & Educational Projects and Programs

STONY BROOK UNIVERSITY
HEALTH SCIENCES CENTER

S1.   Recruitment

General recruitment of students to the University is the responsibility of the Undergraduate Admissions Office. The recruitment of both freshman and transfer students from other colleges, particularly the community colleges, with special emphasis on the three local community colleges, Suffolk Community College, Nassau Community College, and Farmingdale State College, is undertaken by the Admissions office.

Recruitment specifically to the School of Nursing is the responsibility of the School and is assigned to the Assistant Dean for Academic Services. Recruitment plans and activities are directed toward achieving the following goal: Recruitment of sufficient numbers of highly qualified applicants from diverse backgrounds and groups.

Recruitment activities, sponsored by the University include a variety of programs offered both on-site and at various venues. The School of Nursing is invited to have a representative at these events. Participation involves providing School of Nursing literature and on-site representation for groups of applicants at scheduled information sessions.

The School also provides pre-Admission advisors who travel away from campus on recruitment visits, with brochures and literature specific to the Nursing programs. The School of Nursing maintains effective communication channels with personnel in the Undergraduate Admissions Office. Meetings are scheduled to communicate changes in admissions policies and procedures by the School and to review standing requirements. Recruitment activities sponsored by the school involve the recruitment of applicants to the Basic and Registered Nurse Baccalaureate Program, the Master of Science Program. Strategies employed involve all of the following:

- Attendance at high school career days with particular attention to schools in areas with high minority enrollments.
- Attendance at Community College Transfer and Career Days.
- Preparation of brochures, bulletins and other recruitment materials specific to the School of Nursing.
- Establishment of monthly information sessions for those students interested in a career in professional nursing.
- Attendance at "Transfer Days" at Associate degree programs.
- Individual appointments are scheduled as requested.
- Attendance at national and international nursing organizations, conferences, seminars and job fairs.
- Maintain current website links between strategic nursing organizations and the SUNY School of Nursing website. https://nursing.stonybrookmedicine.edu
- Print advertising in select nursing journals.
- Academic partnerships with other institutions of higher education and health care organizations.

Published documents contain statements indicating non-discrimination with respect to age, ethnic origin, race and gender. All published documents have and will continue to contain statements indicating non-discrimination. In addition, an effort is made to show pictorially in published documents a diverse student population.

S1.1 Program Codes
Students apply for admission into either an undergraduate, graduate, post-graduate certificate or doctoral program offered by the school.   Their academic record reflects the appropriate program code utilized by the Office of Student Services.

SCHOOL OF NURSING

PROGRAM CODE	ACADEMIC PROGRAM DESCRIPTION	ACADEMIC PLAN DESCRIPTION
HNADN	DOCTOR OF NURSING PRACTICE	ADULT GERONTOLOGY NURSE PRACTITIONER
HNEDN	DOCTOR OF NURSING PRACTICE	NURSING/NURSE MIDWIFERY
HNKDN	DOCTOR OF NURSING PRACTICE	PEDIATRIC PRIMARY CARE NURSE PRACTITIONER
HNLDN	DOCTOR OF NURSING PRACTICE	FAMILY NURSE PRACTITIONER
HNMDN	DOCTOR OF NURSING PRACTICE	PSYCHIATRIC / MENTAL HEALTH NURSE PRACTITIONER
HNNDN	DOCTOR OF NURSING PRACTICE	NEONATAL NURSE PRACTITIONER
HNWDN	DOCTOR OF NURSING PRACTICE	WOMEN'S HEALTH NURSE PRACTITIONER
HNABD	POST BACCALAUREATE TO DOCTOR OF NURSING PRACTICE	NURSING/ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER
HNEBD	POST BACCALAUREATE TO DOCTOR OF NURSING PRACTICE	NURSING/NURSE MIDWIFERY
HNKBD	POST BACCALAUREATE TO DOCTOR OF NURSING PRACTICE	PEDIATRIC NURSE PRACTITIONER
HNLBD	POST BACCALAUREATE TO DOCTOR OF NURSING PRACTICE	FAMILY NURSE PRACTITIONER
HNMBD	POST BACCALAUREATE TO DOCTOR OF NURSING PRACTICE	PSYCHIATRIC / MENTAL HEALTH NURSE PRACTITIONER
HNNBD	POST BACCALAUREATE TO DOCTOR OF NURSING PRACTICE	NEONATAL NURSE PRACTITIONER
HNWBD	POST BACCALAUREATE TO DOCTOR OF NURSING PRACTICE	WOMEN'S HEALTH NURSE PRACTITIONER
HNACT	POST GRADUATE CERTIFICATE	ADULT GERONTOLOGY NURSE PRACTITIONER
HNKZC	POST GRADUATE CERTIFICATE	PEDIATRIC PRIMARY CARE NURSE PRACTITIONER
HNLZC	POST GRADUATE CERTIFICATE	FAMILY NURSE PRACTITIONER
HNHZC	POST GRADUATE CERTIFICATE	NURSING LEADERSHIP PROGRAM
HNUZC	POST GRADUATE CERTIFICATE	NURSING EDUCATION PROGRAM
HNMZC	POST GRADUATE CERTIFICATE	PSYCHIATRIC / MENTAL HEALTH NURSE PRACTITIONER
HNAMS	MASTER OF SCIENCE	ADULT GERONTOLOGY NURSE PRACTITONER
HNAZ2	MASTER OF SCIENCE	ADULT GERONTOLOGY NURSE PRACTITIONER BS/MS (DL)
HNEPZ	MASTER OF SCIENCE	NURSE MIDWIFERY COMPLETION (DL)
HNCBS	BACHELOR OF SCIENCE	REGISTERED NURSE TO BACCALAUREATE P/T
HNCZB	BACHELOR OF SCIENCE	REGISTERED NURSE TO BACCALAUREATE P/T (DL)
HNAZB	BACHELOR OF SCIENCE	BS/MS ADULT GERONTOLOGY NURSE PRACTITIONER (DL)
HNKZB	BACHELOR OF SCIENCE	BS/MS PEDIATRIC NURSE PRACTITIONER (DL)
HNEZB	BACHELOR OF SCIENCE	BS/MS NURSE MIDWIFERY (DL)
HNLZB	BACHELOR OF SCIENCE	BS/MS FAMILY NURSE PRACTITIONER (DL)
HNNZB	BACHELOR OF SCIENCE	BS/MS NEONATAL (DL)
HNMZB	BACHELOR OF SCIENCE	BS/MS PSYCHIATRIC / MENTAL HEALTH NURSE PRACTITIONER
HNEZ2	MASTER OF SCIENCE	NURSE MIDWIFERY BS/MS (DL)
HNEZM	MASTER OF SCIENCE	NURSE MIDWIFERY (DL)
HNIB2	BACHELOR OF SCIENCE	NURSING BASIC TWO YEAR
HNIB1	BACHELOR OF SCIENCE	NURSING ACCELERATED ONE YEAR
HNHZM	MASTER OF SCIENCE	NURSING LEADERSHIP PROGRAM
HNUZM	MASTER OF SCIENCE	NURSING EDUCATION PROGRAM
HNLPZ	MASTER OF SCIENCE	FAMILY NURSE PRACTITIONER COMPLETION (DL)
HNKZ2	MASTER OF SCIENCE	PEDIATRIC NURSE PRACTITIONER BS/MS (DL)
HNKZM	MASTER OF SCIENCE	PEDIATRIC NURSE PRACTITIONER (DL)
HNLZ2	MASTER OF SCIENCE	FAMILY NURSE PRACTITIONER BS/MS (DL)
HNLZM	MASTER OF SCIENCE	FAMILY NURSE PRACTITIONER (DL)
HNMZM	MASTER OF SCIENCE	PSYCHIATRIC / MENTAL HEALTH NURSE PRACTITIONER (DL)
HNMZ2	MASTER OF SCIENCE	PSYCHIATRIC / MENTAL HEALTH NURSE PRACTITIONER BS/MS (DL)
HNNPZ	MASTER OF SCIENCE	NEONATAL NURSE PRACTITIONER C0MPLETION (DL)
HNKPZ	MASTER OF SCIENCE	PEDIATRIC NURSE PRACTITIONER COMPLETION (DL)

HNAPZ	MASTER OF SCIENCE	ADULT GERONTOLOGY NURSE PRACTITIONER COMPLETION (DL)
HSNGN		NON-MATRIC NURSING GRADUATE ON-SITE
HSNDN		NON-MATRIC NURSING (PROVISIONAL)
HSNIN		NON-MATRIC NURSING (CONDITIONAL)
HSNUN		NON-MATRIC UNDERGRADUATE ON-SITE
HSNZG		NON-MATRIC GRADUATE DISTANCE LEARNING
HSNZU		NON-MATRIC UNDERGRADUATE DISTANCE LEARNING

S2.   Admissions

The School of Nursing, like other Health Sciences schools sets the standards for admissions. Within the School, the Committee on Admissions and Academic Standards (AAS) recommends all policies regarding admission and academic standards to the Dean. A School of Nursing application is provided to applicants on the School of Nursing website, www.nursing.stonybrookmedicine.edu. Completed applications, with three letters of recommendation and all other supporting materials, are reviewed by members of the AAS Committee and recommendations are made to the Dean for admission to the School. A personal interview may be required for qualified applicants for selected programs. Applications received after deadline dates and incomplete applications may be excluded from consideration.

In select situations, students may begin studies as non-matriculated students only by permission. A maximum of six (6) non-clinical credits may earned prior to matriculation. The student must file an application for admission to matriculated status. Non-matriculated study *does not* guarantee admission to the School. Pre-requisite coursework must adhere to University policy.

S2.1   Admission Requirements

Courses required for admission to a graduate program may not be more than five (5) years, unless included in a completed earned degree. Furthermore, all students must complete all program requirements in the School of Nursing within five (5) years, inclusive of leaves of absence.

Two-Year Basic Baccalaureate Nursing Program

Applicants to the Two-Year Basic Baccalaureate Program are required to meet the following admission criteria: 57 college credits (see the required courses listed below), with a minimum grade of C or better. A minimum cumulative GPA of 2.8 is required.

Admission Requirements for Applicants WITHOUT a Baccalaureate Degree on Admission

- Minimum cumulative GPA of 2.8 is required
- 57 college credits with a grade C or better
  in the following courses

Required Courses	Credits
English Composition	3
Sociology	3
Psychology	3
Lifespan/Developmental Psychology	3

Rev. 6-2019

Microbiology/Lab	4
Anatomy and Physiology I/Lab	4
Anatomy and Physiology II/Lab	4
Chemistry	3
Statistics	3
Humanities	6
Fine Arts	3
US History	3
Global Issues	3
Second Semester of Elementary Foreign Language*	3
Electives	9

Total Credits   **57 minimum**

Select courses required for admission and from the School of Nursing curriculum together meet the requirements of the Stony Brook Curriculum (SBC). The SBC provides our students with a diverse educational foundation that will facilitate lifelong active and adaptive learning and inspire engaged global citizenship.

*Stony Brook University students who satisfy the skill level 3 requirement for foreign language will fulfill the foreign language admission requirement for the School of Nursing. However, the number of required elective credits must increase from 9 to 12 in order to meet the minimum requirement of 57 credits.

Additional Application Requirements

- Application and written statement
- Paid application fee or approved waiver
- Unofficial transcripts from all colleges/universities attended
- Three letters of recommendation
- Completion of three prerequisite sciences by the application deadline
- Meet the Professional Standards For Admission and Retention (see below)

Additional Requirements upon Admission

- Official transcripts from all colleges/universities attended
- Certification in Basic Life Support for Health Care Providers (BLS) w/ AED
- Evidence of meeting University health requirements
- Evidence of health insurance
- Evidence of student malpractice insurance
- All prerequisite classes must be completed prior to the start of the program
- Technical Requirements

Admission Requirements for Applicants WITH a Baccalaureate Degree on Admission

- Minimum cumulative GPA of 2.8 is required
- Grade of C or better
  in the following courses

Required Courses	Credits
English Composition	3
Lifespan Development	3
Microbiology – Lab Required	4
Anatomy (Anatomy and Physiology I) (Lab Required)	4
Physiology (Anatomy and Physiology II (Lab Required)	4
Chemistry	3
Statistics	3
Total Pre-Admission Credits	**24**

Select courses required for admission and from the School of Nursing curriculum together meet the requirements of the Stony Brook Curriculum (SBC). The SBC provides our students with a diverse educational foundation that will facilitate lifelong active and adaptive learning and inspire engaged global citizenship.

Additional Application Requirements

- Application and written statement
- Paid application fee or approved waiver
- Unofficial transcripts from all colleges/universities attended
- Three letters of recommendation
- Completion of three prerequisite sciences by the application deadline
- Meet the Professional Standards For Admission and Retention (see below)

Additional Requirements upon Admission

- Official transcripts from all colleges/universities attended
- Certification in Basic Life Support for Health Care Providers (BLS) w/ AED
- Evidence of meeting University health requirements
- Evidence of health insurance
- Evidence of student malpractice insurance
- All prerequisite classes must be completed prior to the start of the program
- Technical Requirements

Accelerated Baccalaureate Program

Applicants to the Accelerated Bachelor of Science Program are required to meet the following admission criteria: Completed Bachelor's degree, minimum cumulative GPA of 2.8 and the following prerequisite courses listed below with a minimum grade of C or better.

Admission Requirements

- B.A. or B.S. Degree
- Minimum cumulative GPA 2.8 and grades of C or higher in the following courses:
-

Required Courses	Credits
Microbiology/Lab	4
Anatomy and Physiology I/Lab	4
Anatomy and Physiology II/Lab	4
Chemistry	3
Statistics	3
Lifespan/Developmental Psychology	3
English Composition	3

Additional Application Requirements

- Application and written statement
- Paid application fee or approved waiver
- Unofficial transcripts from all colleges/universities attended
- Three letters of recommendation
- Completion of three prerequisite sciences by the application deadline
- Meet the Professional Standards For Admission and Retention (see below)

Additional Requirements upon Admission

- Official transcripts from all colleges/universities attended
- Certification in Basic Life Support for Health Care Providers (BLS) w/ AED
- Evidence of meeting University health requirements
- Evidence of health insurance
- Evidence of student malpractice insurance
- All prerequisite classes must be completed prior to the start of the program
- Technical Requirements

Registered Nurse Baccalaureate Program

Applicants to the Registered Nurse Baccalaureate Program are required to meet the following admission criteria: 57 college credits (see the required courses listed below), with a minimum grade of C or better. A minimum cumulative GPA of 2.5 is required.

Admission Requirements

- Minimum cumulative GPA of 2.5 is required
- 57 college credits with a grade C or better
  in the following courses

Required Courses	Credits
English Composition	3
Sociology	3
Psychology	3
Lifespan/Developmental Psychology	3
Microbiology/Lab	4
Anatomy and Physiology I/Lab	4

Anatomy and Physiology II/Lab	4
Chemistry	3
Statistics	3
Humanities	6
Fine Arts	3
US History	3
Global Issues	3
Second Semester of Elementary Foreign Language*	3
Electives	9

Total Credits	**57 minimum**

Select courses required for admission and from the School of Nursing curriculum together meet the requirements of the Stony Brook Curriculum (SBC). The SBC provides our students with a diverse educational foundation that will facilitate lifelong active and adaptive learning and inspire engaged global citizenship.

*Stony Brook University students who satisfy the skill level 3 requirement for foreign language will fulfill the foreign language admission requirement for the School of Nursing. However, the number of required elective credits must increase from 9 to 12 in order to meet the minimum requirement of 57 credits.

*The SUNY Transfer Path for Nursing may affect admission requirements for SUNY graduates with an Associate of Science degree in Nursing. Applicants are urged to attend Information Sessions for further advisement regarding admission requirements.

Additional Application Requirements

- Application and written statement
- Paid application fee or approved waiver
- Unofficial transcripts from all colleges/universities attended
- Three letters of recommendation
- Completion of three prerequisite sciences by the application deadline
- Meet the Professional Standards For Admission and Retention (see below)

Additional Requirements upon Admission

- Official transcripts from all colleges/universities attended
- Certification in Basic Life Support for Health Care Providers (BLS) w/ AED
- Evidence of meeting University health requirements
- Evidence of health insurance
- Evidence of student malpractice insurance
- All prerequisite classes must be completed prior to the start of the program
- Technical Requirements

Registered Nurse Baccalaureate to Master's Program

Applicants to the Registered Nurse Baccalaureate to Master's Program are required to meet the following admission criteria: 57 college credits (see the required courses listed below), with a minimum grade of C or better. A minimum cumulative GPA of 3.0 and one to two years of relevant clinical experience (depending on specialty) are also required. Proof of RN license is required to apply for this program.

Admission Requirements

- Minimum cumulative GPA of 3.0 is required
- Minimum 1 year clinical experience as an RN in clinical area of interest
- 57 college credits with a grade C or better in the following courses

Required Courses	Credits
English Composition	3
Sociology	3
Psychology	3
Lifespan/Developmental Psychology	3
Microbiology/Lab	4
Anatomy and Physiology I/Lab	4
Anatomy and Physiology II/Lab	4
Chemistry	3
Statistics	3
Humanities	6
Fine Arts	3
US History	3
Global Issues	3
Second Semester of Elementary Foreign Language*	3
Electives	9

Total Credits	**57 minimum**

*Stony Brook University students who satisfy the skill level 3 requirement for foreign language will fulfill the foreign language admission requirement for the School of Nursing. However, the number of required elective credits must increase from 9 to 12 in order to meet the minimum requirement of 57 credits.

*The SUNY Transfer Path for Nursing may affect admission requirements for SUNY graduates with an Associate of Science degree in Nursing. Applicants are urged to attend Information Sessions for further advisement regarding admission requirements.

Additional Application Requirements

- Application and personal statement
- Paid application fee or approved waiver
- Unofficial transcripts from all colleges/universities attended

Rev. 6-2019

- Three letters of recommendation
- Completion of three prerequisite sciences by the application deadline
- Proof of one to two years clinical experience as a registered nurse in clinical area of interest
- Meet the Professional Standards For Admission and Retention (see below)

Additional Requirements upon Admission

- Official transcripts from all colleges/universities attended
- Certification in Basic Life Support for Health Care Providers (BLS) w/ AED
- Evidence of meeting University health requirements
- Evidence of health insurance
- Evidence of student malpractice insurance
- Evidence of RN license (required for clinical experience in the U.S.)
- All prerequisite classes must be completed prior to the start of the program
- Technical Requirements

Master of Science Degree
- Completed application
- Baccalaureate degree with an upper division nursing major
- Applicants with non-nursing bachelor's degrees are required to submit a Clinical Practice Portfolio (Contact the Office of Student Affairs for guidelines.)
- Minimum cumulative GPA of 3.0.
- Official college transcript from each school attended
- Minimum of one-year recent relevant experience (preferred)
- Certification in Basic Life Support For Health Care Providers (BLS/AED)
- Certification in Neonatal Resuscitation Program (NRP) (Neonatal and Midwifery students only)
- Three letters of recommendation
- Written statement
- Evidence of meeting all University health requirements
- Evidence of health insurance
- Current professional Registered Nurse license for state or country of clinical practice, if applicable.
- Evidence of RN/student nurse practitioner/midwifery malpractice insurance
- Current curriculum vitae/resume
- Meet Professional Standards for Admission and Retention (See table, S2.1 Admission Requirements)

Post-Graduate Certificate Program
- Completed application
- Current professional Registered Nurse license for state or country of clinical practice
- Master's degree from an accredited nursing program
- Official college transcripts from each school attended
- Minimum of one-year recent relevant nursing experience preferred
- Three letters of recommendation
- Written statement
- Evidence of meeting all University health requirements
- Current curriculum vitae/resume

- Evidence of health insurance
- Nurse practitioner/RN/student nurse practitioner/midwifery malpractice insurance
- Certification in Basic Life Support For Health Care Providers (BLS/AED)
- Meet Professional Standards for Admission and Retention (See table, S2.1 Admission Requirements)

Doctor of Nursing Practice Program (Post-Baccalaureate Entry)
- Completed application
- Official college transcript from each school attended
- Registered professional nurse licensure*
- Baccalaureate degree with a major in Nursing from an accredited program with a minimum GPA of 3.0 on a 4-point scale
- Written statement
- Three letters of recommendation
- Curriculum Vitae and supporting documents
- Certification in Basic Life Support for Health Care Providers (BLS) w/ AED, malpractice insurance, current University and School of Nursing health requirements

*Registered professional nurse licensure is required prior to the start of the Fall semester.

Doctor of Nursing Practice Program (Post-Masters Entry)
- Completed application
- Official college transcript from each school attended
- Master's degree in Nursing from an accredited program with a minimum GPA of a 3.0 on a 4-point scale
- Written statement
- Three letters of recommendation
- Curriculum Vitae and supporting documents
- Certification in Basic Life Support for Health Care Providers (BLS) w/ AED, malpractice insurance, current University and School of Nursing health requirements

S2.1.1   PROFESSIONAL STANDARDS FOR ADMISSION AND RETENTION

Review of professional standards is essential for all applicants and continuing students in the Stony Brook University, School of Nursing. Students are encouraged to ask questions about or clarify the professional standards for admission and retention and make a determination as to whether you can meet the requirements with or without reasonable accommodation. Any information and inquiries about disabilities are handled in a confidential manner, to the extent possible within the accommodation process, and should be directed to Student Accessibility Support Services. sasc@stonybrook.edu

1.	**Observation** The applicant/nursing student must be able to participate actively in all classroom, clinical and laboratory exercises. The applicant/nursing student must be able to assess and comprehend the condition of all patients assigned to her or him. Such observation and information acquisition usually requires the functional use of visual, auditory, olfactory and somatic senses.

2.	**Communication** The applicant/nursing student must be able to understand verbal communications, communicate effectively and sensitively with patients in order to elicit information, describe changes in mood, activity and posture, assess non-verbal communications, and be able to effectively and efficiently transmit information to patients, families, fellow students, faculty, staff and all members of the health care team. Skills include verbal, written, and nonverbal abilities consistent with effective communication.
3.	**Sensory/Motor** The applicant/nursing student must be competent in the ability to effectively and efficiently use the senses of sight, hearing, touch, and smell to make correct judgments, assessments and to engage in the practice of safe patient care and the practice of nursing. The applicant/nursing student must have sufficient motor function to elicit information from patient and be able to execute motor movements reasonably required to provide safe patient care and emergency treatment to all patients at all acuities and settings.
4.	**Intellectual-Conceptual, Integrative and Quantitative Abilities** The applicant/nursing student must be able to measure, calculate, analyze, synthesize, and evaluate to competently and efficiently engage in safe patient care and the practice of nursing.
5.	**Behavioral and Social Attributes** The applicant/nursing student must have the mental and emotional health to fully use her or his intellectual ability, exercise good judgment, and complete all responsibilities necessary to competently and efficiently engage in safe patient care and the practice of nursing. Applicants/nursing students must be able to develop mature, sensitive, and effective relationships with individuals, patients, families, community members and colleagues. To provide safe patient care applicants/nursing students must possess characteristics of adaptability, flexibility, and be able to function in the face of uncertainty and complex disorienting situations. The health care environment requires applicants/nursing students to be able tolerate physical and emotional stress and continue to function effectively and efficiently. She/he must have a high level of compassion for others, motivation to serve, integrity, consciousness of social values and at all times uphold the standards, ethics and values of professional nursing. Candidates and students must possess sufficient interpersonal skills to interact positively with individuals, families and communities from all strata of society, ethnic backgrounds and belief systems.

S2.2   Registration

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 assists with academic progression.
2. Students are required to follow their specific program pathways.
3. Students must adhere to prerequisites and co-requisites.
4. All admissions and curriculum requirements must be satisfied prior to registration.

S2.2.1 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.

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.

S2.2.2 Add/Drop/SWAP Process

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.

S2.2.3 Withdrawal

If a student wishes to drop a course after the Add/Drop period and before the ninth week of the semester (refer to HSC calendar) a written notification must be made to the faculty of record and the Office of Student Affairs (OSA) at son_office_of_student_affairs@stonybrook.edu. The student must meet with their Program Director/Faculty Advisor for review of program pathway. A withdrawal (W) is recorded on the student's transcript. Students who withdrew from a course are liable for payment of tuition and fees in accordance with the University's schedule of tuition liability.

After the ninth week of the semester (refer to HSC calendar) students requesting a withdrawal from a course must submit a petition to their Program Director who will review the petition in consultation with the Program Chair and the Associate Dean for Academic Affairs and Strategic Partnerships. If approved, the petition will be filed with the Office of Student Affairs and a

Withdrawal (W) is recorded on the student's transcript. Non-attendance in a course, difficulty of course material, volume of work, or academic performance in the course as factors by themselves are not considered sufficient reasons to request a withdrawal. The factors, individually and/or collectively, must be linked to specific situation(s) beyond the control of the student. Students who withdraw from a course are liable for payment of tuition and fees fees in accordance with the University's schedule of tuition liability.

S2.3   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 who may waive up to four (4) credits due to University residency requirements.

Courses to be waived must meet the following requirements:
- Must have a grade of B or better.
- Undergraduate courses must be 300 or 400 level.
- Graduate courses must be 500 or 600 level.
- 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).

S2.3.1 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.

S2.4   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 failed 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.

S2.4.1 Procedure to Apply for the Challenge Evaluation

- 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.
- 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.

S2.5 Transfer Credit

Students may petition the School of Nursing to accept credits from another institution toward degree requirements. Credits for courses taken at an institution accredited by an agency recognized by the U.S Secretary of Education and recorded on official transcripts will be evaluated and may be accepted for applicability to specific Stony Brook University School of Nursing degree requirements. The School of Nursing has the responsibility of deciding on the applicability of credits to the specific program. Transfer credit is entered on the official University transcript. Grades received for transferred courses are not shown nor are they included in the calculation of the student's cumulative grade point average at Stony Brook University.

Transfer credits must meet the following requirements:

- A maximum of 4 undergraduate credits (RNBP and RN-BS/MS programs only) and 12 graduate credits may be transferred to a degree program with proper approval.
- Courses must have been passed with a letter grade of B or higher and recorded on the student's official transcript.
- Credits must not have been used to fulfill the requirements for another degree or certificate at Stony Brook University or at another institution.

- Credits must not be more than 5 years old at the time of admission to the respective program at Stony Brook University School of Nursing.
- Courses listed as both *'undergraduate and/or graduate'* are not acceptable for transfer.
- Undergraduate courses must be 300 level or higher.
- Graduate courses must be 500 level or higher.

S2.5.1 Student Guidelines for Requesting Transfer Credit

Transfer courses are reviewed individually for their applicability toward fulfillment of degree requirements by the Program Director for the student's academic program and approved by the Department Chair. The following guidelines must be followed to evaluate course credits for transfer:

- A *Transfer Credit Request Form* is obtained from the Office of Student Affairs.
- An original copy of the student's transcript and course syllabus must be attached to the transfer request.
- Students must submit the above documents to their Program Director for consideration, approval and final approval by the Department Chair.
- Following approval, students must submit all of the above to the Office of Student Affairs.
- If approved, transfer credits will be posted to the student's academic transcript.

S3.1   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. Students in the DNP Program must maintain current registration each semester as prescribed by the student's program pathway.

S3.1.1 Basic Baccalaureate Program and Accelerated Baccalaureate Program

Satisfactory progress in the Baccalaureate Program is determined by:
- Successful completion of all program-required courses with a grade of C+ or higher.
- Maintenance of a cumulative GPA of 2.5 or higher.
- Satisfactory professional and ethical conduct.
- Meet Professional Standards for Admission and Retention (See table, S2.1 Admission Requirements).

Students can be placed on academic warning for unsatisfactory performance in any course at any time. Students who receive a final grade of less than C+ or whose cumulative GPA is below 2.5 are placed in academic jeopardy. Failure of a required course may lead to program deceleration or termination. (See section on Academic Sanctions, S3.2). Program deceleration mandates that a new program pathway be developed and may require a credit-bearing clinical immersion prior to resuming clinical coursework. Two failures of the same course will result in termination from the program.

S3.1.2 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 higher and successful completion of all admission requirements.
- Maintenance of a cumulative GPA of 2.5 or higher.
- The Clinical Practice Portfolio must be submitted within the first year of admission to the School of Nursing. Upon successful completion of the Clinical Practice Portfolio, twenty-eight (28) advanced placement credits will be awarded and placed on the student's academic transcript. A student who does not submit or receives an unsatisfactory grade on the Clinical Practice Portfolio will be placed on Academic Warning and will be placed on an LOA until the portfolio is presented and receives a satisfactory grade.
- Satisfactory professional and ethical conduct.
- Maintenance of current Registered Professional Nurse licensure registration during enrollment in the Program.
- **Failure to register for two consecutive semesters will result in termination.**
- Meet Professional Standards for Admission and Retention (See table in section on Retention)

Students can be placed on academic warning for unsatisfactory performance in any course at any time. Students who receive a final grade of less than C+ or whose cumulative GPA is below 2.5 are placed in academic jeopardy. Failure of a required course may lead to program deceleration or termination. (See section on Academic Sanctions, S3.2). Program deceleration mandates that a new program pathway be developed and may require a credit-bearing clinical immersion prior to resuming clinical coursework. Two failures of the same course will result in termination from the program.

S3.1.3 Registered Nurse BS/MS Program

Satisfactory progress in the Registered Nurse BS/MS Program is determined by:

- Successful completion of all program-required courses with a grade of C+ or higher and successful completion of all admission requirements.
- Maintenance of a cumulative GPA of 3.0 or higher.
- The Clinical Practice Portfolio must be submitted within the first year of admission to the School of Nursing. Upon successful completion of the Clinical Practice Portfolio, twenty-eight (28) advanced placement credits will be awarded and placed on the student's academic transcript. A student who does not submit or receives an unsatisfactory grade on the Clinical Practice Portfolio will be placed on Academic Warning and will be placed on an LOA until the portfolio is presented and receives a satisfactory grade.
- Satisfactory professional and ethical conduct.
- Maintenance of current Registered Professional Nurse licensure registration during enrollment in the Program.
- **Failure to register for two consecutive semesters will result in termination.**
- Meet Professional Standards for Admission and Retention (See table in section on Retention)

Students can be placed on academic warning for unsatisfactory performance in any course at any time. Students who receive a final grade of less than C+ or whose cumulative GPA is below 3.0 are placed in academic jeopardy.   Failure of a required course may lead to program deceleration or termination. (See section on Academic

Sanctions, S3.2). Program deceleration mandates that a new program pathway be developed and may require a credit-bearing clinical immersion prior to resuming clinical coursework. Two failures of the same course will result in termination from the program.

S3.1.4 Master of Science Program

Successful progress in the master's program is determined by:
- Successful completion of all program-required courses with a grade of C or higher and successful completion of all admission requirements.
- Maintenance of a cumulative GPA of 3.0 or higher.
- Satisfactory professional and ethical conduct.
- Maintenance of current registered professional nurse license during enrollment in the Program.
- **Failure to register for two consecutive semesters will result in termination.**
- Meet Professional Standards for Admission and Retention (See table in section on Retention)

Students can be placed on academic warning for unsatisfactory performance in any course at any time. Students who receive a final grade of less than C or whose cumulative GPA is below 3.0 are placed in academic jeopardy.   Failure of a required course may lead to program deceleration or termination. (See section on Academic Sanctions, S3.2). Program deceleration mandates that a new program pathway be developed and may require a credit-bearing clinical immersion prior to resuming clinical coursework. Two failures of the same course will result in termination from the program.

S3.1.5 Post-Graduate Certificate Program

Successful progress in the Post-Graduate Certificate program is determined by:
- Successful completion of all program-required courses with a grade of C or higher and successful completion of all admission requirements.
- Maintenance of a cumulative GPA of 3.0 or higher.
- Satisfactory professional and ethical conduct.
- Maintenance of current registered professional nurse license during enrollment in clinical courses.
- **Failure to register for two consecutive semesters will result in termination.**
- Meet Professional Standards for Admission and Retention (See table in section on Retention).

Students can be placed on academic warning for unsatisfactory performance in any course at any time. Students who receive a final grade of less than C or whose cumulative GPA is below 3.0 are placed in academic jeopardy. Failure of a required course may lead to program deceleration or termination. (See section on Academic Sanctions, S3.2). Program deceleration mandates that a new program pathway be developed and may require a credit-bearing clinical immersion prior to resuming clinical coursework. Two failures of the same course will result in termination from the program.

S.3.1.6 Doctor of Nursing Practice Program (Post-Baccalaureate & Post-Masters Entry)

Successful progress in the doctoral program is determined by:

Rev. 6-2019

- Successful completion of all program-required courses with a grade of B or higher and successful completion of all admission requirements.
- Maintenance of a cumulative GPA of 3.0 or higher.
- Satisfactory professional and ethical conduct.
- Maintenance of current registered professional nurse license during enrollment in the Program.
- Meet Professional Standards for Admission and Retention (See table Admission Requirements).

Additional progression requirements for DNP students at Post-Master's entry:

- Maintenance of current advanced practice registered nurse license as granted by the state in which the student practices.

Students can be placed on academic warning for unsatisfactory performance in any course at any time. Students who receive a final grade of less than B or whose cumulative GPA is below 3.0 are placed in academic jeopardy. Failure of a required course may lead to program deceleration or termination. (See section on Academic Sanctions, S3.2). Program deceleration mandates that a new program pathway be developed and may require credit-bearing remediation prior to resuming coursework. Two failures of any two courses will result in termination from the program.

S3.2   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.

S3.2.1 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, in writing, are developed 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

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 Academic Services, Director of Student Resources Development, the appropriate Department Chair and placed in the student's file.

3. An Academic Warning letter will be sent to the student via electronic and first class/certified mail, return receipt requested, from the Assistant Dean for Academic Services. An electronic copy of the letter will be distributed to the following people as appropriate:
> Dean
> Associate Dean for Academic Affairs and Strategic Partnerships
> Chairperson(s) of the Committee on Admissions and Academic Standards
> Director of Student Resources Development
> Department Chair
> Course Coordinator
> Faculty Advisor
> Program Director
> Student File

C.   Return to Satisfactory Academic Standing
This will be determined by satisfactory academic and/or clinical performance and successful completion of the course. Faculty will maintain a record of advisement with the student including compliance with faculty recommendations.

S3.2.2 Academic Jeopardy

A. Policy

Jeopardy status is defined as a cumulative G.P.A. of less than 2.5 for undergraduate students, 3.0 for graduate students, failure in the clinical laboratory or failure of a required course. Jeopardy will also be recommended for any of the following circumstances:
- Undergraduate students who receive a grade less than C+ in a required course
- Graduate students who receive a grade less than C in a required course or a grade less than B for doctoral students
- Failure of the clinical component of a course
- 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 on Admissions and Academic Standards and the Assistant Dean for Academic Services, any student(s) who should be placed on Academic Jeopardy based on the criteria stated above.

2. The course instructor will communicate with the student to:
- Review unsatisfactory performance.
- Review policy and procedure regarding Academic Jeopardy and academic progression.
- Refer to the Director of Student Resources Development.

3. A letter of Academic Jeopardy will be sent to the student via electronic and first class/certified mail, return receipt requested, by the Assistant Dean for Academic Services. An electronic copy of the letter will be distributed to the following people as appropriate:
> Dean
> Associate Dean for Academic Affairs and Strategic Partnerships

Chairperson(s) of the Committee on Admissions and Academic Standards
Director of Student Resources Development
Course Instructor
Course Coordinator
Faculty Advisor
Program Director
Director of Clinical Placements
Student's File

4. The faculty who placed the student on Academic Jeopardy will assemble relevant documentation that supports the jeopardy action for presentation to the Committee on Admissions and Academic Standards.

5. All students on Academic Jeopardy will be reviewed by the Committee on Admissions and Academic Standards within ten (10) working days. Students on academic jeopardy for summer courses will be reviewed by the Committee on Admissions and Academic Standards within five (5) working days of the start of the fall semester. All students on academic jeopardy will be given notice of the meeting and may attend the meeting (virtually or in-person) and address the Committee. The faculty bringing the action will present the charge. The Committee will hear the charge and review relevant documentation and make a recommendation with rationale and supporting evidence to the Associate Dean for Academic Affairs and Strategic Partnerships. Recommendations may include one of the following actions:
- Deceleration (See 3.2.3)
- Remediation Plan
- Termination (See 3.2.5)
- Return to Satisfactory Academic Standing (See 3.2.7)

6. The Associate Dean for Academic Affairs and Strategic Partnerships will review the Committee's recommendation and rationale and will render a decision. The academic sanction letter will be signed by the Associate Dean for Academic Affairs and Strategic Partnerships and sent to the student via electronic and first class/certified mail, return receipt requested. An electronic copy of the letter will be distributed to the following people as appropriate:
Dean
Chairperson(s) of the Committee on Admissions and Academic Standards
Director of Student Resources
Department Chair
Program Director
Course Coordinator
Course Instructor
Faculty Advisor
Director for Clinical Placements
Student File

3.2.3 Deceleration

A. Policy

Deceleration is an interruption in the normal sequence of courses in any of the nursing programs. Students may decelerate by requesting approval, by recommendation and advisement of faculty, or by academic sanction.

B. Procedure

1. The Committee on Admissions and Academic Standards will review all circumstances and relevant documentation from faculty and student for the purposes of making a recommendation of deceleration to the Associate Dean for Academic Affairs and Strategic Partnerships.

2. The Chair(s) of the Committee on Admissions and Academic Standards will convey the committee's recommendation to the Associate Dean for Academic Affairs and Strategic Partnerships.

3. The final decision of deceleration will be made by the Associate Dean for Academic Affairs and Strategic Partnerships. A letter signed by the Associate Dean for Academic Affairs and Strategic Partnerships will be sent to the student via electronic and first class/certified mail, return receipt requested. Electronic copies of the letter will be distributed to the following people as appropriate:

> Dean
> Department Chairperson
> Chairperson(s) of the Committee on Admissions and Academic Standards
> Program Director
> Course Instructor
> Course Coordinator
> Faculty Advisor
> Director of Student Resources
> Director of Clinical Placements
> Student's File

S3.2.4 Suspension

A.   Policy
Suspension is a mandatory temporary leave initiated by the faculty and/or the clinical faculty/preceptor while questionable actions by 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 and/or clinical faculty/preceptor removes student immediately from the course or clinical setting and reports said action to the Associate Dean for Academic Affairs and Strategic Partnerships, Assistant Dean for Academic Services, Course Coordinator, Program Director and Department Chair.

2.   The faculty member will initiate a meeting of the Course Coordinator, Director of Student Resources Development, Clinical Instructor, Faculty Advisor and/or designees, and the student within two (2) working days to collect supportive data and write a conference summary.

3.   After the initial meeting and within one (1) working day, the conference summary will be forwarded in writing by the faculty member to the following distribution:

a. Chairperson(s) of the Committee on Admissions and Academic Standards
b. Associate Dean for Academic Affairs and Strategic Partnerships

c. Assistant Dean for Student Services
d. Director of Student Resources Development
e. Department Chair
f. Program Director
g. Course Coordinator
h. Faculty Advisor
i. Clinical Faculty/Preceptor
j. Student and Student File

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 documentation and reccommend, with rationale, to the Associate Dean for Academic Affairs and Strategic Partnerships, 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 Associate Dean for Academic Affairs and Strategic Partnerships. A letter signed by the Associate Dean for Academic Affairs and Strategic Partnerships will be sent to the student via electronic and first class/certified mail, return receipt requested, within five (5) working days of the receipt of the Committee's recommendation. An electronic copy of the letter will be sent to the following people as appropriate

   a. Dean
   b. Associate Dean for Academic Affairs and Strategic Partnerships
   c. Chairperson(s) on the Admissions and Academic Standards
   d. Assistant Dean for Student Services
   e. Director of Student Resources Development
   f. Department Chair
   g. Program Director
   h. Course Coordinator
   i. Course Faculty
   j. Clinical Instructor
   k. Faculty Advisor
   l. Clinical Faculty
   m. Student File

S3.2.5 Termination

A. Policy

Termination is a mandated expulsion of the student from the nursing program as determined by the Associate Dean for Academic Affairs and Strategic Partnerships. 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 (Undergraduate and Master of Science students).
- As a result of failure to maintain current registration each semester as prescribed by the student's curriculum pathway (Doctoral students).
- As a result of substantiated academic dishonesty.
- As a result of substantiated professional misconduct.

B. Procedure

1. The Committee on Admissions and Academic Standards will review written summary and supportive documentation within ten (10) working days and will make recommendations regarding termination to the Associate Dean for Academic Affairs and Strategic Partnerships for consideration and decision.

2. A letter will be sent by the Associate Dean for Academic Affairs and Strategic Partnerships, via electronic and first class/certified mail, return receipt requested, to inform the student, that he/she has been terminated from the nursing program.

3. If the student does not appeal the decision, he/she is terminated automatically by the Associate Dean for Academic Affairs and Strategic Partnerships at the close of business of the date of the termination letter.

4. An electronic copy of the Associate Dean for Academic Affairs and Strategic Partnerships decision letter will be forwarded to the following people as appropriate:
        a. Chairperson(s) of the Committee on Admissions and Academic Standards
        b. Dean
        c. Assistant Dean for Student Services
        d. Director of Student Resources Development
        e. Department Chair
        f. Program Director
        g. Course Coordinator
        h. Course Instructor
        i. Faculty Advisor
        j. Student File

S. 3.2.6 Appeal Process for Academic Sanctions

A. Policy

If a student wishes to appeal a decision made by the Associate Dean for Academic Affairs and Strategic Partnerships, the student must direct a letter stating the reason(s) for the appeal to the Dean. 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 Executive Vice President for Health Sciences within ten (10) working days of receipt of the first class/certified letter written notice of termination by the Dean. All decisions by the Executive Vice President for Health Sciences are final.

B. Procedure

1. If the student chooses to appeal a decision made by the Associate Dean for Academic Affairs and Strategic Partnerships, 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 Associate Dean for Academic Affairs and Strategic Partnerships' first class/certified letter.

2. The Dean will consider the appeal, if deemed appropriate, and inform the student of the appeals decision via electronic and first class certified mail, return receipt requested.

S.3.2.6 Return to Satisfactory Academic Standing

A. Policy

If the Committee on Admissions and Academic Standards determines that an academic sanction of deceleration, suspension or termination is not warranted, the Committee will recommend to the Associate Dean for Academic Affairs and Strategic Partnerships that the student return to satisfactory academic standing.

B. Procedure

1. If the Committee on Admissions and Academic Standards determines that an academic sanction of deceleration, suspension or termination is not warranted, the committee will recommend to the Associate Dean for Academic Affairs and Strategic Partnerships that the student return to satisfactory academic standing.

2. The Associate Dean for Academic Affairs and Strategic Partnerships will notify the student in writing of his/her decision via electronic and first class/certified mail, return receipt requested.

S3.3   Failure of a Required Nursing Course

Students who fail a course are placed in Academic Jeopardy and are reviewed by the Committee on Admissions and Academic Standards. Following this review, a recommendation is made to the Associate Dean for Academic Affairs and Strategic Partnerships who renders a decision regarding academic sanction. Students who have permission to repeat a failed course must do so as per the individualized curriculum pathway developed by the student's Program Director.

S3.3.1 Clinical Course Failure

Students who fail a clinical course are placed in Academic Jeopardy and are reviewed by the Committee on Admissions and Academic Standards. Following this review, a recommendation is made to the Associate Dean for Academic Affairs and Strategic Partnerships who renders a decision regarding academic sanction. Failure of a clinical course may prohibit the student from progressing in the clinical course sequence until the failed course is repeated and successfully completed. Clinical course failures may result in a student having to register for a credit-bearing Clinical Immersion prior to the student's resumption of clinical coursework. An individualized curriculum pathway will be developed by the student's Program Director.

S4.   Retention

Retention begins prior to admission and continues through completion of the student's academic program. Retention is supported through advisement sessions focused on students' goals and strengths as they relate to the mission of the school. The School of Nursing provides a required, comprehensive orientation for all new students. During this mandatory 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 and academic, clinical and graduation requirements. Students are oriented to the appropriate academic informatics technology offered by the School of Nursing and the University, which support academic programming.

Students meet with their Program Directors and faculty advisors during orientation for the purpose of academic program planning. During this meeting, faculty advisors work with new students to develop an individualized a curriculum pathway as per academic program requirements. Thereafter, students are encouraged to communicate with their advisor each semester during the pre-registration period to review progress and update their plan (if required). Advisement records are retained by each Faculty Advisor. During the course of a semester, students are encouraged to access the Director of Student Resources Development either directly or through referral should issues with academic progression arise and/or to secure resources. Students experiencing difficulty with coursework are encouraged to utilize their course faculty, Course Coordinator, Department Chair and Faculty Advisor as major resources before academic sanctions are initiated. If it becomes necessary for a student to be placed on Academic Warning, a plan is developed with the student to assist them in meeting course objectives and return to good academic standing. The Director of Student Resources Development is involved during the entire process and serves as a resource and advocate to the student and faculty.

S4.1   Academic Support

The Director of Student Resources Development in the School of Nursing is 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 Student Resources Development where an assessment, including learning style, is available. Individualized assistance is offered to students and feedback is given to faculty and students. 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.

Additional support is open to all University students via university-supported programs and includes the Counseling Center, Mathematics and Writing Center. Academic support for is available from faculty, advisors and alumni mentors. Each student, upon entering the School of Nursing, is assigned a School of Nursing faculty member as their advisor. In addition, the Director of the Clinical Skills Lab and Simulation Center is available to students for individualized instruction and remediation.

S4.2   Financial Aid

The University Office of Financial Aid and Student Employment considers 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 college. 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 <u>Rewards for Academic Achievement and Meritorious Service.</u> This booklet is distributed throughout the University each year in November. Any University 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

S4.3   Peer Support

Peer support is a significant strength of School of Nursing academic programming. Students get to know each other and build strong supportive relationships while they are enrolled on-site or in distance learning programs. In addition, the Health Sciences Student Organization, the University Graduate Student Organization and the Stony Brook Student Nurses Association (SBSNA) provide valuable avenues to access support systems within the School and throughout the University.

S4.4   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 a decision to appeal academic sanctions, request for leaves of absence, extensions and any other academic concerns.

S4.4.1   Basic Concepts of Advisement

Faculty advisors work with Department Chairs, Program Directors, Course Coordinators and Course Faculty to facilitate academic progression and professional growth of students.

Faculty advisors are resources to students in the following ways:
- To assist with academic planning and problem solving.
- To provide guidance as it relates to the student's course of study and individualized pathway.
- To discuss ideas, career goals, continued academic pursuits, etc.
- To discuss interpersonal conflicts in the academic setting.
- To share information.

S4.4.2 Advisor Responsibilities

The faculty advisor is responsible to:

- Serve as the principal interface between the student and the University.
- Humanize the University for his/her advisees, by spending time with the student and helping them solve academic problems.
- Respond to problems presented by the student, recommending and making appropriate referrals, and communicating availability to new and continuing students each semester.
- Intervene in academic problems for first level resolution.
- Apprise the course faculty/coordinator, Program Director, Department Chair, Director of Student Resources Development, Assistant Dean for Academic Services (as applicable) regarding progress with academic concerns or remediation progress.
- Communicate with students who are placed on academic warning and jeopardy, to review status and progress (See Academic Sanctions 3. 2).
- Notify the Program Director, Department Chair, Assistant Dean of Academic Services, and the Director of Student Resources Development (as applicable) if the student is in need of academic sanction.
- Serve as advocate for the student throughout the academic sanction process.
- Maintain advisement records.

S4.4.3 Advisee Responsibilities

The student advisee is responsible to:

- Initiate meetings with their advisor prior to each registration period.
- Confer with advisor during the semester, as needed.
- Provide up-to-date information: address, phone number(s), e-mail address to advisor and 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 Student Resources Development as advised.
- Maintain current health forms, malpractice, and other required documentation.

S4.4.4 Office of Student Affairs Responsibilities

The Office of Student Affairs is responsible to:

- Prepare and assemble the official application and/or student file for the purpose of review by the Committee on Admissions and Academic Standards.
- Provide each advisor a list of their advisees at the beginning of each semester.
- Notify advisor, Department Chair, Program Director, Committee on Admissions and Academic Standards, Director of Student Resources Development and Associate Dean of Academic Affairs and Strategic Partnerships of students' failure of course(s) and placement in academic warning/jeopardy.

S4.5   Change of Status

Students considering a change of status, (deceleration, withdrawal from the program, leave of absence) must discuss this request with their advisor and/or program director. The student must provide a written notice of the requested change of status. An official notice is then filed with the Office of Student Affairs.

S4.5.1   Change in Graduate Specialization

Graduate students considering a change of specialization must discuss this request with their current Program Director. Change of specialization must receive final approval from the current Program Director, the requested Program Director, and the Department Chair following review of full academic record and available resources. Official notice of change of specialization is filed with the Office of Student Affairs.

S4.5.2   Leave of Absence (LOA)

In the School of Nursing, LOA is defined as a period in which the student remains eligible to continue in a program, but is not enrolled, and is not partaking in coursework or clinical activities.

Students are permitted to request one LOA, for a maximum of 12 months, for personal reasons, medical reasons, or active military duty. Upon return from an LOA, a revised educational pathway will be developed. Academic progression may be affected by programmatic changes and course availability. An LOA that affects clinical course progression may require a credit-bearing clinical immersion prior to resuming the clinical course sequence.

Procedure for requesting/processing a LOA:

1. Student will communicate intention to take LOA with the Program Director through electronic mail. Notification will be forwarded by the Program Director to the Office of Student Affairs.
2. If LOA is requested for medical or military reasons, a student must submit supporting documentation. Supporting documentation for medical reasons does not require specific diagnosis. For medical LOA, student must submit signed medical documentation stating that the student cannot attend classes for the time in which they plan to take medical LOA.
3. Following review, the School of Nursing's Office of Student Affairs will process the request through the Health Sciences Center's Office of Student Services (including notification of course faculty if LOA arises mid-semester).
4. Students who are granted LOA will automatically be withdrawn from current coursework and will have tuition liability as per University policy. Students may petition liability through Student Accounts.
5. Grades of "Incomplete" will not be granted for courses in which students have been withdrawn due to LOA.

Extraordinary circumstances of medical impairment may preclude the student from self-requesting LOA. Under such extraordinary circumstances, the student's representative may represent the student in requesting LOA.

Procedure for returning from LOA:

1. It is the student's responsibility to contact Program Director before returning as an active student after LOA.
2. The Program Director will develop a revised educational pathway and notify the Coordinator of Records and Registration in the Office of Student Affairs. The student and the Program Director will review the student's revised educational pathway and must agree that it is appropriate to resume active student status.
3. Failure to return at the end of the defined LOA term will result in automatic termination from the program. The student will need to reapply for admission if he/she wishes to continue in the program.
4. For students returning from medical LOA, student must submit signed medical clearance to return to program activities AND resubmit paperwork for meeting Professional Standards for Admission and Retention through the School of Nursing's Office of Student Affairs.

The School of Nursing permits students to fulfill Undergraduate and Master's level degree requirements up to five (5) years from the start of the program of study. The School of Nursing policy of degree completion within five (5) years is inclusive of an approved LOA. An extension beyond 12 months for any LOA and/or extension beyond five (5) years for fulfilling degree requirements may be requested for extraordinary circumstances, however is not guaranteed. Please refer to Stony Brook University's Health Sciences Center Bulletin for further information.

S5.   Criteria for Grading

S5.1   Evaluation of Students

In each undergraduate and graduate level course, students are evaluated by faculty and/or preceptors where appropriate. Letter grades are given for the didactic components of all nursing courses. Clinical components are graded Pass/Fail. For dual component courses (didactic and clinical) students must pass both didactic and clinical components of the course to receive a passing grade in the course. Guidelines for Grading in Clinical Practice (see S5.4.1 and S 5.4.2).

S5.1.1 General Policies

Undergraduate students must maintain a minimum GPA of 2.5, 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 (LOA) has been granted. Students on an LOA will not have access to the curriculum, faculty support and technical support. Undergraduate students must pass the didactic portion of any course with a grade of C+ (74%) or higher. Graduate students must pass the didactic portion of any course with a grade of C (70%) or higher. Doctoral students must pass the didactic portion of any course with a B (82%) 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 (see S5.4.1 and S 5.4.2).

- Failure to pass either the didactic 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 Professional Standards for Admission and Retention for the School of Nursing.

S5.1.2 Procedure for Progression of Undergraduate Students

1. <u>Good Academic Standing in the University:</u>

All students are expected to meet both University and School of Nursing academic good standing criteria. University requirements may be found at:
http://www.stonybrook.edu/commcms/advising/acadstanding/acadstand_toc.html

2. <u>Procedure for Progression of Undergraduate Students:</u>

a) Maintenance of a required overall grade point average of 2.5 or higher in the prescribed pathway.

b) Adherence to policies relative to successful completion of required nursing courses:

1) A student must earn a minimum grade of "C+" to pass any nursing course. Grades of "C" or lower in any nursing course are not acceptable and deemed a failure.

2) If an undergraduate student fails a nursing course, the student will be placed on Academic Jeopardy; see policy.

3) All students who fail either or both the clinical and/or didactic components of a nursing course will be placed on Academic Jeopardy; see policy.

4) The nursing curriculum must be completed in sequence. Two failures of any required course or courses results in termination from the undergraduate program.

5) A student who fails to maintain an overall grade point average of at least 2.5 at the end of any semester will be placed on Academic Jeopardy.

6) A student on Academic Jeopardy for a grade point average of less than 2.5 is required to achieve an overall grade point average of 2.5 or higher within 2 consecutive semesters as determined by program.

3. <u>Progression is also dependent upon acceptable professional behavior:</u>

a) Professional behaviors such as accountability, responsibility, and promptness are expectations of all nursing students. These behaviors are monitored by faculty in each course whereas consistent patterns of unprofessional behavior will be documented and addressed with students through action plans. Failure to meet professional behavior expectations may affect progression and retention in the nursing program.

b) Evidence of any of the following behaviors, which will be documented and kept in the student's file, may result in verbal admonition, written warning, reduction in course grade, failure and/or dismissal from the program. The following is a list of examples but not limited to:

1) Unsafe practice (i.e., acts of commission or omission that place a client in serious jeopardy)

2) Being under the influence of any substance that impairs performance

3) Falsification of records (academic, clinical medical records, or records documenting attendance and completion of course objectives)

4) Willful harassment, abuse or intimidation of a client, peer, faculty, clinical agency personnel or staff either physically, verbally or non-verbally

5) Academic dishonesty (e.g., cheating, lying, plagiarism, falsification of records)

6) Stealing

7) Violation of confidentiality as outlined by HIPAA: Discussion of clients in public areas

8) Consistent pattern of lack of preparation for clinical laboratory

9) Persistent lateness or absence for clinical laboratories

10) Failure to attend course at beginning of semester or to attend clinical orientations without a valid reason and prior notification

11) Lack of courtesy and decorum in the classroom, clinical practicum, or community

12) Inappropriate dress in the clinical laboratory and on-campus clinical laboratory

13) Poor personal hygiene in the clinical laboratory and on-campus clinical laboratory

14) Rudeness or disruptive behavior during class sessions, clinical practicum or on-campus clinical laboratory

15) Failure to keep appointments with faculty

S5.1.3 Procedure for Progression of Graduate Students

Academic standing is reviewed at the end of each fall and spring semester, and includes cumulative Fall, Winter, Spring and Summer coursework taken at Stony Brook.

Procedure for Progression of Graduate Students:

A) Successful progress in the **Master of Science and Post-Graduate Certificate programs** are determined by:
- Successful completion of all program-required courses with a grade of C or higher.
- Maintenance of a cumulative GPA of 3.0 or higher.

B) Successful progress in the **Doctor of Nursing Practice programs (Post-Baccalaureate and Post-Masters entry)** are determined by:
- Successful completion of all program-required courses with a grade of B or higher.
- Maintenance of a cumulative GPA of 3.0 or higher.

C) Adherence to policies relative to successful completion of required courses:

1. A student who fails to meet course requirements at mid-semester will be placed on Academic Warning; see policy.

2. A student who receives a failing grade in a course will be placed on Academic Jeopardy; see policy.

3. A student will be permitted to repeat only one failed course. Two failures of the same course will result in dismissal from the program. Failure of a second course will result in dismissal from the graduate program.

4. A student who fails either or both the clinical and/or didactic components of a clinical nursing course will be placed on Academic Jeopardy; see policy. Failure of a clinical nursing course may lead to program deceleration or termination from the program. (See section on Academic Sanctions, S3.2).

5. A student who fails to maintain an overall GPA of 3.0 or higher at the end of any semester will be placed on Academic Jeopardy.

6. A student who fails to maintain an overall GPA of 3.0 or higher and is permitted to continue in the program must achieve an overall GPA average of 3.0 or higher within two (2) consecutive semesters. Summer and Fall are considered one semester; Winter and Spring are considered one semester.

7. Failure to register for two consecutive semesters without a granted Leave of Absence (LOA) will result in termination from the program.

Progression is also dependent upon acceptable professional behavior:

A) Professional behaviors such as accountability, responsibility, and promptness are expectations of all nursing students. These behaviors are monitored by faculty in each course whereas consistent patterns of unprofessional behavior will be documented and addressed with students through action plans. Failure to meet professional behavior expectations may affect progression and retention in the graduate program.

B) Evidence of any of the following behaviors, which will be documented and kept in the student's file, may result in verbal admonition, written warning, reduction in course grade, failure and/or dismissal from the program. The following is a list of examples but not limited to:

1. Unsafe practice (i.e. acts of commission or omission that place a client in serious jeopardy).

2. Being under the influence of any substance that impairs performance.

3. Falsification of records (i.e. academic, clinical medical records, or records documenting attendance and completion of course objectives).

4. Willful harassment, abuse or intimidation of a client, peer, faculty, clinical agency personnel or staff either, physically, verbally or non-verbally.

5. Academic dishonesty (i.e. cheating, lying, plagiarism, falsification of records).

6. Stealing

7. Violation of confidentiality as outlined by HIPAA (e.g. discussion of clients in public areas, release of protected patient health information).

8. Consistent pattern of lack of preparation for clinical practicum.

9. Persistent lateness or absence for clinical practicum.

10. Failure to attend clinical orientation and/or on-site intensives without a valid reason and prior notification.

11. Lack of courtesy and decorum in the classroom, clinical practicum or community.

12. Inappropriate dress in the clinical setting.

13. Poor personal hygiene in the clinical setting.

14. Rudeness or disruptive behavior during class sessions or in the clinical practicum.

15. Failure to keep appointments with faculty.

S5.2 Grading Policies

S5.2.1 Grading System

Letter Grade		Point Value	Numerical Grade
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	66-69
D+	=	1.33	62-65
D	=	1.00	58-61
F	=	0.00	57 or less
S	=	Satisfactory Work	
U	=	Unsatisfactory Work	
I	=	Incomplete	
NR	=	No Record	
R	=	Reserved (Pending completion of the second semester section of an extended course)	

See the Health Sciences Center Bulletin for grading system for courses taken in other departments.

S5.2.2 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 an Incomplete is granted, students have six (6) weeks to complete outstanding coursework. At the end of six (6) weeks, the Incomplete course grade is changed to an earned letter grade indicating course completion. In certain cases, where there is a substantial amount of course requirements incomplete at the end of the semester, the student must register for Continuing Coursework (HNI/HNC 382 for undergraduate students; HNG 582 for Master of Science and Post-Graduate Certificate students; HND 682 for Doctoral students). The number of credits will be determined by course faculty and the amount of outstanding coursework (See section 5.2.4 below).
- If at the end of the six (6) week period, the incomplete coursework is not completed and 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 (GPA). The GPA will be considered when determining student academic standing.

S5.2.3 Continuing Coursework

The purpose of Continuing Coursework (HNI/HNC 382 for undergraduate students; HNG 582 for Master of Science and Post-Graduate Certificate students; HND 682 for Doctoral students) is to allow students who are unable to complete course requirements within the six (6) week incomplete period, to continue to have access to the curriculum and have faculty and technical support while completing course requirements. The student will register for between 1-6 credits, as determined by the course faculty and the amount of outstanding coursework. Grading for Continuing Coursework is Satisfactory/Unsatisfactory (S/U), and upon completion, the Incomplete **(I)** course grade will be changed to the earned letter grade. Students may not advance in the curriculum until course requirements for incomplete courses(s) have been met. Credits for 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 on leaves of absence will not have access to the curriculum, faculty and technical support. Registration for coursework requires that students pace themselves to complete coursework by the end of the semester, as determined by term dates.
- Grades are submitted within 48 hours after the last day of class for the semester.

S5.2.4 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.

S5.2.5 Withdrawal

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

S5.2.6 No Record

Students are responsible to complete all required work in a given course. If a student appears on the final grade roster for a course there is no record student participation (submission of required work), the faculty will assign a grade of NR (No Record). An NR may not be assigned for any other reason. 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.

S5.3   Guidance for Written Materials

These 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 additional, course-specific requirements which will be communicated to students at the beginning of each course.

1.   General Information
- All students must comply with HIPAA regulations when discussing any and every patient related assignment.
- 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 may be returned to the student without review for content. In this case, the student may be penalized for submission of a late paper.
- A paper/assignment that is submitted after the specified due date may incur a penalty as stated in the course syllabus.
- The School of Nursing required writing style as found in the most current edition of the publication manual of the American Psychological Association (APA).

2.   Documentation
All papers require:
- Citation of quoted or paraphrased materials, printed or electronic, is essential.
- Reference sources must be from reliable sources; peer reviewed journals, academic/government or information databases. Collaborative information sites i.e. Wikipedia, are not considered a reliable source.
- Students are encouraged to visit the SBU Academic Integrity website for a full discussion and assistance in avoiding plagiarism. http://www.stonybrook.edu/commcms/academicintegrity/policies.html
- There are serious consequences for plagiarism, unauthorized collaboration and other forms of academic dishonesty, possibly including an "**F**" for the course or academic dismissal. Faculty will decide how to handle violations on a case by case basis. (Refer to S6: Policy on Academic Honesty/Dishonesty).

S5.4   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 are invited to 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.

S5.4.1 Guidelines for Evaluation of Clinical Practice in 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
   Systematically evaluated 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:
   - Uses "American Nurses Association Code of Ethics for Nurses" as a guide for practice.
   - Maintains client 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. Evidenced Based Research
   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 evidenced 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 "ANA 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 Based Research**
   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.

S5.4.2 Guidelines for Evaluation of Clinical Practice in Graduate Students

Upon completion of each clinical course, preceptors are responsible for completing the appropriate clinical evaluation form(s). Clinical evaluation forms address standards of practice as reflected in the National Organization of Nurse Practitioner Faculties Guidelines (NONPF). The Midwifery Clinical Evaluations encompass the domains and competencies of NONPF. All evaluation forms are distributed to students and preceptors prior to beginning the clinical experience. Faculty and clinical preceptors evaluate students' clinical performance with both formative and summative evaluations. Preceptor and faculty communication, facilitated through discussions (telephonic/electronic) and site visits (virtual/in-person), are ongoing throughout the clinical experience to facilitate successful attainment of 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. These forms are found in the Evaluation section.

S6.   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 ANA 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.

<u>FORM</u>

<u>Academic Honesty</u>

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.

Rev. 6-2019

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

_____   Date_____
Signature

_____
Stony Brook ID #

_____   Date_____
Witness

_____
Program

Rev. 2/03

S6.1   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.

S6.2   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.
- Electronic communication devices, including cellular phones, beepers, speakers, calculators and headphones must be secured in a closed container (and not, for example, worn on a belt or around the neck) and must be turned off (and not, for example, simply set on vibration mode) during any examination. This policy will be announced before each examination. Note: **Even** if a student does not answer a ringing cell phone during an exam maybe considered academic dishonesty **if the cell phone is not turned off prior to the commencement of an exam.**

Please refer to SBU/University policy regarding Academic Integrity, Academic Honesty/Dishonesty

www.stonybrook.edu/uaa/academicjudiciary/policies

- 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 ro generative 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.

S6.3   Procedures for Addressing Academic Dishonesty

A. Classwork

1. If a student is suspected to be engaging in an act of academic dishonesty the faculty/proctor should inform the student that he/she is suspected of a breach of academic integrity. The faculty's/proctor should make every effort to allow said student(s) to finish the exam or course work. The faculty/proctor should hold any evidence to be used to substantiate the charge as appropriate. The faculty will then have the option of collaborating with other appropriate faculty to address the suspected breach of academic integrity (see Algorithm A), or filing a grievance with the Academic Standards (AAS) Committee. In either case, both the student and the course director and/or program director should be made aware of the decision. If a charge of academic dishonesty is to be filed with the AAS Committee, the charge must be filed within five (5) business days (while school is in session) after the alleged act occurred or was discovered.

2. Academic Dishonesty Grievance Procedure: If filing a grievance with the AAS Committee, the grievance 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 grievance, 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 and the Director of Student 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.

3. When the Committee receives a grievance 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.
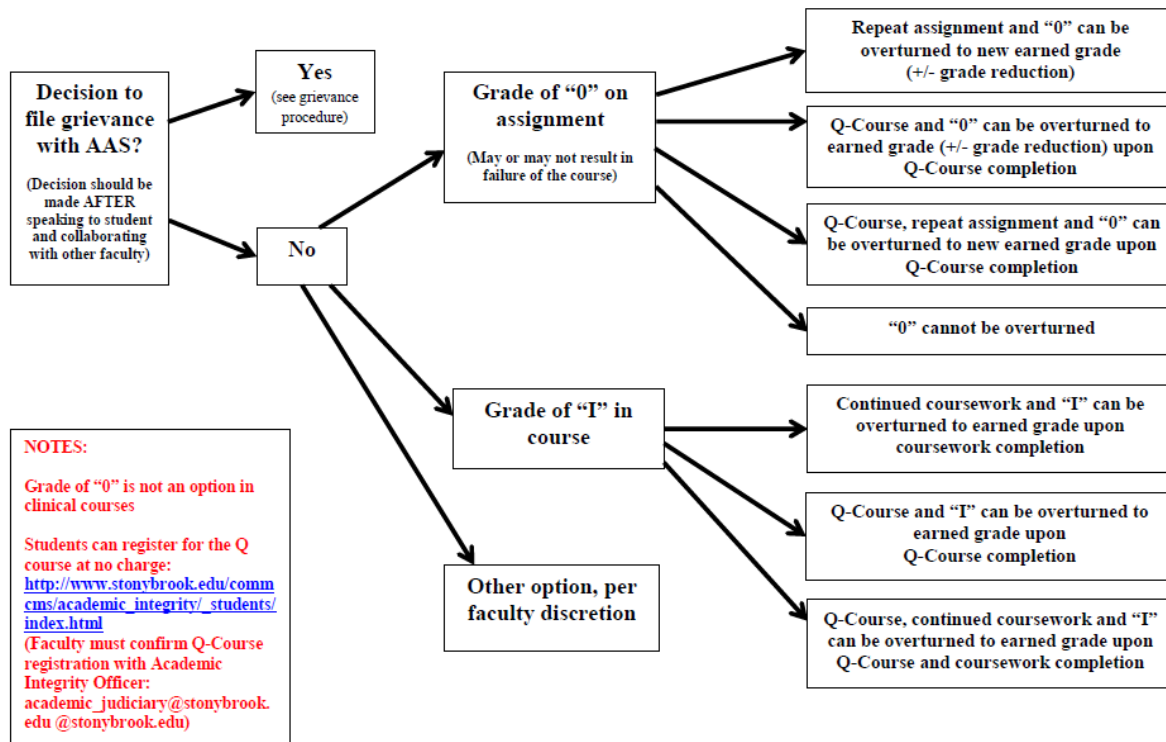
- Students are presumed innocent unless found guilty. Students may be found guilty of academic dishonesty on the basis of preponderance of the evidence. This may be obtained by either direct evidence and/or circumstantial evidence. For example:
- In a case of suspected plagiarism, a dramatic change in writing style may contribute toward a finding of guilty; identification of source material strengthens the accusation.
- Possession of an unauthorized 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.

4. 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 Associate Dean for Academic Affairs. The Associate Dean for Academic Affairs will consider the recommendation and notify the student of the decision.

B. **Clinical Performance**

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.

Algorithm A: Faculty Decision-Making for Student Breaches of Academic Integrity

Decision to file grievance with AAS?

(Decision should be made AFTER speaking to student and collaborating with other faculty)

Yes (see grievance procedure)

No

Grade of "0" on assignment

(May or may not result in failure of the course)

- Repeat assignment and "0" can be overturned to new earned grade (+/- grade reduction)
- Q-Course and "0" can be overturned to earned grade (+/- grade reduction) upon Q-Course completion
- Q-Course, repeat assignment and "0" can be overturned to new earned grade upon Q-Course completion
- "0" cannot be overturned

Grade of "I" in course

- Continued coursework and "I" can be overturned to earned grade upon coursework completion
- Q-Course and "I" can be overturned to earned grade upon Q-Course completion
- Q-Course, continued coursework and "I" can be overturned to earned grade upon Q-Course and coursework completion

Other option, per faculty discretion

NOTES:

Grade of "0" is not an option in clinical courses

Students can register for the Q course at no charge: http://www.stonybrook.edu/commcms/academic_integrity/_students/index.html
(Faculty must confirm Q-Course registration with Academic Integrity Officer: academic_judiciary@stonybrook.edu @stonybrook.edu)

S6.3.1 Penalties

A. Classwork
If a student is found guilty of academic dishonesty, the recommended penalty may include a grade of "0" on the assignment or a grade of "F" in the course, may include referral to the Q-course, or may result in dismissal from the School of Nursing (see Algorithm B).

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

Algorithm B: AAS Committee Breach of Academic Integrity Decision Tree
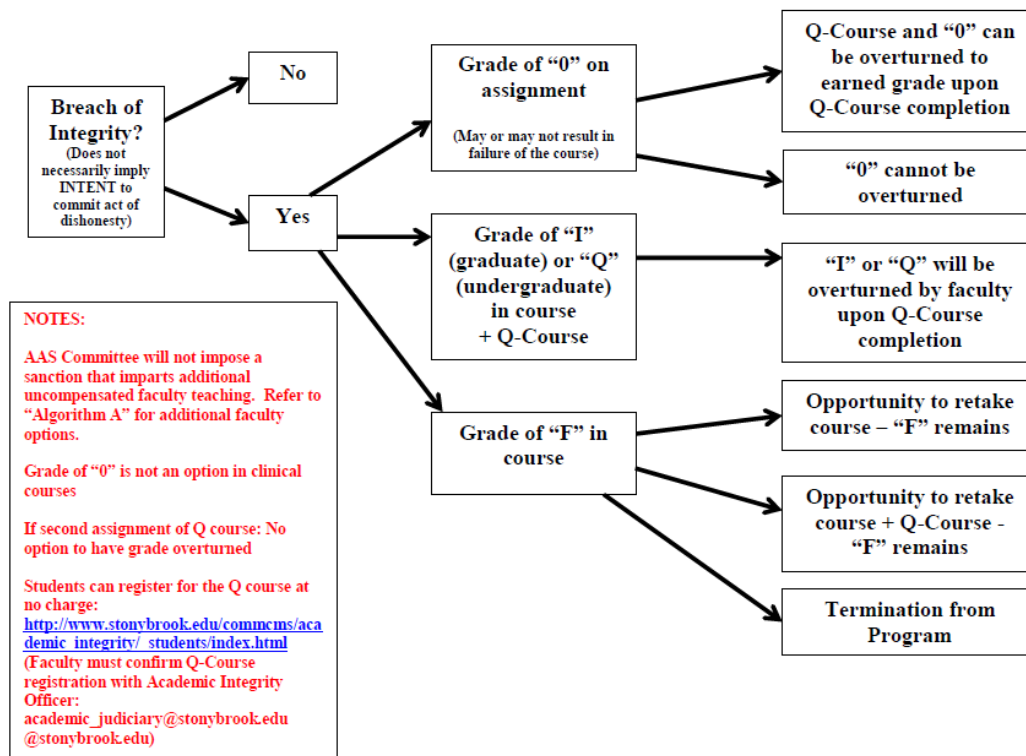
S6.3.2 Appeals Process
1. An accusation of academic dishonesty which is not appealed, will be considered a finding of academic dishonesty by the Committee.
2. Appeals must be presented to the Dean in writing within two (2) weeks after the student has been notified of the Dean's decision. The appeal must 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 appoints a Hearing Board to consider the circumstances of the appeal (See procedure for hearing cases of academic dishonesty).
4. The recommendation of the Hearing Board will be submitted to the Dean who shall make final decision, and so notify the student.
5. A final appeal may be filed by the student to the Office of the Vice President, Health Sciences Center. All decisions by the Office of the Vice President, Health Sciences Center are 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).

S6.4   Procedures For Hearing Cases Of Academic Dishonesty

S6.4.1 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.

1. 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 Student 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 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.

S6.5 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.

S6.6 Student Conduct Code and Professional Behavior

6.6.1   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.

6.6.1.1   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 are 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.   No student shall post or distribute disparaging or compromising images of another or self, altered or otherwise or post denigrating text on but not limited to the following modes: internet websites or newspapers, without the express consent/authorization of the other individual.

c.   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.

d.   Rape.

e.   Stalking.

f.   Dangerous conditions.

g.   Interference.

h.   Weapons.

i.   Discrimination.

j.   Hazing.

S6.6.1.2   Respect for Property

No student shall take, possess, damage, litter or deface (with graffiti, graffiti instruments, or otherwise) any property not his or her own on the University campus or on any University property.

S6.6.1.3   Environmental Health and Safety

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

Please refer to SBU/University policy regarding Environmental Health and Safety http://www.stonybrook.edu/ehs/

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

6.6.1.5   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, phonemail, 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.

6.6.1.6 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.

6.6.1.7 Policy on Protected Health Information (HIPAA)

Maintaining confidentiality is an integral part of nursing practice. Federal regulations guide the scope of practice of health care workers to safeguard protected health information (PHI) through the Department of Health and Human Services and the Health Insurance Portability and Accountability Act (HIPAA). Protected Health Information is defined by Health and Human Services to mean demographic and health information that makes the individual identifiable. This information includes, but is not limited to names, addresses, date of birth/death, social security numbers, medical records numbers and other unique numbers, characteristics or codes, or the pairing of these identifiers such that they represent a unique individual or group. This includes all demographic data that is related to the person's physical or mental health, and/or the provision or payment regarding provision of care (past, present or future) (US Department of Health and Human Services - Summary of the HIPAA Privacy Rule, retrieved from: http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html).

Stony Brook University HIPAA information and communication policies can be found at: http://www.stonybrook.edu/policy/policies.shtml?ID=115

The Stony Brook University School of Nursing provides competency training for HIPAA to ensure the student is well versed with these regulations and the required behaviors necessary to ensure compliance. This policy outlines the corrective action for each level of a potential HIPAA violation, which could culminate in dismissal from the Stony Brook University School of Nursing. Maintaining HIPAA standards will be a clinical objective and evaluated with each course. Affiliating agencies who collaborate with the Stony Brook University School of Nursing maintain their own HIPAA standards to which students must adhere. These policies supersede Stony Brook University School of Nursing policies. Any student violations requiring legal representation will be at the expense of the student.

The following guidelines are to be followed by students and faculty at the Stony Brook University School of Nursing:

1. Maintain confidentiality by only sharing PHI with those who are considered individuals who need to know.
2. When you need to discuss PHI, hold conversations in private areas where others cannot hear the conversation.
3. Shred PHI which is no longer necessary to maintain in approved shredding bins, if shredding bins are not available, destroy the document before disposal.
4. Do not use unique identifiers such as patient name, date of birth/death, medical record number or social security number on Stony Brook University School of Nursing databases, papers or written assignments. Unique identifiers are also considered to include age if over 89, personal characteristics or codes, or the pairing of non-unique identifiers such that they represent a unique individual or group. The unique identifiers that must be removed according to the HIPAA Privacy Rule (http://privacyruleandresearch.nih.gov/pr_08.asp) are:

- Names
- All geographic subdivisions smaller than a state, including street address, city, county, precinct, ZIP Code, and their equivalent geographical codes
- All elements of dates (except year) for dates directly related to an individual, including birth date, admission date, discharge date, date of death; and all ages over 89 and all elements of dates (including year) indicative of such age
- Telephone numbers
- Facsimile numbers
- Electronic mail addresses
- Social security numbers
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate/license numbers
- Vehicle identifiers and serial numbers, including license plate numbers
- Device identifiers and serial numbers
- Web universal resource locators (URLs)
- Internet protocol (IP) address numbers
- Biometric identifiers, including fingerprints and voiceprints
- Full-face photographic images and any comparable images
- Any other unique identifying number, characteristic, or code, unless otherwise permitted by the Privacy Rule for re-identification

5. Do not share PHI with family members, peers or those individuals who are not directly involved with care of the patient.
6. Information shared during the clinical day and pre/post conference is not to be shared outside of the conference area.
7. Students may not leave/save any patient, family, faculty, clinical facility or student information on any open access desktop or hard-drive/portable data storage device.
8. PHI is not to be left open in public areas.
9. Printed or recorded PHI is not to leave the clinical site
10. Computer screens and electronic health records with PHI are not to be left unattended - students are expected to logout before leaving the workstation.
11. Students are not allowed to share their personal login or password information.

The following is a guide to corrective actions related to concerns with HIPAA:

Type of Violation	Examples of Violations	Corrective Action and Notifications
I. Inadvertent or accidental breaches of confidentiality that may or may not result in the actual disclosure of patient information. (For example, sending or faxing information to an incorrect address)	Inadvertently distributed faxes, e-mails & mail. Failure to logoff or close or secure a computer with protected PHI displayed. Leaving copy of PHI in a non-secure area. Dictating or discussing PHI in a non-secure area (lobby, hallway, cafe, elevator). Failure to redact or de-identify patient information Transmission of PHI using an unsecured method. Leaving detailed PHI on an answering machine. Improper disposal of PHI.	Discussion between instructor and student. Corrective action may include: re-education and/or process improvement and/or learning contract. Notification will be made to the faculty of record, Program Director and Associate Dean for Academics (or his/her designee).
II. Failure to follow existing policies/procedures governing patient confidentiality. (For example, talking about patients in areas where others might hear, failure to obtain appropriate consent to release information, or failure to fulfill training requirements)	Requesting another individual to inappropriately access patient information. Inappropriate sharing of ID/password with another coworker or encouraging coworker to share ID/password. Failure to secure data on mobile devices through encryption/password.	Discussion between instructor and student. Corrective action may include: re-education and/or process improvement and/or learning contract. Notification will be made to the faculty of record, Program Director and Associate Dean for Academics (or his/her designee).
III. Repeat Offense of Type I or II Violation.		Discussion between instructor and student. Corrective action may include: 1) re-education and/or process improvement and/or learning contract; sanctions such as: 2) removal from clinical site; 3) probation or other disciplinary action, and/or 4) failure of the

		course. Notification will be made to the faculty of record, Program Director and Associate Dean for Academics (or his/her designee).

| IV. Inappropriately accessing a patient's record without a need to know. For example, accessing the record of a friend or family member out of curiosity without a legitimate need to know the information. | Releasing or using aggregate patient data without facility approval for research, studies, publications, etc.

Accessing or allowing access to PHI without having a legitimate reason.

Giving an individual access to your electronic signature.

Accessing patient information due to curiosity or concern, such as a family member, friend, neighbor, coworker, famous or "public" person, etc.

Posting PHI to social media (e.g: Facebook) . | Discussion between instructor and student.

Corrective action may include: 1) re-education and/or process improvement and/or learning contract; sanctions such as: 2) removal from clinical site; 3) probation or other disciplinary action, and/or 4) failure of the course, suspension or expulsion.

Notification will be made to the faculty of record, Program Director and Associate Dean for Academics (or his/her designee). |
| V. Accessing and using patient information for personal use or gain, or to harm another individual. | Releasing or using data for personal gain.

Compiling a mailing list to be sold for personal gain or for some personal use.

Disclosure or abusive use of PHI.

Tampering with or unauthorized destruction of information. | Discussion between instructor and student.

Corrective action may include: 1) re-education and/or process improvement and/or learning contract; sanctions such as: 2) removal from clinical site; 3) probation or other disciplinary action, and/or 4) failure of the course, suspension or expulsion.

Notification will be made to the faculty of record, Program Director and Associate Dean for Academics (or his/her designee). |

(Adapted with permission by Dr. Joyce Ferrario, Dean, from the Decker School of Nursing's HIPAA Disciplinary Action Policy, SUNY Binghamton)

6.6.1.8 Policy on Access to Student Records (FERPA)

Stony Brook University maintains various student records to document academic progress as well as to record interactions with University staff and officials. To protect the student's rights to privacy, and to conform to federal and state laws, including the Family Education Rights and Privacy Act (FERPA), the University has an established policy for handling students' records.

The University is authorized to provide access to student records to campus officials and employees who have legitimate educational interest in such access, without the student's written consent. These persons are those who have responsibilities in connection with campus academic, administrative or service functions and who have reason for using student records connected with their campus or other related academic/administrative responsibilities as opposed to a personal or private interest. Such determination will be made on a case-by-case basis. Access to student records databases is available on a need-to-know basis to appropriate campus officials only after required authorization is received by the Registrar's Office.

Please refer to the Stony Brook University websites for further information regarding FERPA: http://www.stonybrook.edu/registrar/federalrights.shtml.

http://www.stonybrook.edu/policy/policies.shtml?ID=507R

Further information regarding the use of information technology in accessing student records by University employees is available at http://it.stonybrook.edu/policies/p109.

6.6.2   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 the nature of health problems" (www.nursingworld.org retrieved 3/8/12). 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 (www.nursingworld.org retrieved 3/8/12).

Students are expected to adhere to the University Student Code of Conduct 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.

S6.7   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.

S6.8 School of Nursing Complementary Policy on the Responsible Conduct of Research and Scholarship (RCRS)

Background:

Stony Brook University policy P211 requires members and certain visitors of the Stony Brook University community to complete educational training on the responsible conduct of research and scholarship in order to equip members with the tools necessary to conduct ethically sound and compliant research and scholarship.

While this campus policy originates in response to National Institute of Health (NIH) and National Science Foundation (NSF) training requirements, it is the opinion of the University that training on responsible conduct of research and scholarship should be more comprehensive. Jointly issued by the Office of the Provost, the Office of the Senior Vice-President for Health Sciences and the Vice-President for Research, the policy requires each academic unit to develop its own Complementary Policy for implementing P211 to allow for the most appropriate requirements for the faculty, staff and students of that academic unit.

The educational program in RCRS involves two (2) components: on-line training provided by the web-based Collaborative Institutional Training Initiative (CITI) and in-person training (IPT). *The federal IPT guidance is for eight (8) hours every 4 years, or 2 hours annually.* The policy below outlines who in the School of Nursing is required to complete these training components, the required frequency of such training, and the general content of the training.

Please note: If a person is receiving external grant support from an agency with a RCRS training requirement, they MUST follow the requirements set forth by the agency. For example, both NIH and NSF have training requirements for whom they consider "trainees".   It is important for individuals to review the RCRS training policies set forth by the agencies funding their research.

Stony Brook Policy P211: Responsible Conduct of Research and Scholarship (http://www.stonybrook.edu/policy/policies.shtml?ID=211) was developed to ensure the highest ethical standards for the conduct of research and scholarly activities on our campus. The School of Nursing will ensure that our community is in compliance with this policy. All members* of the **School of Nursing community who participate in research and/or scholarly activity will be required to complete a one-time only on-line course in the Responsible Conduct of Research on the CITI web site and participate each year in in-person training in the RCRS.** Please note: If a person is receiving external grant support from an agency with a RCRS training requirement – they must follow the guidelines set forth by the agency. For example, the National Institutes of Health (NIH) have a policy on RCRS training for any grant recipient and their laboratory members.

*All faculty, staff, students, postdoctoral fellows, and SON visitors who engage in any research or scholarship. Exemptions to this training can be requested by departmental chairs. However, once the exemption is approved, the individual cannot engage in any research or scholarship and cannot have their name attached to any publications or presentations. If an exempt person does participate in research or scholarly activity – they will be in violation of Stony Brook University Policy 211.

The educational program in RCRS involves 2 components: on-line training provided by the web-based Collaborative Institutional Training Initiative (CITI) and in-person training (IPT). The policy below outlines who in the School of Nursing is required to complete these training components, the required frequency of such training, and the general content of the training.

School of Nursing training requirements:
One time completion of the on-line CITI training module titled "Biomedical Research, Responsible Conduct of Research in the RCR" is expected of all students, faculty, and visiting professors. (See attachment A). More detailed expectations are outlined below.

Students
Undergraduates:
Undergraduate students will complete the CITI training modules in their first research course, HNI/HNC 440 Research in Nursing. The training is due by the end of the course. It will not be graded, but students will not be able to pass the course without having completed the online training.

Master's students:
Students in the Master of Science in Advanced Practice Nursing, Masters in Education, and Masters in Leadership will complete the CITI training during their HNG 541 Research I course. The training will be done by the end of the course. It will not be graded, but students will not be able to pass the course without having completed the online training.

Post Graduate Certificate students in the master's program will need to complete the training by the end of their first semester in the program. Students will receive instruction on the process for

completing CITI training. Students will be required to provide their completion report to their respective program director.

Any Masters students involved in research will be required to also have 1 hours of IPT annually. Masters students can obtain this training as part of the HNG 543Applications in Clinical Nursing Research course and by accessing additional modules of the GED 500 sessions at http://research.stonybrook.edu/available-grd-500-sessions-person-training. Upon completion of viewing a GED 500 session the student will engage in discourse of the topical content with the faculty supervising the student in research activities. A record of this discussion will be submitted to the SON Associate Dean for Research and Innovation.

DNP students:
DNP students will complete the CITI training during their HND 655 DNP Synthesis I course. The training will be done by the end of semester. It will not be graded, but students will not be able to pass the course without having completed the online training.

In addition, first year DNP students will receive 1 hour each of IPT during their HND 647 and HND 655 course. In their second year curriculum, students will receive 1 hour each of IPT during their HND 665 and HND 675 course. Students will not be able to pass the course without having completed the training.

PhD students:
PhD students will complete the CITI training during their Quantitative Research Methods I course. The training will be done by the end of the first 4 weeks in class. It will not be graded, but students will not be able to pass the course without having completed the online training.

In addition, PhD students will receive 2 hours of IPT during their continuing course work during their first and second years of study. After their second year of study, students will receive 2 hours of IPT through participation in the annual IPT provided to the faculty or by individual training by a supervising faculty. Students will not be able to pass the course without having completed the training.

Faculty
Full and part-time faculty
In addition to the one-time CITI training, full and part-time faculty are expected to take part in 1 hour of IPT annually. Workshops or seminars will be offered annually by the School of Nursing to its faculty in order to fulfill this 1-hour in person training requirement. Alternately, faculty may access IPT resources at http://research.stonybrook.edu/available-grd-500-sessions-person-training#. Or http://research.stonybrook.edu/other-training-resources and engage in a face-to-face discussion of the content with the Associate Dean for Research. Faculty teaching in the doctoral programs will require two hours of IPT training annually. A record of IPT participation will be kept in the office of the Associate Dean for Nursing Research and Innovation.

Adjunct Faculty
Adjunct faculty members engage in teaching at the School and are not involved in research or scholarship in their role as adjunct faculty. Thus, adjunct faculty members are required only to complete the online CITI training. They are not required to take part in IPT unless they become engaged in the conduct of research or teaching in the doctoral programs. Adjunct faculty members will submit their completion reports to the office of the Associate Dean for Nursing Research and Innovation.

Visiting Scholars
Visiting scholars shall follow the same requirements as full time faculty.

IPT Topics to be covered include:

a.   conflict of interest - personal, professional, and financial
b.   mentor/mentee responsibilities and relationships
c.   collaborative research including collaborations with industry
d.   peer review
e.   data acquisition and research tools; management, sharing and ownership
f.   research misconduct and policies for handling misconduct
g.   responsible authorship and publication
h.   the scholar as a responsible member of society, contemporary ethical issues and the environmental and societal impacts of research in the discipline
i.   policies regarding human subjects, live vertebrate animal subjects, and safe laboratory practices.

For additional guidance on this policy please contact the Office of Nursing Research and Innovation

Appendix A: Instructions for accessing the CITI on-line training

A. How to log onto the CITI Program to complete the on-line training

1. Go to https://www.citiprogram.org
2. On the upper right side of the screen, click "Log In"
3. Directly below the CITI Program logo, click "Log In Through My Institution"
4. Find and click on "SUNY - University at Stony Brook"
5. Enter your Stony Brook NetID and Password

B. How to find the required CITI course

1. The main menu on the page will have a top bar that says "SUNY – University at Stony Brook Courses." Click on this blue bar.
2. Under the heading of "My Learner Tools" the first option is "Add a Course." Click on this option.
3. The next page will have several options on the menu. Click on the first box, next to the words "I want to complete an RCR Course at this time." Do not be concerned by the note that states that the course does not satisfy SBU Human Subjects training requirements.
4. Click "Next" on the bottom of the web page
5. Click on the "Basic course" button. Then click "Next" on the bottom of the page.
6. You will reach a page that tells you to choose the course mostly related to your discipline.
7. Click on the box next to the 1st option on the list: "Biomedical Sciences Course in the RCR". Then click "Next" at the bottom of the page.

C. How to find and download your completion certificate for the CITI training program

1. Once you have logged in to the CITI program website (see instructions in Part A) look for the menu bar across the top of the web page. Click on "My Reports"
2. You will see a list of the courses you have completed. Look for the heading "Responsible Conduct of Research in the Biomedical Sciences."
3. Once you have identified the course, look to the right side of the screen.
4. Under the column labelled "Completion Report," click on "View/Print". There will be a download-button on the top right of the screen (next to the icon of a printer). Download this PDF document and save it in your records.
5. If you are a student, upload your PDF document to the corresponding assignment as per your course instruction.
6. For all others, using your stonybrook.edu email address, e-mail the PDF of the completion report to the Associate Dean for Research and Innovation.

Congratulations!
You have completed the Collaborative Institutional Training Initiative (CITI program) training on Responsible Conduct of Research (RCR)

Ignore the "Expiration Date." You only need to complete this course once.

S7   Academic Grievances (Formal Complaint)

The Committee on Admissions and Academic Standards considers grievances 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-professional 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.

S7.1 Procedure for Handling Academic Grievances

A.   Pre-Grievance Procedures

The Student discusses the concern(s) with faculty, preceptor or clinical instructor of record. If the student concern(s) are not resolved, then the following steps should be followed sequentially through to resolution:

1. Notify the student's advisor and/or Director of Student Resource 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 grievance.
2.   If resolution is not achieved, the student discusses the details of the grievance with the academic advisor.
3.   Academic advisor explores details of the grievance and advises student how to proceed if a grievance is in order.

The student:
a.   may mutually decide with their academic advisor to drop the grievance
b.   may together bring grievance to the Program Director
c.   may develop a written grievance for submission to the Admissions and Academic Standing Committee

Standing Committee

4. Grievances 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 grievance (s), including relevant dates
   e. a statement of remedies already sought (i.e., conversation with faculty, Program Director, 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 notify the Associate Dean for Academic Affairss and Strategic Partnerships who will assemble a Hearing Board to hear the case.

C. Hearing of Grievance

1. All concerned parties are notified of the decision to hold a hearing and the time and place of the hearing. The hearing must be scheduled within one week of the decision.
2. Any person charged in the grievance (s) 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 School of Nursing members) 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.
8. If the student feels the academic grievance(s) has not been resolved, the student may then avail themselves of the student appeals process S6.4.1 in the Student Handbook for Faculty.

S8 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.

S8.1   Procedures: Inspection of Student Records

S8.1.1 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.

S8.1.2 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.

S8.1.3 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.

S8.2 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 grievances 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.

S8.2.1 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."

S8.2.2 Inquires/Requests:

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

S8.2.3 Related Forms:
* SUSB 503-B: Request to Suppress/Release Directory Information
* SUSB 1029F: Student Consent to Inspect Record

S8.2.4 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"

S9   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. The use of cell phones or electronic devices for personal use are in violation of HIPAA and is prohibited in the clinical area.

S9.1   Graduate & Undergraduate 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. Instructions for obtaining I.D. badges will be provided at the School of Nursing orientation.

3. A red School of Nursing scrub top for undergraduate students and a white lab coat with pockets for graduate students is required. A Stony Brook School of Nursing emblem is to be sewn on left upper arm of the white lab coat.

4. 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.

5. Hair must be pulled off the collar. Hair color must be kept to natural shades.

6. 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.

7. Fingernails may be no longer than ¼ inch. No acrylic nails, tips, wraps, or other nail enhancements may be worn. Nail polish of a neutral color may be worn. If chipped, polish must be removed prior to beginning patient care.

8. No perfume or aftershave/cologne can be worn in the clinical setting.

9. Blue jeans, mini skirts, tight pants, shorts, sweat suits, crop tops, coveralls, and open toe shoes, as well as other inappropriate attire are not acceptable clothing for graduate or undergraduate students to wear in the clinical area at any time.

10. Undergarments must not extend above the waistline and must not be visible through the uniform.

11. 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.

12. Undergraduate nursing students must also wear:

   a. A white knee-length skirt or pants for women and white pants for men.

   b. Shoes – clean, white and of appropriate style must be worn with either white socks or flesh colored   hose.

It is expected that students will purchase the necessary uniform prior to entrance to the school. It is also expected that students will comply with the above dress code and maintain high standards of personal cleanliness and grooming at all times when 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. Additional requirements may be added as set forth by partnership facilities.

S9.2. Clinical Equipment

S9.2.1 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.

S9.2.2 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

S9.2.3 Transportation

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

S9.2.4 Clinical Schedules

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

S9.2.5 Clinical Absences

- Absence must be directly reported to the clinical faculty at least one hour prior to the start of the clinical day. 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 must be completed as determined by the course coordinator 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.

S9.2.6 Weather Emergencies and Clinical Attendance

In the event that a University closure is announced prior to the start of clinical, clinical will be cancelled for the day. In the event of a delayed University opening, clinical will follow accordingly. For example, if the University announces a delayed opening, affected scheduled clinicals will commence at the time the University opens. If the University closes after the clinical begins, clinicals will end at the time of the University closure. Students may be required to make-up clinical day(s) due to weather related emergencies.

S9.3   Disabled Students

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, 128 ECC Building, 631-632-6748, or at sasc@stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and the Student Accessibility Support Center. For procedures and information go to the following website: https://ehs.stonybrook.edu/programs/fire-safety/emergency-evacuation-guide-people-physical-disabilities and search Fire Safety and Evacuation and Disabilities.

S9.3.1 Syllabus Statement

Policy regarding 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, psychological, medical, or learning disability that may impact your course work, please contact Student Accessibility Support Services, 128 ECC Building, (631) 632-6748, or sasc@stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Student Accessibility Support Services. For procedures and information go to the following website: https://ehs.stonybrook.edu/programs/fire-safety/emergency-evacuation-guide-people-physical-disabilities and search Fire Safety and Evacuation and Disabilities. Faculty desiring additional information on learning disabilities should contact the above resource personnel or contact the Director of Student Resources Development for the School of Nursing.

S9.4   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.

S9.5   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, psychological, medical, or learning disability that may impact your course work, please contact Student Accessibility Support Services, 128 ECC Building, (631) 632-6748, or sasc@stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Student Accessibility Support Services. For procedures and information go to the following website: https://ehs.stonybrook.edu/programs/fire-safety/emergency-evacuation/evacuation-guide-people-physical-disabilities and search Fire Safety and Evacuation and Disabilities.

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

S10   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 911 (from campus phones), 632-3333 (all other phones), 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.

S10.1 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.

S10.1.2 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 632-6804Counseling 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 Center Fax 632-6936

S10.2 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.

S10.3 Counseling and Psychological Services

Website: https://www.stonybrook.edu/commcms/studentaffairs/caps/

Services: Counseling and Psychological Services (CAPS) offers free and confidential services to enrolled students. West Campus: Student Health Services – Second Floor, 1 Stadium Drive, Stony Brook, NY 11794-3100. HSC – Health Sciences Center, 3rd floor. 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 Counseling and Psychological Services (CAPS) 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. 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.

S10.3.1 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.

See the website for hours of operation:
https://www.stonybrook.edu/commcms/studentaffairs/caps/

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 University Police at 333 from campus phone or (631) 632-3333 (from non-campus phones), 3) or go to the University Hospital Emergency Room.

S10.3.2 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.

S10.3.3 Counseling and Psychological Services (CAPS):

- 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.

S10.3.4 Hotlines
- If this is an emergency, Call University Police at 333 from campus phone or (631) 632-3333 (from non-campus phones).
- Included below are hotlines that 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

S11 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.

S12   Membership in Professional and Scholarly Organizations

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

S12.1 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.

S12.1.1 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.

S12.1.2 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.

S12.1.3 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.

S12.1.4 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.

S12.1.5 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.

S12.1.6 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.

S12.1.7 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.

S12.1.8 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.

S12.1.9 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

S12.2 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.

S13   University Student Government

S13.1 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)

S13.2.1 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 grievances, 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 persons with whom the President will share responsibility with. 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 Student 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:

- 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 or each ad hoc committee.

S13.3 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 higher 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 form 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.

S13.4 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

S13.5 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.

S14 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 Academic Services through the use of the People Soft/SOLAR system. A diploma is issued by the Registrar upon official clearance by the Assistant Dean for Academic Services of School of Nursing and the Health Science Center Office of Student Services.

- Waivers and Challenges, where appropriate
- RN License
- Health Forms
- Malpractice Insurance
- Certification in Basic Life Support For Health Care Providers (HC-BLS)

S15   Graduation Requirements

S16   Instructions for Advanced Practice Certification

16.1   Instructions for Nurse Practitioner Certification

16.1.1 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.

15.1.2   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.

16.1.3   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.