



# **STUDENT HANDBOOK**

## **2020 – 2021**

**POMEROY COLLEGE OF NURSING  
AT CROUSE HOSPITAL**





736 Irving Avenue | Syracuse, New York 13210  
P: 315-470-7481 | W: [www.crouse.org/nursing](http://www.crouse.org/nursing)

## **STUDENT HANDBOOK**

2020-2021

The information contained within this document is informational only and not intended to be contractual in nature. Students are responsible for knowing the contents of this Handbook, and its official addenda and for adhering to all stated policies herein. Any questions should be clarified immediately by contacting Pomeroy College of Nursing at Crouse Hospital administration.

The College reserves the right, without advance notice, to make changes in its administrative and educational policies as deemed necessary and/or advisable for the continued development of the nursing program and the College. The College is committed to communicating any changes to enrolled students in a timely manner that allows for appropriate decision-making and planning. Nonetheless, in the event of any conflict between the policies as published in this Handbook and more recent revisions and/or additions, the latter will govern.

Failure to read this Handbook does not excuse students from abiding by the policies and procedures described herein.

### **NON-DISCRIMINATION POLICY**

Pomeroy College of Nursing at Crouse Hospital does not discriminate in the administration of educational policies or programs, admission policies, scholarship and loan programs or other school-administered programs. The College's non-discrimination policy is inclusive of, but not limited to, race, age, color, national or ethnic origin, marital status, gender, sexual orientation, gender identity, gender expression, veteran/military status, religion, disability or political ideology.

## TABLE OF CONTENTS

<b>Content Item</b>	<b>Page Number</b>
Frequently Used Telephone Numbers	1

### ABOUT POMEROY COLLEGE OF NURSING

<b>Content Item</b>	<b>Page Number</b>
Mission, Vision and Values	2
Our Philosophy	2
Civility and the Student Experience	3
Crouse Health Diversity and Inclusion	4
Program Outcomes	5
Student Learning Outcomes	5
Conceptual Framework and Model	6
Leveled Student Learning Outcomes	8
Memberships and Affiliations	8
Licensure Eligibility	9

### FINANCIAL INFORMATION AND RELATED POLICIES

<b>Content Item</b>	<b>Page Number</b>
Tuition and Other Expenses	11
Applying for Financial Aid	11
Financial Aid Programs	13
Financial Aid Grievance and Appeal Process	14
Refunds	15
Scholarship Eligibility	16
Student Loan Code of Conduct	17
GI Bill Recipients	19
Data Security	19
Employment Opportunities	19
Credit Card Solicitation	19

### CURRICULUM

<b>Content Item</b>	<b>Page Number</b>
Program Requirements	21
Clock and Credit Hours	21
Timeframes for Program Completion	21
Graduation Requirements	21
Program Plans of Study	22
Course Descriptions	22
Academic Calendars	22

### ENROLLMENT AND REGISTRATION

<b>Content Item</b>	<b>Page Number</b>
Matriculation and Enrollment	23
CPR Requirement	24

Student Background Check	25
Nursing Essential Functions and Technical Standards	25
Course Availability	27
Pre/Co-Requisites	27
Registration	27
Withdrawal/Dismissal	28
Request to Repeat a Nursing Course	29
Readmission	29
Transcript Requests	30
Leave of Absence	30
Transfer Credit Policy	32

## ACADEMIC POLICIES

Content Item	Page Number
Meeting Course Requirements	34
Grading	34
Academic Honors and Dean's List	36
Progression	37
Academic and Clinical Warnings	37
Classroom Behavior	38
Attendance	39
Clinical Policies	40
Exam Policies	47
Extension or Exception to Academic Policy	50
Injury/Illness	51
Hardware and Software Requirements	52
Academic Records – FERPA	53
Copyright Infringement	55
APA Format	56
Distance Education Policy	56
Gift Giving	57

## STUDENT SERVICES AND SUPPORT

Content Item	Page Number
Student Organizations and Government	58
Communication	58
Student Email Policy	59
Student Lounge	59
The Caring Closet	59
Convocation and Graduation	60
Crouse Clocktower Café and Jazzman's	60
Off-Campus Meal Plan	60
Lockers	60
Le Moyne College Student Services	60
Smoking/Tobacco-Free Campus	61
Academic Advising	62
Nursing Simulation and Learning Lab	63
Center for Student Development	63

MOODLE Resources Page	63
Library Services	63
Academic Adjustments for Students with Disabilities	64
EAL/ESL Testing Policy	68
English Language Assistance	69
HelpPeople	69
Student Health	69
Campus Safety and Security	71
Fire Safety	73
Emergency Closing	73
Building Lockdown	73
Medical Emergency – Code S	75
Emergency Management Plan	75

## STUDENT CONDUCT

Content Item	Page Number
Code of Student Conduct	76
Social Media/Networking Policy	79
Impaired Student	82
Drug-Free Schools and Communities Act	84

## GRADE APPEAL, ACADEMIC GRIEVANCE AND TITLE IX

Content Item	Page Number
Grade Appeal and Academic Grievance	87
Sexual Misconduct and Sexual Harassment	90

## APPENDICES

Appendix	Page Number
A – Program Plans of Study	111
B – Course Descriptions	114
C – Academic Calendar	121

## FREQUENTLY USED TELEPHONE NUMBERS

College Main Office	315-470-7481
College Main Office FAX	315-470-5774
Registrar   Bursar ( <i>billing</i> )	315-470-7256
Financial Aid	315-470-7749
Assistant Dean for Students	315-470-5710
Crouse Hospital Employee Health	315-470-7424
HelpPeople ( <i>mental health counseling and support</i> )	315-470-7447
Crouse Health Library	315-470-7380
Crouse Hospital Security	315-470-7826
Skills Lab/Simulation Center	315-470-5747
Title IX Coordinator	315-470-5710
College Instruction and Technology Coordinator	315-470-5922
Crouse IT Helpdesk	315-470-2600

*\*Faculty office telephone numbers are posted next to the public hallway telephone located in the seating area adjacent to the third floor restrooms.*

## **ABOUT POMEROY COLLEGE OF NURSING AT CROUSE HOSPITAL**

### **Mission**

At Pomeroy College of Nursing, our mission is to prepare a clinically competent professional nurse for hospital and community practice.

### **Vision**

Pomeroy College of Nursing at Crouse Hospital will be a leading nursing program graduating highly qualified professional nurses committed to excellence.

### **Values**

We achieve our mission by adhering to our core values. We provide:

- Holistic and compassionate approach to care by:
  - Assisting individuals to attain or maintain their optimum state of wellness
  - Respecting clients as culturally diverse individuals within communities, groups and families
  - Recognizing health as a dynamic state reflecting integration of mind, body and spirit
  - Reflecting the characteristics of honesty, integrity, and personal responsibility
  - Embracing the community that serves us as we learn to serve them
- Excellence in education by:
  - Utilizing dynamic learning environments
  - Being responsive to changes in healthcare
  - Supporting student centered and practice based education
  - Promoting lifelong learning and advanced education
  - Encouraging interaction, exploration, and collaborative learning
  - Incorporating evidenced based practice in multiple venues

## **OUR PHILOSOPHY**

### **Caring**

Caring is the corner stone of nursing. Caring is an interpersonal process involving an emotional commitment to, and a willingness to act on the behalf of, a person with whom one has a significant relationship. We believe that nursing is a dynamic, caring discipline with foundations in nursing theory as well as the arts, humanities, natural and social sciences. The nurse functions at the heart of the health care team bringing knowledge and caring to the interdisciplinary plan of care in a holistic and empathetic manner. Nurses demonstrate caring through collaboration with individuals, families and groups across the lifespan to promote health and wellness, prevent illness, restore health, alleviate pain and suffering, facilitate rehabilitation and support a dignified death.

### **Nursing Judgment**

We believe that nursing uses critical thinking skills and tested empirical knowledge to diagnose and treat human responses to actual or potential health problems. We believe that the professional nurse brings unique personal and intellectual dimensions and integrates a variety of functions to address individual, family and group needs. By adhering to professional nursing standards, evidence-based guidelines and innovative approaches to problem solving, the nurse integrates relevant outcomes-driven practice with the art and science of caring and healing. We believe that theory guided clinical practice is vital to improving the outcomes associated with nursing care. Therapeutic and creative use of self allows the nurse to establish relationships with individuals, families and groups which contribute to the achievement of optimal levels of health and comfort.



## **Holism**

We believe that individuals are holistic and unique beings who have intrinsic worth and rights. Each individual is comprised of biophysical, psychological, spiritual, developmental, social and cultural dimensions that are integrated and interact with internal and external environments. We believe that individuals are self-interpreting and constantly evolving. Individuals are interconnected with the universe and need others in a caring way. We believe that each individual has the freedom and responsibility to make decisions about his/her own health.

## **Health and Wellness**

Wellness is a state of optimal well-being that is oriented toward maximizing an individual's potential. We believe the environment is anything internal or external that may affect the holistic well-being of each individual. Nursing is concerned with the wholeness of individuals, recognizing that they are in continuous interaction with their environment. We believe that caring and healing environments are those in which there is high regard for the dignity of individuals. We believe that caring and healing environments are where relationships between nurses, individuals, families and the groups they serve, are based on mutual respect and a shared commitment to healing of mind, body and spirit.

## **Teaching-Learning**

We believe that teaching and learning is a process that is shared between both educator and learner as well as nurse and individual. We believe that knowledge acquisition and understanding is dynamic. The nurse incorporates health teaching to promote optimal well-being and recognizes the unique nature of individual needs. When the student learner's self-direction is fostered/encouraged, their ability to integrate nursing theory and clinical practice is facilitated.

We believe the graduate of our associate degree program is a compassionate and caring nurse generalist with the ability to utilize nursing judgment, collaboration and communication to provide safe and competent care and to promote human flourishing. The graduate nurse uses information technology to communicate, manage information, support decision making and to embrace a spirit of inquiry. We believe the new graduate is a novice with a commitment to self-evaluation, self-reflection, and lifelong learning, and who demonstrates professional identity in moving toward proficient, and then expert nursing practice.

## **CIVILITY & THE STUDENT EXPERIENCE**

It is expected that all members of the Pomeroy College of Nursing community will demonstrate civility. Civility means caring about the well-being and happiness of others and being genuinely interested in how they are doing. The College believes that civility incorporates the necessary abilities that allow each of us to peacefully coexist with one another. Specific behaviors that demonstrate civility include maintaining a cooperative spirit, having respect for all, listening closely, understanding differing viewpoints, and honoring the individual diversities of others.

## **Vision for the Student Experience**

Create a learning environment at the College that is safe and productive for all. An environment where a high quality teaching and learning experience can be provided and professional practice is developed. Interactions between all members of our College community are clear headed, temperate, considerate, and compassionate; respect, control, and kindness are the norm not the exception.

## **Characteristics**

- **Inclusiveness** – all are made to feel welcome and part of the learning community
- **Respect** – all individuals will be treated with the same level of respect regardless of rank or status
- **Warmth and friendliness** – all are made to feel valued and appreciated
- **Supportiveness** – all are encouraged to do well and be helpful to one another

- **Compassion and kindness** – all will recognize and strive to ease the distress of others
- **Engagement and availability** – all will have an excitement and sincere commitment to the ongoing success of the program
- **Safety and trust** – all will feel safe and encouraged to voice their opinions and concerns without fear of retribution

## **CROUSE HEALTH DIVERSITY AND INCLUSION**

Crouse Health values diversity and inclusion among its team members (i.e. Pomeroy College of Nursing students and faculty, contracted employees, employees, medical staff members, interns, physicians, volunteers, vendors, staff, contracted employees, consultants, officers and all other individuals who provide services under the auspices of Crouse Health). Diversity and Inclusion (D&I) is promoted at all levels and is strongly supported by the Board of Directors and Senior Leadership team.

Crouse Health is an equal opportunity employer and affirms the right of every qualified applicant to receive consideration for employment without regard to race (including traits historically associated with race), color, religion, creed, marital status, familial status, arrest/conviction record, sex/gender (including pregnancy), gender identity or expression, national origin, sexual orientation, predisposing genetic characteristics or carrier status, disability, domestic violence victim status, transgender status, reproductive health decision making, age, ancestry, military status, protected veteran status, or other status as protected by law.

The Mission, Vision and Values, along with Crouse's culture, regulations and strategic planning form the foundation for D&I. The goal is to ensure that our processes, guidelines, policies and culture create the ideal experience for our patients and their families and Crouse Health team members.

Crouse Health has a social responsibility to ensure that the following (but not limited to) is accomplished. Crouse will partner with our senior leaders, physicians, management team, diversity committee, Pomeroy College of Nursing students and faculty, contracted employees, employees, medical staff members, interns, physicians, volunteers, vendors, staff, contracted employees, consultants, officers to develop, support and promote a supportive, strategically focused environment to:

- Ensure that all are treated with fairness, respect and dignity.
- Recruit, hire, and retain a diverse workforce.
- Ensure that all marketing (internal and external) promotes to a diverse audience and encourages a work environment that inspires diversity of representation and thoughts, promotes and celebrates inclusivity, and provides equitable opportunities for all.
- Promote an environment where we recognize, respect and honor each of our unique backgrounds, abilities and perspectives.
- Provide mandatory diversity and inclusion education for all employees annually.
- Design policies and practices that support our patients, families, employees, medical staff, students and volunteers.
- Support new ideas from our diversity committee that meet the needs of a diverse staff population. Present activities and events to show appreciation and promote awareness of diversity.
- Maximize each individual's unique talents and potential.
- Offer professional development and training to help ensure that all have opportunities to grow and advance within the organization.
- Establish an environment where all can contribute thoughts and ideas from their unique background and experiences.
- Celebrate the diversity of our staff and the community we serve.

- Create a safe environment where employees can share their experiences in an open and welcoming environment, without fear of retaliation.
- Make reasonable accommodations for qualified individuals with disabilities.

Additionally, Crouse Health is committed to providing a work environment that is free from harassing or discriminatory conduct based on a person's protected status, and expressly prohibits the use of derogatory terms, slurs, and stereotypes in the workplace and in any other manner impacting work. No individual may engage in any verbal or physical conduct which harasses or discriminates against any patient, employee, staff member or guest. This includes (but not limited to) the use of ethnic slurs, racial epithets, and other offensive and derogatory conduct, relating to a person's race (including traits historically associated with race), color, religion, creed, national origin, sex, gender, gender identity or expression, sexual orientation, transgender status age, disability, or any other status referenced above and protected under the law. All harassment or discriminatory complaints of such behavior will be investigated promptly and effectively.

Team members are prohibited from using social networking to unlawfully harass, abuse, discriminate against, threaten violence against, or make malicious, obscene or defamatory statements about Crouse Health's employees, affiliated physicians, other healthcare providers, volunteers, students, patients, guests, vendors or contractors. In other words (and consistent with the Crouse values): Be respectful. Harassment includes offensive social media posts or other offensive content which could contribute to a hostile work environment on the basis of race, sex, disability, religion, age, or any other status protected under the law. This requirement is not intended to limit, or infringe on an employee's exercise of Section 7 rights under the NLRA.

Team members who observe or experience any conduct prohibited under this policy, including any mistreatment, discrimination, harassment, or violence, should immediately report the incident to your supervisor, the Director of Human Resources, the Director of Diversity and Inclusion, or the Director of Corporate Compliance. Crouse supervisors are required to report such conduct, and will face disciplinary action if they fail to do so. Staff members may also complete the Corporate Compliance Form anonymously (if desired), or contact the Corporate Compliance hotline at 315-470-7770. Any employee found to have violated this policy will be subject to corrective discipline, including immediate termination.

#### **PROGRAM OUTCOMES** (*Measures of Program Effectiveness*)

- NCLEX-RN results will be greater than 80% as published by the National Council of State Boards of Nursing.
- 65% of graduates will complete the program within 150% of the stated program length.
- 90% of graduates will be employed in the nursing field within one year of graduation.

#### **STUDENT LEARNING OUTCOMES**

##### **Upon successful completion of the program, the graduate will:**

- Plan and provide safe, competent, patient-centered care utilizing nursing process, scientific principles, critical thinking skills, caring behaviors, and cultural sensitivity in a variety of health care settings for the individual, family or groups with complex needs
- Collaborate with individuals, families, groups and members of the health care team to plan, implement and evaluate care to promote positive health outcomes for individuals or groups with complex needs
- Model effective (written, verbal, and nonverbal) communication skills within professional practice and with a variety of populations.

- Integrate current technology and evidence-based practice in the promotion of health, the support of professional communication and the enhancement of lifelong learning
- Exemplify the standards of professional nursing practice

## CONCEPTUAL FRAMEWORK

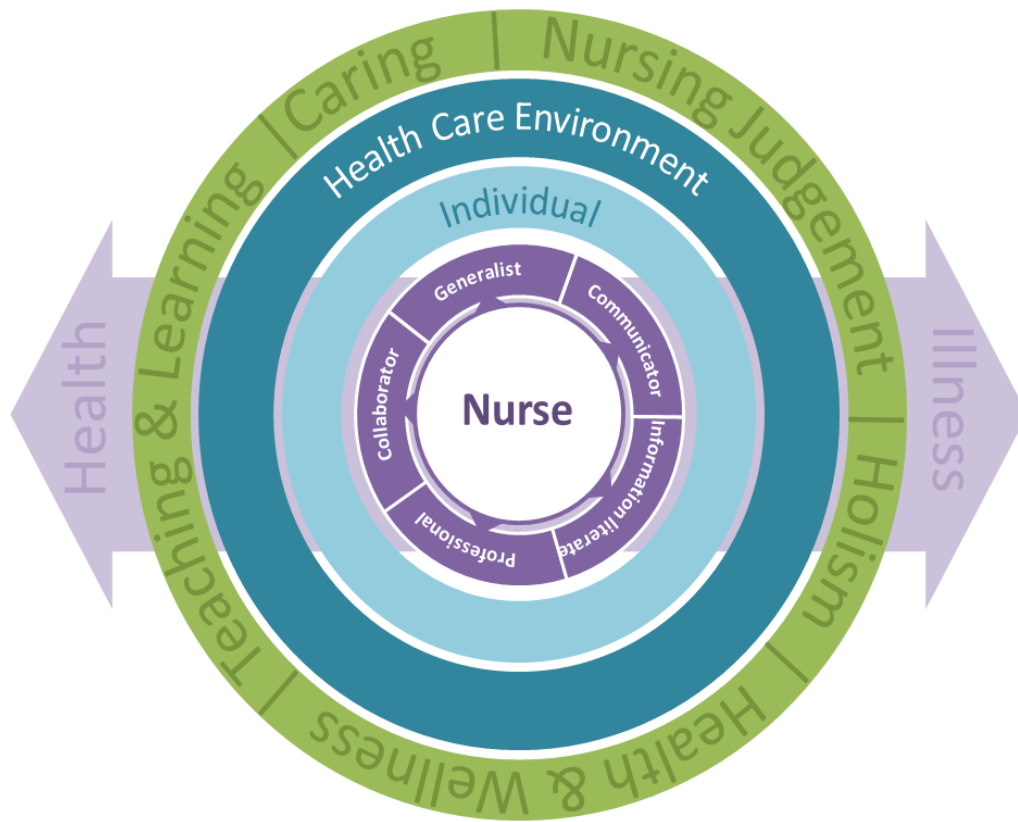
The conceptual model provides an organized framework for the curriculum. This framework is based on nursing theory as well as educational theory. The principle nursing theorists used were Nightingale for her vision of the environment and the holistic approach to patient care, and Watson for her definition of caring as the unique aspect of the nursing profession among health care providers. The curriculum was developed based on conceptual pedagogy which focuses on “concepts across environmental settings, the lifespan, and the health-illness continuum.” (Giddens, 2007). This pedagogy was chosen based on the belief that conceptual thinking promotes meaningful connections for the learner and better prepares the nurse to problem solve in an evolving health care environment. Conceptual pedagogy was also chosen based on its origin in constructivist theory which is grounded in the belief that learning is an active process, learners construct new ideas or concepts based on current or previous knowledge, and the significance of contextual learning.

Concepts are organized in the courses according to similar themes. Most concepts are introduced in the first semester, and repeated through the curriculum to further expand complex understanding and connections. Exemplars are used to illustrate the concepts at each level of learning and are used to provide contextual learning. The exemplars are selected by the faculty based on the incidence and prevalence in the communities of interest and/or their significance to the practice of nursing. Aspects of lifespan are integrated throughout the curriculum and further support the holistic approach to care. Selected general education courses are integrated into the curriculum and support the theoretical knowledge needed to solidify and enhance the learning of the student. Teaching strategies used in the concept-based courses are designed to foster active learning and critical thinking skills and are grounded in the principles of constructivist theory.

Three domains were identified to organize concepts – the individual, nursing, and the health care environment. These are illustrated in the model as the three over-arching domains with the nurse – beginning as a student – at the base. Concepts related to the individual are those involving the physiological, psychological, social, developmental, cultural and spiritual needs of the individual. Concepts related to nursing are those attributes, knowledge and skills that encompass the art and science of nursing. Concepts related to the health care environment are those focusing on aspects influencing the health/wellness of the individual, including health care systems, quality and safety. These domains are integrated through the courses and organized according to similar themes.

Course sequence is mapped according to the health-illness continuum, beginning with the wellness model and building on increasingly complex aspects of illness. This is illustrated in the model as the continuum extending across the domains. Learners also begin with fundamental skills and build on more complex skills and learning, following the simple-to-complex model.

Finally, the threads reflect the key components of the philosophy and are embedded through each course. These were identified as caring, nursing judgment, health/wellness, holism, and teaching/learning. These are illustrated as the strands crossing through all three domains. These elements are believed to be fundamental to the practice of nursing and essential in the educational development of the nurse, culminating in the achievement of the learning outcomes which are illustrated as core characteristics at the base of the model.



## LEVELED STUDENT LEARNING OUTCOMES

	Level I	Level II
<b>Generalist</b>	Demonstrate safe, competent, patient-centered care utilizing the nursing process, scientific principles, critical thinking skills, caring behaviors and cultural sensitivity in a variety of health care settings.	Plan and provide safe, competent, patient-centered care utilizing nursing process, scientific principles, critical thinking skills, caring behaviors, and cultural sensitivity in a variety of health care settings for the individual, family or groups with complex needs.
<b>Collaborator</b>	Collaborate with individuals, significant support persons and members of the health care team to plan, implement, and evaluate care to promote positive health outcomes.	Collaborate with individuals, families, groups and members of the health care team to plan, implement and evaluate care to promote positive health outcomes for individuals or groups with complex needs.
<b>Communicator</b>	Apply effective (written, verbal, and nonverbal) communication skills within professional practice and with individuals and their families.	Model effective (written, verbal, and nonverbal) communication skills within professional practice and with a variety of populations.
<b>Information Literate</b>	Correlate current technology in the promotion of health, the support of professional communication and the enhancement of lifelong learning.	Integrate current technology and evidence based practice in the promotion of health, the support of professional communication and the enhancement of lifelong learning.
<b>Professional</b>	Relate the ethical, legal and regulatory frameworks of nursing to professional nursing practice.	Exemplify the standards of professional nursing practice.

## MEMBERSHIPS AND AFFILIATIONS

American Association of Collegiate Registrars and Admissions Officers  
 Le Moyne College, Syracuse, New York  
 National Association of College Admission Counseling (NACAC)  
 National Association of Student Financial Aid Administrators  
 National Organization for Associate Degree Nursing  
 New York State Council of Hospital Schools of Professional Nursing  
 New York State Disability Services Council  
 The National League for Nursing  
 The Council of Associate Degree Programs

## **Program accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN)**

3343 Peachtree Road NE, Suite 850

Atlanta, Georgia 30326

Phone: 404-975-5000

Fax: 404-975-5020

Email: [info@acenursing.org](mailto:info@acenursing.org)

Web: [www.acenursing.org](http://www.acenursing.org)

## **Professional Education Program Review/Registered by:**

University of the State of New York, State Education Department

Office of the Professions, Division of Professional Licensing Services

89 Washington Ave., Albany, NY 12234-1000

Phone: 518-474-3810 (x280)

Web: [www.op.nysed.gov](http://www.op.nysed.gov)

HEGIS CODE: 5208.00

HEGIS CODE (Degree in 3): 1203.10

## **LICENSURE ELIGIBILITY**

The practice of nursing or use of “Registered Professional Nurse” (RN) within New York State requires licensure.

Pomeroy College of Nursing’s curriculum, program of study, meets the educational requirements to award the Associate in Applied Science in Nursing degree upon successful completion of the program. Graduates are eligible to take the NCLEX-RN exam for Registered Nurse licensure in New York. Other states may have different educational requirements for Registered Nurse licensure. Pomeroy College of Nursing has not made a determination of whether the curriculum meets educational requirements for professional licensure in states other than New York.

All forms for licensure in New York State can be obtained from the Bursar/Registrar.

## **General Requirements**

To be licensed as a registered professional nurse in New York State you must:

- be of good moral character;
- be at least eighteen (18) years of age;
- graduate from a nursing education program acceptable to NYSED;
- complete New York State required infection control coursework and child abuse reporting coursework;
- pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN) or another license examination acceptable to NYSED; and,
- apply for an RN license with NYSED.

Applicants must file an application for licensure and the other forms indicated, along with the appropriate fee to the Office of the Professions at the address specified on each form. It is the applicant’s responsibility to follow up with any requests for additional documentation. Laws that govern RN licensure are included in Education Law Article 139 and 8 NYCRR Part 64. These can be found on the New York State Education Department/Office of the Professions website ([www.op.nysed.gov](http://www.op.nysed.gov)), by emailing [op4info@nysed.gov](mailto:op4info@nysed.gov) or by calling 518-474-3817 (x570).

You must demonstrate that you are currently of good moral character in order to be licensed or registered as an RN. When you apply for an RN license or to renew your registration, you will be required to answer the following questions:

- Have you been found guilty after trial, or pleaded guilty, no contest or nolo contendere to a crime (felony or misdemeanor) in any court?
- Are criminal charges pending against you in any court? Has any licensing or disciplinary authority refused to issue you a license or ever revoked, annulled, cancelled, accepted surrender of, suspended, placed on probation, refused to renew a professional license or certificate held by you now or previously, or ever fined, censured, reprimanded or otherwise disciplined you?
- Are charges pending against you in any jurisdiction for any sort of professional misconduct?
- Has any hospital or licensed facility restricted or terminated your professional training, employment or privileges or have you ever voluntarily or involuntarily resigned or withdrawn from such association to avoid imposition of such measures?

A “yes” answer to one or more of the questions above will not necessarily disqualify you from a license or a registration in New York State. The New York State Education Department decides on a case by case basis whether prior criminal conviction(s) or other issues will disqualify the applicant from being licensed or registered as an RN.

<http://www.op.nysed.gov/prof/nurse/nursingrn.htm#instructions>



## **FINANCIAL INFORMATION AND RELATED POLICIES**

### **TUITION AND OTHER EXPENSES**

A listing of current tuition and fees and other expenses may be found online via the College website at [www.crouse.org/nursing/aid/tuition](http://www.crouse.org/nursing/aid/tuition). All fees are mandatory, non-refundable and not applicable toward tuition, unless otherwise noted.

#### **Uniforms**

Uniforms and associated accessories cost approximately \$300.

#### **Residence Hall**

College of Nursing students are eligible to reside in the residence hall when College is in session. Space is limited and those living at a distance are given priority. Residence hall charges are non-refundable and will not be prorated for any reason. Withdrawal, dismissal or leave of absence terminates students' rights to reside in the residence hall.

#### **Tuition Bills**

Bills for tuition and fees reflect the courses for which students have registered. Tuition, fees and residence hall charges are due (or a payment plan established) prior to the start of classes each semester/term. The College reserves the right to revise these costs at any time, without prior notice, in order to meet increased expenses. The Bursar/Registrar can provide more detailed information about College expenses at 315-470-7256.

#### **Payment Plan**

The College offers an Installment Payment Plan every semester/term, which allows students to pay tuition in installments over four months in fall and spring and three months in summer. A fee applies each semester/term a student chooses to enroll in the Installment Payment Plan and is due with the first installment payment prior to the start of classes each semester/term.

#### **Financial Obligations**

Financial obligations to the College include, but are not limited to:

- Tuition and fees
- Residence hall fees and damage assessments
- Overdue or lost library/media services materials

Students who are delinquent in financial obligations may incur late fees and not:

- Register for courses
- Receive official or unofficial transcripts
- Be eligible to graduate
- Be certified to take the licensing exam
- Receive diploma

### **APPLYING FOR FINANCIAL AID**

#### **Application Process**

To be considered for financial aid, students must file a Free Application for Federal Student Aid (FAFSA) and a New York State Tuition Assistance Program (TAP) application. These two forms are the primary financial aid applications required for the most common types of aid administered by the College: the Federal Pell Grant program, Federal Direct Loans, and New York State Tuition Assistance Program (TAP), excluding

Federal Plus Loans, private education loans, and external scholarships and grants. Our FAFSA Federal school code is 006445. Our NYS TAP school code is 0190.

Note that as of October 1, 2016, the FAFSA, TAP, and APTS applications require that applicants use prior-year tax and income data, regardless of changes to financial situations. For example, the 2018-2019 FAFSA requires 2016 tax information. The 2020-2021 FAFSA requires 2018 tax information.

### **Eligibility**

Eligibility for financial assistance is established according to information submitted on the FAFSA and TAP applications, and verified by the institution upon request by the Department of Education. Students who have been selected for this verification process will be notified via email and will not receive financial aid until their submitted documentation has been approved by the Financial Affairs Officer.

Financial assistance must be requested and financial Need must be determined annually, therefore, it is necessary to reapply for financial assistance each academic year. Students are ineligible for federal financial aid if they are in default on any prior educational loan or fail to complete a financial aid application for the appropriate academic year.

State and Federal student financial aid programs are subject to adjustments, depending on any change in financial status and on the allocation of funds to the College. Financial aid is awarded for the academic year and, unless otherwise indicated, awards are credited one half to each semester/term. Refund checks are typically issued twice per year or when they become available. Refund checks are calculated and distributed by the Bursar/Registrar; the Financial Affairs Officer is not affiliated with the calculation or distribution of student refund checks.

### **Financial Independence**

Federal and state regulations establish specific criteria for students to qualify as financially independent for purposes of receiving financial aid. The instructions for each form must be read carefully to determine eligibility as a financially independent student. Questions regarding financial independence should be addressed with the Financial Affairs Officer, where the Department of Education dependency criteria will be used to make this determination.

### **Requirements**

Once financial aid has been awarded, standards of progress must be met to remain eligible for aid in subsequent semesters/terms. These standards are determined according to FSA, SULA and Pell LEU regulations. Additionally, students must remain in good academic standing in order to remain eligible for state and/or federal aid, as determined by the College's academic standards. See Progression Policy.

### **Academic Progress**

Academic progress is defined for financial aid purposes as earning a specified number of credits each semester/term, achieving a specified minimum cumulative grade point average (CGPA) each semester/term, and continuity of class attendance. In addition, the program must be completed within a maximum time frame.

Students enrolled less than full-time will be measured for pursuit of program when they complete the equivalent of a full-time semester/term. All academic policies will remain in place throughout a semester/term.

Students who have lost eligibility may regain it by taking courses without the use of financial aid to make up any deficiencies per the guidelines of each respective aid program. Students who attain the required accumulated credits and satisfactory CGPA are again eligible to receive financial aid.

## Obtaining Information from the College

The following materials are available at the College and may be obtained by writing to the Financial Affairs Officer in care of the College or by calling the Financial Affairs Officer at 315-470-7749: financial expenses schedule, financial aid policies, summary of financial aid programs.

## FINANCIAL AID PROGRAMS

A combination of the programs detailed below may be awarded as a financial package at Pomeroy College of Nursing:

Aid Program	Source of funds	Who is Eligible	Value	How Funds Are Determined	How & When to Apply
<b>Pell Grant</b>	<b>Pell Grant</b>	US Government	Students who demonstrate qualifying financial need and have not previously earned a bachelor's degree.	No repayment. Awards up to \$6,345 per academic year according to federal formula.	School processes financial aid application and awards funding in accordance with federal Pell grant matrix.
<b>Crouse Scholarships</b>	<b>Crouse Scholarships</b>	Auxiliary, medical staff, memorial donations to Nursing Student Scholarship Fund	Nursing students who have demonstrated above average academic performance.	Award amounts vary based on Crouse Health Foundation funding and scholarship criteria.	Award is determined based on college application, and other admissions documents.
<b>Crouse Alumni Association Scholarships</b>	<b>Crouse Alumni Association Scholarships</b>	Crouse Hospital Nurses Alumni Association	Nursing students who have demonstrated above average academic performance.	Award amounts vary based on Crouse Health Foundation funding and scholarship criteria.	Award is determined based on college application, and other admissions documents.
<b>Federal Subsidized Direct Loans</b>	<b>Federal Subsidized Direct Loans</b>	U.S. Government	A full or half-time student. A FAFSA* application must be filed first.	Up to \$5,500 per year*, not to exceed \$23,000 aggregate. Interest does not accrue during in-school deferment.	School awards funding based on students' full eligibility. Students may choose to reduce or cancel loans.
<b>Federal Unsubsidized Direct Loans</b>	<b>Federal Unsubsidized Direct Loans</b>	U.S. Government	A full or half-time student. A FAFSA* application must be filed first.	Up to \$7,500 per year*, not to exceed \$57,500 aggregate.	School awards funding based on students' full eligibility. Students may choose to reduce or cancel loans.
<b>TAP*</b>	<b>TAP*</b>	New York State	All full-time students who are legal residents of New York and US citizens. Family net income not over \$80,000 for dependent or married students and not over \$10,000 for single independent students.	No repayment. Awards up to \$5,165 per academic year for maximum of four semesters.	NYSHESC* determines award based on need and amount of tuition.

\***Abbreviations** – FAFSA (Free Application for Federal Student Aid), SAR (Student Aid Report), NYSHESC (New York State Higher Education Service Corp.), TAP (Tuition Assistance Program)

**Additional New York State Funds Available:**

- Grants to Native American Students
- Veterans Tuition Award
- Aid for Part-Time Study (APTS)

**Additional Federal Funds Available:**

- Aid to Native American Students
- Veterans - GI bill
- Children of deceased or disabled Veterans
- Veterans Educational Benefits

For more information about these additional funds, contact the Financial Affairs Office.

**Important Financial Aid Policies**

Students applying for aid from any source may be selected to provide verification of family adjusted gross income, U.S. income tax paid, household size, number in postsecondary colleges, independent student status, and certain other untaxed income and benefits.

All students selected for verification must provide the College Financial Affairs Officer with the following:

1. A completed financial aid application or copy
2. A signed copy of applicable Federal Tax Returns and any other requested tax documents
3. A signed statement that no tax returns were filed, if applicable
4. A completed Student Aid Programs Information Verification Worksheet

Eligibility for and awarding of student aid is governed by Federal Title IV and state regulations. Copies of these policies and procedures are available in the Financial Affairs Office.

A full-time financial aid year is based on 24 or more credits over 30 or more weeks of instruction, or 12 or more credits over 15 weeks of instruction per full-time semester/term. Students may receive a prorated amount of funding for enrolling in less than full-time or condensed terms.

Students will initially be packaged for financial aid and presented an award letter indicating their full federal aid eligibility. Once the registration period has ended, students' awards and Cost of Attendance (COA) budget will be adjusted prorated amounts based on their rate of pursuit and resident/commuter status.

**FINANCIAL AID GRIEVANCE AND APPEAL PROCESS****Definition of a Financial Aid Grievance:**

A Financial Aid Grievance is defined as the perception of unfair treatment regarding the authorization, awarding, and/or policies related to student financial assistance, as brought to the attention of College administration.

If a student disagrees with an action or proposed action of the College relating to the awarding, continuation, or termination of financial assistance, they may seek resolution to the issue by initiating the grievance process. This process proceeds as follows:

1. The student meets informally with the Financial Affairs Officer to discuss the issue. If this meeting does not resolve the matter, the student has no longer than five (5) days to escalate their concern to the next step.

2. Should no resolution occur with the Financial Affairs Officer, the student may choose to meet with the Dean to seek resolution to the perceived issue.
3. After meeting with the Dean, if the student is still seeking appropriate corrective action, they may file an appeal to the Appeals Committee. The Appeals Committee shall consist of the Dean, the Assistant Dean for Faculty, the Assistant Dean for Students and the Financial Affairs Officer.

### **The Appeals Process:**

1. A written statement of appeal should be submitted by the student to the Assistant Dean for Students within three (3) days of meeting the Dean. All supporting documentation, if applicable, should accompany the student's written statement at the time of submission.
2. The student appearing before the committee has the right to appear with a relevant witness when meeting with the committee. The witness is expected to remain objective and not offer any opinions or personal feelings regarding the grievance. It should be noted that if the student is considered to be a "dependent" according to Title IV regulations, the student's custodial parent(s) or documented legal guardian shall be the only allowable witnesses.
3. The student shall be granted up to 30 minutes to present their position in regards to the grievance. No further time will be allowed.
4. The Committee's decision shall be presented to the student in writing, no more than three (3) days after the appeal meeting.
5. Decisions made by the Appeals Committee are final.
6. All proceedings shall be strictly confidential.
7. An Appeals Committee meeting may only be held if the student-appellant signs a release form authorizing the committee and the accompanying witness to have access to their financial aid records for the sake of that meeting.

Any person who perceived that they have been aggrieved by the College may file a written complaint with the New York State Education Department (NYSED) by sending their complaint to:

The Commissioner of Education  
The University of the State of New York  
Albany, New York 12230

### **REFUNDS**

Students are responsible to complete the Drop-Add form and submit to the Bursar/Registrar. Changes in tuition will be processed only after a completed Drop-Add Form is received by the College Bursar/Registrar. The date on which the completed form is received by the Bursar/Registrar will be the date the change is considered to be effective. Fees are separate from tuition and are nonrefundable.

After all charges owed to the College have been satisfied, any balance in parenthesis may be refunded. Refunds are processed for received credit after a Refund Request form has been completed and submitted to the Bursar/Registrar. Students will not receive a refund if they have a "Pending Award" (anticipated) credit on their student account. Refund checks may take up to 8-10 business days to be processed.

### **Timeline for Adjustments**

Adjustments to the tuition bill or refunds of paid tuition will be made according to the following deadlines:

**Required Nursing Courses:**

<b>Drop Received</b>	<b>Refund Percent</b>
Prior to the first day of the course	100%
During the first week of the course	75%
During the second week of the course	50%
During the third week of the course	25%
After the third week of the course	0% (no refund)

**Elective Nursing Courses:**

<b>Drop Received</b>	<b>Refund Percent</b>
Prior to the first day of the course	100%
Once course commences	0% (no refund)

**Withdrawal**

Students who intend to withdraw from a course or the program are required to meet with an advisor prior to bringing the Drop-Add Form to the Bursar/Registrar. Please see notes regarding dropping nursing versus general education courses under “Withdrawal/Dismissal.”

**Failure to Withdraw**

Students receive an (F) grade for any course not officially dropped and will not receive a refund.

**Impact of Withdrawals**

Student aid recipients should consult with the Financial Affairs Officer before dropping classes. Financial aid may not cover the charges for dropped classes.

**Pro Rata Refund Policy – Federal Title IV Aid Recipients**

The pro rata refund policy applies only to Federal Title IV aid recipients who are attending the College of Nursing for the first time and separate from College prior to completing 60% of the semester/term.

A refund is the unearned amount of institutional charges that must be returned to the Federal Student Aid (FSA) programs on behalf of the student who withdraws from college. A repayment is the unearned amount of any cash disbursed to the student that must be returned to the FSA. If the refund calculation determines that the student has received a cash disbursement in excess of allowable institutional charges, the excess will be repaid by the school and recouped from the student. When a student, who is subject to the Pro Rata Refund Policy, withdraws from college during the first 60% of the semester/term, the refund of institutional charges and the corresponding student liability will be computed using the Department of Education’s Return to Title IV Calculator.

Any refund of institutional charges shall be paid first to outstanding Federal Direct Loan balances, then to the Federal Pell Grant program, in the order specified by Title IV of the Higher Education Act of 1965, as amended. Any student liability for repayment of Federal funds already disbursed to a student will be reported to the U.S. Department of Education.

**SCHOLARSHIP ELIGIBILITY**

The Scholarship Committee is responsible for selection of recipients and administration of the awards in collaboration with the Assistant Dean for Enrollment and the Financial Affairs Officer. The selection process adheres to the same deadlines, policies, and guidelines governing other forms of scholarships and financial aid available to students at the College.

Actual funds are held in a restricted account by the Crouse Foundation in order to avoid co-mingling with College of Nursing operational funds and to insure tax deductibility for scholarship donors.

All College scholarships are awarded on the basis of overall academic achievement and in some cases demonstrated financial need. Scholarships may be used for tuition costs, fees, room & board, books & supplies, and/or other educational costs. Since scholarship donors generally request that the scholarships they sponsor do not affect students' eligibility for other forms of student aid, the College awards scholarships towards the overall budgeted cost of attendance (COA).

### **General Standards for Scholarship Eligibility**

- I. Currently enrolled students and transfer students
  - A. Maintain a 3.0 Grade Point Average (GPA) or higher
  - B. Exhibit individual behavior that is not in conflict with College policies
- II. Accepted for enrollment
  - A. Top tier of evaluated admissions applications and supporting documentation
  - B. Exhibit individual behavior that is not in conflict with College policies

Recipients' names and addresses are considered "directory information" and are provided to the Crouse Health Foundation for disclosure to the primary donors of the endowed scholarship funds. All other student information, including family income, financial need, grade point average, etc., is protected information under the Family Educational Rights and Privacy Act (FERPA) and will not be disclosed by the financial aid office to anyone without the express written consent of the student.

Students who have lost scholarship eligibility due to unforeseen mitigating circumstances may submit an appeal for award reinstatement to the Financial Affairs Officer. This appeal packet should include a detailed explanation of the circumstances which affected the student's academic performance, documentation supporting the explanation of circumstances, and an academic plan which clearly illustrates the student's intent and means of returning to scholarship eligibility.

Students must submit a letter of acknowledgement to the Crouse Health Foundation for each academic or calendar year in which they are offered a scholarship. The Foundation may choose to withhold funding for any student who does not contact them in regards to their award.

### **STUDENT LOAN CODE OF CONDUCT**

The Higher Education Opportunity Act (HEOA) of 2008 includes the requirement that an institution participating in a Title IV loan program must develop, publish, administer, and enforce a code of conduct related to administration of the Title IV loan programs. The College adheres to the following student loan code of conduct and applies the code of conduct to its officers, employees and agents of the school.

**Prohibition of preferred lender arrangements/lists:** A preferred lender arrangement is defined as an arrangement or agreement, between a lender and covered institution, in which a lender provides education loans to students (or the students' families) and the covered institution recommends, promotes or endorses the education loan products of the lender. Officers and employees of the College may not recommend, promote or otherwise endorse specific lenders or the education loan products of any lender.

**Ban on revenue-sharing arrangements with any lender:** The HEOA defines "revenue-sharing arrangement" as any agreement between an institution and a lender under which the lender makes Title IV loans to students attending the institution (or to families of those students), the institution recommends the lender or the loan products of the lender and, in exchange, the lender pays a fee or provides other material

benefits, including revenue or profit-sharing, to the institution or to its officers, employees, or agents. The College prohibits participation in any revenue-sharing arrangements by the institution or by its officers, employees, or agents.

**Ban on employees of the financial aid office receiving gifts from a lender, guaranty agency or loan servicer:** No officer or employee of the College, Office of Financial Aid (or an employee or agent who otherwise has responsibilities with respect to educational loans) may solicit or accept any gift from a lender, guarantor, or servicer of education loans. A “gift” is defined as any gratuity, favor, discount, entertainment, hospitality, loan or other item having monetary value of more than a nominal amount. A “gift” does not include (1) a brochure, workshop, or training using standard materials relating to a loan, default aversion, or financial literacy, such as a brochure, workshop, or training; (2) food, training, or informational material provided as part of a training session designed to improve the service of a lender, guarantor, or servicer if the training contributes to the professional development of the institution’s officers, employees, or agents; (3) favorable terms and benefits on an education loan provided to a student employed by the institution if those terms and benefits are comparable to those provided to all students at the institution; (4) entrance and exit counseling as long as the institution’s staff are in control of the counseling and the counseling does not promote the services of a specific lender; (5) philanthropic contributions from a lender, guarantor, or servicer that are unrelated to education loans or any contribution that is not made in exchange for an advantage related to education loans, and; (6) State education grants, scholarships, or financial aid funds administered by or on behalf of a State.

**Ban on contracting arrangements:** No officer or employee of the College, Office of Financial Aid (or employee or agent who otherwise has responsibilities with respect to education loans) may accept from a lender, or an affiliate of any lender, any fee, payment or other financial benefit as compensation for any type of consulting arrangement or contract to provide services to or on behalf of a lender relating to education loans.

**Prohibition against steering borrowers to particular lenders or delaying loan certifications:** For any first-time borrower, the College may not assign, through the award packaging or other methods, the borrower’s loan to a particular lender. In addition, the College may not refuse to certify, or delay the certification, of any loan based on the borrower’s selection of a particular lender or guaranty agency.

**Prohibition on offers of funds for private loans:** The College may not request or accept from any lender any offer of funds for private loans, including funds for an opportunity pool loan, to students in exchange for providing concessions or promises to the lender for a specific number of Title IV loans made, insured, or guaranteed, a specified loan volume, or a preferred lender arrangement. An “opportunity pool loan” is defined as a private education loan made by a lender to a student (or the student’s family) that involves a payment by the institution to the lender for extending credit to the student.

**Ban on staffing assistance:** The College may not request or accept from any lender any assistance with call center staffing or financial aid office staffing, except that a lender may provide professional development training, educational counseling materials (as long as the materials identify the lender that assisted in preparing the materials), or staffing services on a short-term, nonrecurring basis during emergencies or disasters.

**Ban on advisory board compensation:** Any employee of the College, Financial Affairs Officer (or employee who otherwise has responsibilities with respect to education loans or financial aid) who serves on an advisory board, commission, or group established by a lender or guarantor (or group of lenders or guarantors) is prohibited from receiving anything of value from the lender, guarantor, or group, except for reimbursement for reasonable expenses incurred by the employee for serving on the board.



## **GI BILL RECIPIENTS**

Students eligible to receive GI Bill benefits who wish to be certified while in attendance at Pomeroy College of Nursing should submit their Certificate of Eligibility (COE) to the Financial Affairs Officer (FAO) prior to the start of the semester/term. If the student's COE is not available, they should meet with the FAO prior to the start of the term/semester to determine what other documentation can be used.

GI Bill recipients who cross-register at Le Moyne College or take classes at another institution while attending Pomeroy College of Nursing at Crouse Hospital (PCON), will only be certified for the classes taken at PCON. Classes taken at another institution must be certified for GI Bill eligible credits by that institution. The Registrar from PCON will provide the student with a letter verifying that their course work is applicable to their nursing program.

GI Bill benefits are certified at the beginning of each semester. The payment period begins on the first day of classes and ends on last day of scheduled final exams or the "grades due to registrar date" for nursing courses if no final exam dates are scheduled, and on the last day of final exams for general education courses. Classes with varying start and/or end dates will be certified separately from classes which follow standard term dates.

GI Bill recipients who withdraw or make any changes to their academic schedule must meet with the financial aid administrator or Veteran Certifying Officer from that institution prior to making these changes in order to avoid a potential debt being owed to the Veterans Administration. If the institution finds that any changes were made to a GI Bill recipient's schedule without first meeting with the school's financial aid administrator, the institution will immediately notify the VA on behalf of the student to determine if the school or student is liable for any incurred debts.

## **DATA SECURITY**

Federal regulations require institutions to have cyber breach and/or data security plans in place in order to protect sensitive Student Aid Report and other non-directory information from being accessed by cyber criminals or inadvertently released by the institution. If any student becomes aware or suspects that their personal information was accessed by a third party without their consent, they should immediately notify the Financial Affairs Officer. Additionally, any non-government organizations who requires a student's Title IV information in order to process funding or determine aid eligibility for students must be indicated on a FERPA release form and signed by the student and their parent or legal guardian (if applicable).

Should the institution become aware of any possible data breach occurrences, the department of education will be notified within twenty four hours with a full report of the incident, including the number of students involved, the type of information suspected to have been accessed, and the organization's tentative plan for remedial action.

## **EMPLOYMENT OPPORTUNITIES**

Employment opportunities may be available through, Crouse Health and the Crouse Hospital Student Nurse Resource Pool. Full-time employment is not recommended while pursuing educational endeavors at the College. For more information concerning employment opportunities within the hospital, please visit [www.crouse.org/careers](http://www.crouse.org/careers) or contact the Crouse Health Human Resources Department at 315-470-7521.

## **CREDIT CARD SOLICITATION**

The College prohibits credit card solicitation in any form by financial institutions or other companies, groups, or individuals seeking to distribute credit card applications on the College campus. Such prohibited

means includes solicitation by posting on College bulletin boards, advertisement in College publication or information processed through campus mailbox or email systems. The College may provide its student body with educational information regarding the responsible use of credit cards. Appropriate means to communicate this information may include presentations in new student welcome or regular classroom activities, relevant literature placed in designated campus facilities, or during special campus programming events. Violations of this policy will result in appropriate action taken by the College.

## CURRICULUM

### PROGRAM REQUIREMENTS

#### For students entering January 2020 and after:

Nursing Component:	41 credits
General Education Component:	24 credits
➤ Science (includes Nutrition):	(15 credits)
➤ Humanities:	(3 credits)
➤ Social Sciences:	(6 credits)
<b>Total:</b>	<b>65 credits</b>

#### For students entering prior to January 2020:

Nursing Component:	41 credits
General Education Component:	27 credits
➤ Science (includes Nutrition):	(15 credits)
➤ Humanities:	(6 credits)
➤ Social Sciences:	(6 credits)
<b>Total:</b>	<b>68 credits</b>

### CLOCK AND CREDIT HOURS

Definition of clock hours for theory and clinical experience:

Class:	1 hour per week x 15 weeks = 15 clock hours = 1 credit
Class Laboratory:	2 hours per week x 15 weeks = 30 clock hours = 1 credit
Clinical Experience:	3 hours per week x 15 weeks = 45 clock hours = 1 credit

### TIMEFRAMES FOR PROGRAM COMPLETION

The nursing program consists of general education and nursing courses that can be completed on a full-time basis. The traditional day option consists of 16-week semesters, and the evening/weekend option consists of terms of variable length. All program requirements must be completed within five years of the original date of matriculation.

#### Full-time

Students who enroll for full-time study may complete program requirements in two years if they follow the recommended course sequence.

#### Evening/Weekend Option

Students who enroll for the evening/weekend option may complete program requirements in 16 months if they follow the recommended course sequence.

### GRADUATION REQUIREMENTS

Upon completion of all requirements, graduates are awarded an Associate in Applied Science (A.A.S.) in Nursing. To earn their degree, students must:

- Complete all required courses with a grade of (C) or above
- Complete mandated reporter module

- Achieve a CGPA of 2.0 or above
- Meet all financial and academic obligations
- Complete NCLEX Review Course

### **PROGRAM PLANS OF STUDY**

Program Plans of Study for both the Day and Evening/Weekend options can be found in Appendix A.

### **COURSE DESCRIPTIONS**

Course descriptions for all nursing and required Le Moyne College general education courses can be found in Appendix B.

### **ACADEMIC CALENDAR**

The fall 2020 Academic Calendar for both the Day and Evening/Weekend options can be found in Appendix C.

## ENROLLMENT AND REGISTRATION

### MATRICULATION AND ENROLLMENT

#### **Matriculation**

Matriculation is a student status that indicates that all admission requirements have been met, and the student has accepted an offer of admission to the program.

#### **Non-matriculated (NM)**

Non-matriculated students are not enrolled in the nursing program but are allowed to take general education courses at the College of Nursing on a space-available basis.

#### **Full-Time (FT)**

Full-time is defined in both federal regulations and in New York State education law as being enrolled in a full-time academic workload that equals or exceeds 12 credit hours per semester/term.

Courses (class, lab, clinical) for the day option may be held during the evening and/or weekend due to the availability of sites/resources.

Courses (class, lab, clinical) for the evening/weekend option may be held during the weekday evenings and/or weekend (day or evening hours) due to the availability of sites/resources.

#### **Caution about Full-Time Study**

Students who have transferred general education courses or taken them during summer sessions may have difficulty maintaining full-time status at the College. Financial aid opportunities may be limited; consult the Financial Affairs Officer.

#### **Audit (AU)**

Any student desiring to audit a nursing course must acquire prior approval by the Dean before registering for the course. The request must be submitted before the semester/term begins in which the course being considered for audit is offered. Students may audit only the theory portion of a nursing course and will pay a pro-rated tuition fee. Audited classes are recorded with a grade of "AU". No credit is awarded. A course taken on an audit basis will not be counted in determining full-time status for financial aid eligibility.

#### **Health Assessment**

Healthcare facilities have many procedures, processes and requirements that the College is mandated to follow in order to place students in the clinical setting. Students are required to complete a full health assessment as an enrollment requirement and annually upon continued matriculation. Students are responsible for submitting all required documents to their Castle Branch account by the designated deadline; faxed, mailed or emailed documents to the College will not be accepted. All health records must be 100% complete and current to attend class, lab and clinical.

New York State requires all students taking six credits or more and born after January 1, 1957 to submit the following immunization records (PHL Section 2165 and 2167):

- Measles, Mumps, Rubella
  - Proof of 2 measles, 1 mumps & 1 rubella vaccines (or 2 MMR's) OR
  - Positive blood test results (IGG) for Measles, Mumps, and Rubella,
- Meningitis
  - Proof of meningitis vaccine within 5 years OR
  - Signed wavier declining the meningitis vaccine.

Health Care facilities that students will be attending for clinical also require the following:

- Tuberculosis Screening
  - Evidence of **two** negative Purified Protein Derivative Testing (PPD)
    - Both PPD's must be within 12 months of college entrance date
    - The second PPD must be within 3 months prior to college entrance date
    - There must be at least 7 days between the two tests
  - Or
  - Evidence of a negative QuantiFERON gold blood test, within 3 months prior to College entrance date
  - Students with a positive PPD test or positive QuantiFERON gold will be required to have a clear chest x-ray and show satisfactory evidence of follow-up health care with the Onondaga County Health Department Chest Clinic. A TB screening form must be completed annually for those with a positive PPD or positive QuantiFERON gold
  - Students will be required to have an annual PPD test, regardless of initial tuberculosis screening
- 1 Tdap within 10 years
- 2 doses of varicella vaccine 4 weeks apart or positive blood test results (IGG) for varicella
- 3 Hepatitis B vaccines or positive blood test results (IGG or declination form.
- Current Flu vaccine (one dose each flu season)

Students are referred to the following for assistance with immunization compliance and records:

- Current and Previous Health Care Providers
- High School
- Prior/Current College
- Onondaga County Health Department
- Military records

For more information on the New York State Immunization requirements please visit:

[http://www.health.ny.gov/prevention/immunization/handbook/section\\_1\\_requirements.htm](http://www.health.ny.gov/prevention/immunization/handbook/section_1_requirements.htm)

For more information on immunization requirements for healthcare workers please visit the CDC website:

<https://www.cdc.gov/>

### **Enforcement statement**

Students are not allowed to attend college without demonstrating immunization compliance. Students must have the required health information upon matriculation and remain current throughout the program. Failure to do so will result in disciplinary action up to, and including suspension from course work.

### **CPR REQUIREMENT**

Students must provide documentation of successful completion of an approved CPR course listed below prior to established deadlines. All students are required to keep CPR certification current throughout program matriculation. Proof of continued certification for an entire semester/term is required, at the start of each semester/term. Prior to nursing coursework, students must complete one of the following courses:

- American Heart Association (AHA) Basic Life Support (BLS) (Two year certification)
  - American Red Cross (ARC) Basic Life Support for Healthcare Providers (Two year certification)
- Certification from any provider not listed above will not fulfill this requirement.

***\*Students who do not submit proof of completion of the approved CPR certification prior to the established deadline will be unable to attend nursing classes, lab and clinical rotations.***

## **STUDENT BACKGROUND CHECK**

Enrollment requirements for Pomeroy College of Nursing at Crouse Hospital include completion of a background check for all accepted students. Background checks are standard for health care employment to ensure the safety and welfare of all patients and employees. To comply with these requirements, PCON requires all students to obtain a criminal background check.

- Accepted students are contingently enrolled until results of the background check are reviewed. Students are required to obtain a criminal background check via [castlebranch.com](http://castlebranch.com) by the established deadline and are responsible for the cost of the background check
- Students refusing to obtain a background check or students that do not complete a background check by the established deadline date will not be eligible to enroll
- Previous background checks may not be used to meet this requirement
- The student and PCON Administration will receive the background check results. All background checks will be treated as confidential
- If a background check is negative (no incidences displayed), the summary page of the report is filed in the student's record
- If a background check is positive, an administrative review is initiated. The student will be asked to validate and explain the results. If the occurrence is deemed to be of no concern by administration, the student will be allowed to enroll
- If the occurrence is sufficiently flagrant that the student will not meet the College's Essential Functions and/or be eligible for placement in the clinical settings, the student will not be eligible to enroll
- Students are responsible to determine eligibility for licensure. If convicted of a crime, the student is responsible to determine if their background will prohibit licensure and employment in the healthcare industry. Pomeroy College of Nursing administration, faculty and staff are unable to provide legal advice. Students with questions/concerns about their background may contact legal counsel prior to enrollment at PCON

## **NURSING ESSENTIAL FUNCTIONS AND TECHNICAL STANDARDS** *(Enrollment Requirements)*

Students must have the ability to perform the following functions upon matriculation and throughout the program. In addition, students are also required to sign off on and fulfill the role of the Student Nurse as outlined in the Role Position Description.

### **Gross and Fine Motor Skills**

- Reach above shoulders (e.g., IV poles)
- Position and transfer client safely
- Ability to glove, gown, and mask

### **Physical/ Strength Endurance**

- Stand (e.g., at client side during surgical or therapeutic procedures)
- Sustain repetitive movements (e.g., CPR)
- Maintain physical tolerance (e.g., work on your feet a minimum of 8 hours)
- Push, pull, lift and support 50 lbs.

### **Mobility (physical abilities sufficient for movement from room to room and in small spaces)**

- Requires full range of motion

**Hearing (auditory ability sufficient for monitoring and assessing health needs)**

- Hear normal speaking-level sounds (e.g., person-to-person report)
- Hear faint voices and sounds (e.g., blood pressure sounds, cardiac, lung, and abdominal sounds)
- Hear in situations when not able to see lips (e.g., when masks are used)
- Hear auditory alarms (e.g., monitors, fire alarms, call bells) and other displays indicating immediate client need

**Visual (visual ability sufficient for observation and assessment necessary in patient care)**

- See objects up to 20 inches away (e.g., information on computer screen, skin conditions)
- See objects up to 20 feet away (e.g., client in room)
- See objects more than 20 feet away (client at end of hall)
- Use depth perception
- Use peripheral vision
- Distinguish color intensity (e.g., flushed skin, skin paleness)

**Tactile (tactile ability sufficient for physical assessment)**

- Palpate pulses
- Feel differences in sizes and shapes (surface characteristics such as skin turgor, rashes, palpate vein and identify body landmarks)

**Smell**

- Detect and tolerate strong odors (detect smoke, gases or noxious smells)

**Reading/Writing/Math Competence**

- Read and understand written/electronic documents
- Read and write in electronic medical record
- Read digital displays
- Read graphic printouts (e.g., EKG)
- Tell time
- Count rates (e.g., drips/minute, pulse)
- Use/read measuring/measurement marks/tools (e.g., thermometer, measurement tapes, scales, etc.)
- Perform basic math calculations
- Use a calculator
- Comprehend trends (e.g., vital signs)

**Emotional Stability**

- Establish therapeutic boundaries
- Provide client with emotional support
- Adapt to changing environment/stress
- Respond to the unexpected (e.g., client condition, crisis)
- Focus attention on task
- Cope with own emotions
- Perform multiple responsibilities concurrently
- Cope with strong emotions in others (e.g., grief)

**Critical Thinking (critical thinking includes the ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation)**

- Transfer knowledge from one situation to another
- Process information from multiple sources
- Analyze and interpret abstract and concrete data
- Prioritize tasks, problem solve and evaluate outcomes
- Use short and long-term memory



- Identify cause-effect relationships
- Synthesize knowledge and skills
- Sequence information
- Adapt decision based on new information

#### **Professional and Communication Skills (includes verbal and written professional interactions)**

- Establish rapport with individuals, families, co-workers, interdisciplinary team and groups
- Respect/value cultural differences
- Engage in patient/family education
- Collaborates with and across departments related to patient care
- Convey caring, respect, sensitivity, tact, compassion, empathy, tolerance and a healthy attitude towards others
- Demonstrate professional communication, appearance and behavior that shows respect for clients and self
- Demonstrate a mentally healthy attitude that is age appropriate in relationship to the client
- Handle multiple tasks concurrently
- Perform safe, effective nursing care for clients in a caring context
- Maintain the confidentiality of medical information
- Understand and follow the policies and procedures of the College and clinical agencies
- Understand the consequences of violating the student code of conduct
- Accept responsibility, accountability for one's actions
- Remain free of chemical dependency
- Report promptly to all clinical experiences
- Receptive to constructive feedback

#### **COURSE AVAILABILITY**

The College reserves the right to change course offerings or the schedule of courses due to enrollment, staffing and/or financial issues. If a general education course is cancelled due to low enrollment, students will be referred to the Le Moyne College website for registration in coursework on their campus, an off-site location or on-line. (*See Transfer Credit Policy*)

#### **PRE/CO-REQUISITES**

A prerequisite is a course or a requirement that must be completed satisfactorily before taking another course. A co-requisite is a course or requirement that must be completed concurrently with another course. Pre- and co- requisites are listed in the course descriptions (*See Appendix B*).

Students are required to submit proof of enrollment for all courses being taken at other institutions while matriculated at Pomeroy College of Nursing. An official transcript showing completed grades is required before the next semester/term begins.

#### **REGISTRATION**

##### **Advisement**

Students are strongly encouraged to meet with an academic advisor prior to registration to ensure they are meeting progression and/or graduation requirements. It is the student's responsibility to register for courses that fulfill graduation requirements. Registration for nursing courses is completed online through SONIS during an open enrollment period. Students are notified via their College email regarding registration details. Students who do not register during designated registration times may forfeit their space in the next sequence of coursework. Students are required to submit proof of enrollment for all required courses being

taken at other institutions while matriculated. Official transcript showing completed grades is required before the next semester/term starts (*refer to Transfer Credit Policy for more information*).

### **Course Adjustment Days**

Students must refer to the academic calendar for add/drop dates (*See Appendix C*).

### **Hold on Account**

Students will not be able to register for courses if there is a hold on their account. A registration hold will be placed on an account if there is a balance due to the College past the stated deadline for the applicable semester/term. Students may be required to meet with the Bursar/Registrar to establish a payment plan.

## **WITHDRAWAL/DISMISSAL**

### **Nursing Courses**

Students may withdraw from a nursing (NUR) course up until 60% of the course has been completed. The date of withdrawal is the date the completed form is received by the Bursar/Registrar. A (WD) grade is assigned for students who withdraw according to the dates established on the academic calendar. Students who intend to withdraw from a course or the program are required to meet with an advisor and the Financial Affairs Officer prior to bringing the Drop-Add Form to the Bursar/Registrar.

No course withdrawal will be permitted after the deadline that is identified on the academic calendar. Withdrawal from nursing courses does not signify withdrawal from general education courses. See grading policy for further detailed information regarding withdrawing from courses.

**Tuition refunds** are calculated by the exact date of withdrawal (*see Refunds policy*).

### **General Education Courses**

Withdrawal deadlines and grades for general education courses are assigned according to Le Moyne College policies. Information may be obtained from the Bursar/Registrar. Any student who wishes to withdraw from a general education course must do so with the Bursar/Registrar by completing a scheduled adjustment form.

### **Withdrawal from the Program**

Students may elect to withdraw from the Program/College at any time by written notification to the Dean stating their intent to withdraw. The procedure for withdrawal is as follows:

1. Meet with the Assistant Dean for Students to obtain the *Program Withdrawal Checklist* and complete an *Drop-Add form*
2. Meet with the Financial Affairs Officer regarding impact on financial aid
3. Complete an exit interview with the Dean or designee
4. Submit completed forms to the Bursar/Registrar and return all student ID badges

If there is an outstanding balance on their account, the student will work with the Bursar/Registrar to arrange payment based on the Timeline for Adjustments (see Refunds policy). Grades will be assigned according to the Academic Calendar.

Residential students must vacate the College residence hall no later than 24 hours after completing all steps of the withdrawal process and return their room key to the Assistant Dean for Students.

### **Academic Dismissal from the Program**

A student who receives a failing grade in any required course must repeat that course. This may necessitate interruption of the program as space may be limited (See Progression policy).

### Nursing Courses:

A student must successfully repeat theory, clinical and lab components of a failed required nursing course.

### General Education Courses:

A student must successfully repeat a failed (Grade less than “C”) general education course.

***\*Students who receive a failing grade in two (2) required courses (nursing or general education) will be academically dismissed from the program.***

### **Administrative Dismissal from the Program**

Administrative Council may recommend to the Dean that a student be dismissed from the College. The Dean may suspend or dismiss a student for any of the following reasons:

- Failure to meet College obligations including financial, academic and/or clinical policies
- Behavior that is contrary to the ethical code of the nursing profession
- Failure of a required course after readmission
- Second failure of the same required nursing course

The Dean may also impose a mandatory leave of absence or require dismissal of any student for lack of professional qualifications for nursing or for reasons pertaining to dishonest, unsafe, or immoral behavior. A student who is administratively dismissed is not eligible to apply for readmission to the program.

### **REQUEST TO REPEAT A NURSING COURSE**

Students who need to repeat a nursing course for any reason (course failure, course withdrawal) must notify the Bursar/Registrar via email indicating their request to repeat the nursing course the next semester or term. Written requests should be submitted to the Bursar/Registrar prior to the progression meeting identified on the academic calendar. Submission of a request does not guarantee reinstatement in the nursing course. (Refer to the student placement procedure in the progression policy). Enrollment in courses is subject to availability of space. Students will be notified by the Bursar/Registrar regarding placement in the course. All program requirements must be completed within five (5) years of original date of matriculation.

Students repeating a nursing course for any reason are highly encouraged to meet with an academic advisor and the Financial Affairs Officer prior to the start of the semester/term.

### **READMISSION**

Candidates seeking readmission to the College should contact the Assistant Dean for Students in writing to obtain a readmission application. A student who is administratively dismissed is not eligible to apply for readmission to the program. All parts of the readmission application, including the application fee must be submitted by May 15 for Fall semester consideration and December 15 for Spring semester consideration. The decision of the Readmission Committee is final and not subject to appeal.

### **Readmission Eligibility**

<b>Course Failures</b>	<b>Eligible to Apply for Readmission</b>
One nursing and one general education failure	Yes
Two general education failures	Yes
Two nursing course failures	No

## **TRANSCRIPT REQUESTS**

Current students and alumni may request official and unofficial copies of their transcripts from the College. Current students will incur no fee for the transcript request. There is a processing fee for each transcript requested by former students and alumni.

Please note official copies of transcripts will not be sent if a student has an outstanding financial obligation to the College or has not paid for a previous transcript request. Students desiring a transcript for educational, employment and/or personal reasons will complete an official transcript request. The request will be processed and sent to the requested location(s). The Release of Information requirement is satisfied by completing the transcript request.

## **LEAVE OF ABSENCE**

Students may apply for Personal, Medical or Military Leave of Absence (LOA).

### **Personal LOA**

Students who must leave the College to attend to a personal matter may apply for a Personal LOA.

A Personal LOA may be requested at any point during the semester or term prior to the date noted on the corresponding academic calendar.

### **Personal LOA Procedure**

The following procedure must be followed to request a Personal LOA:

- The student must schedule a meeting with the Assistant Dean for Students to discuss their specific personal circumstance and review the Personal LOA process
- The student will complete a *Request for Leave of Absence* and *Drop-Add* form with the Assistant Dean for Students
- The student must submit a typed personal statement that details the necessity for the Personal LOA request
- The student will meet with the Financial Affairs Officer to discuss any financial ramifications related to taking a Personal LOA

### **Medical LOA**

A student may experience unexpected physical or psychological conditions that significantly impair their ability to function successfully or safely in their role as a student. In such cases, the student may decide that time away from the College for treatment and recovery can help restore functioning to a level that will enable the student to return to the College and perform successfully in the classroom and clinical environment. The College has a vested interest in students receiving appropriate care not only for their own wellbeing, but also for the wellbeing of the larger community with whom the student interacts.

A Medical LOA may be requested at any point during the semester or term prior to the last day of classes as noted on the corresponding academic calendar, including the requisite medical evaluation and any related paperwork.

### **Medical LOA Procedure**

The following procedure must be followed to request a Medical LOA:

- The student must schedule a meeting with the Assistant Dean for Students to discuss their specific medical condition and review the Medical LOA process
- The student will complete a *Request for Leave of Absence* and *Drop-Add* form with the Assistant Dean for Students and obtain the *Treating Healthcare Provider Report* form
- The student will meet with the Financial Affairs Officer to discuss any financial ramifications related to taking a Medical LOA
- The student must be evaluated by their treating physician, licensed mental health provider or other appropriate licensed healthcare provider and the *Treating Healthcare Provider Report* form must be completed and submitted to the College prior to Medical LOA approval

### **General Personal and Medical LOA Information**

The following applies to all Personal and Medical LOAs:

- All requests must be reviewed and approved by the Dean of the College
- Students must continue in all coursework (theory, lab and clinical) while their LOA request is pending approval
- Students may be granted a LOA for a total of two semesters or terms throughout the duration of the program, consecutive or nonconsecutive
- Grades will be assigned as WD
- Once the LOA is approved, the student's Crouse ID badge will be deactivated and access to College and Hospital facilities will be restricted
- Students may not attend general education courses taught on the Pomeroy College of Nursing campus during the entirety of their LOA
- Adjustments to the tuition bill or refunds of paid tuition will be made according to the *Timeline for Adjustments* (see Refunds Policy)
- Students seeking to extend their LOA beyond one semester or term must submit a request for extension in writing to the Bursar/Registrar. If the leave extends beyond two semesters or terms the student will be required to apply for readmission to the College

### **Returning from Personal or Medical LOA**

- Students must notify the Bursar/Registrar in writing of their intention to return to the College by the established date/deadline indicated on the LOA approval letter. Those who do not notify the Bursar/Registrar by the deadline may be administratively dismissed from the College
- Reenrollment in courses is dependent upon space availability
- Returning from a Medical LOA requires that a medical clearance letter from the treating physician, licensed mental health provider or other appropriate licensed healthcare provider be submitted to Crouse Hospital Employee Health at least three days prior to the start of classes. Students must also schedule an appointment with Crouse Hospital Employee Health to be cleared for coursework prior to the start of classes and submit the clearance form obtained by Crouse Hospital Employee Health to the Bursar/Registrar
- Students are subject to all College policies/standards/guidelines upon their return, including any changes that may have been implemented during their LOA

### **Military LOA**

This policy applies to soldiers who are called to active military duty or have received orders for a state or federal deployment. A copy of the student's military orders or official letter of duty assignment must accompany a student's official request for withdrawal or leave of absence based upon military duty. This process is also necessary to qualify for a tuition refund or financial credit for course fees. A qualifying

military withdrawal during the semester/term could entitle the student to a full refund of tuition and mandatory fees.

To re-enroll, the student should inform the College of their intent to return to coursework within 30 days of discharge from active duty or documented completion of terminal leave, or 30 days prior to their intended start of classes. The student should meet with an advisor, the Bursar/Registrar, and the Financial Affairs Officer regarding registration and implementation of any tuition assistance benefits. The length of time the student has been away could affect the readmission plan.

For general education courses, the student must adhere to policies determined by the academic institution where the courses are taken.

If the student is receiving the GI Bill under chapters 30, 33, 35, 1606, or 1607, the College's VA Certifying Official will initiate the termination of benefits for that semester/term per the VA's most current policy. For students receiving GI Bill chapter 31 benefits, the College's VA certifying official will work with the student's Vocational Rehabilitation counselor to terminate the student's benefits for that semester/term.

## **TRANSFER CREDIT POLICY**

Transfer credit is determined by the Bursar/Registrar in consultation with the Assistant Dean for Enrollment. Transfer credit may be granted for courses that have content and credit comparable to required general education courses. Evaluation of transfer credit will be finalized and awarded only after final official transcripts from each credit source (such as college transcripts, test scores, or military documents) have been received by the College. Course descriptions and course syllabi may be requested to provide further clarification.

### **Transfer Credit Consideration is given to:**

- Required general education courses of the program completed with a grade of (C) or above.
- Anatomy & Physiology I, II and Microbiology courses completed within five years\* of the date of application. Students are strongly encouraged to complete A&P I and II at the same institution for curriculum consistency purposes.
- Nursing transfer credits are considered on an individual basis, and may be granted for the first semester/term nursing courses only.
- Transfer credit will not be awarded for science courses (A&P I, A&P II, Nutrition, & Microbiology) taken through Portage.

\*If A&P I, II, and/or Microbiology were successfully completed with a grade of (C) or above beyond the 5 year time limit, students may elect to take the Excelsior College Examination(s) or Portage course(s). Please refer to [www.excelsior.edu](http://www.excelsior.edu) or [www.portagelearning.com](http://www.portagelearning.com) for additional information. Upon successful completion of an Excelsior exam or Portage course transfer credit will be awarded for the initial course.

### **Credit by Examination:**

- College Board Advance Placement Examinations (AP) are accepted based on the American Council on Education (ACE) recommended score of "4" or "5".
- College Level Examination Program (CLEP) with a minimum score of "50" - a maximum of two of the following exams may be transferred and must be completed with official scores received at least one month prior to the start of the semester/term in which course completion is required:
  - College Composition Modular (essay portion not required) (WRT101 equivalent)

- Analyzing and Interpreting Literature (essay portion not required) (ENG310 equivalent)
- Introductory Psychology (PSY101 equivalent)
- Human Growth and Development (PSY 220 equivalent)

**General Guidelines:**

An initial transfer credit evaluation will be completed by the Bursar/Registrar and Assistant Dean for Enrollment, during the application process. Students will be required to sign the Transfer Credit Evaluation, acknowledging the course(s) that have been accepted prior to the first day of first semester/term classes.

During matriculation a student must complete the Transfer Credit Assessment form, and meet with the Registrar for review and determination of approval prior to enrolling in any outside coursework.

Once a student is approved to transfer-credit to meet prerequisite or co-requisite requirements for a required general education course, an official transcript or proof of course enrollment (unofficial transcript) must be received no later than one week prior to the start of the next semester of classes.

If documentation of the required pre-requisite is not received by the deadline, the student will not be allowed to attend nursing course(s) (clinical, lab and theory) until official documentation is received by the Bursar/Registrar.

The pre/co requisites for all courses can be found under the course descriptions in Appendix B.

**\*Transfer credits (including credits received via cross-registration) are not included in the computation of the cumulative GPA.**

## ACADEMIC POLICIES

### MEETING COURSE REQUIREMENTS

#### Course Work and Graded Material

All course work and graded material must be completed and turned in by the assigned due date (as outlined in each course syllabus). Extenuating circumstances may be addressed with course faculty or through the Extension and Exception to Academic Policy.

#### Evaluation of Student Learning Outcomes

The evaluation methods for each course are outlined in the course syllabus distributed at the beginning of each course.

- Theory achievement is based on participation and performance in class, on written examinations, and on course assignments.
- Clinical achievement is based on mastery of outcomes as set forth in the College of Nursing Simulation and Learning Lab and the clinical area in each course. Students and the clinical faculty member review performance on an ongoing basis. Clinical evaluation conferences are held at the middle and end of each clinical course.

### GRADING

#### Computation of Course Grade

The weight for each course requirement is determined by the course faculty. The Course Syllabus outlines the percentage weight for each graded element used to calculate the exam grades and final course grade. Students are informed of the weight of the course requirements at the beginning of each course. This information is included in the course orientation and on MOODLE™.

To achieve a passing grade in **all required** nursing courses the student must achieve an overall course average of 75%.

- Rounding to the nearest whole number is allowed for the final course grade only. Whole number rounding criteria is as follows: any number with a tenth decimal place <0.5 is rounded down to the next nearest whole number; any number with a tenth decimal place 0.5 or >0.5 is rounded up to the next nearest whole number

All **clinical nursing courses** also require an overall satisfactory (S) grade in the clinical component as determined by student performance and evaluated of course faculty/administration.

- Clinical courses require that theoretical (class) and clinical components be completed at the same time
- An unsatisfactory (U) grade in clinical will result in a failing grade for the course ("F" on transcript), regardless of the grade attained in the theory component
- If a student is unsuccessful in either theory or clinical, both must be repeated

#### Failed Courses

A grade below a C is considered unacceptable for progression in the nursing curriculum. A student who receives a failing grade in any nursing course will be required to repeat that course at a time when it is offered/ space available. This may necessitate interruption of the program and the student must request to return. A student who withdraws from a nursing course and is failing at the time of withdrawal will have this course counted as one failure. A second failure in any nursing course will result in dismissal.



## Nursing Course Grades

Faculty assign nursing course grades as follows:

Grade	Quality Points	Numerical Range
A	4.0	90-100
B+	3.5	87-89
B	3.0	80-86
C+	2.5	78-79
C	2.0	75-77

### Unacceptable Grades

Any student who receives a grade less than “C” in a required course cannot progress, nor will the grade be applied toward graduation requirements at the College.

The following grades are unacceptable/not in good academic standing for any nursing course:

Grade	Quality Points	Numerical Range
D+	1.5	72-74.4
D	1.0	70-71
F	0.0	Below 70 or fail (non-credit course)

### Other Grades

AU	Audit
AW	Academic Dismissal*
AD	Administrative Dismissal*
I	Incomplete
P	Pass (non-credit course)
S	Satisfactory
U	Unsatisfactory
WD	Withdrawal

\*Grades carry 0.0 quality points and will be used in the cumulative grade point average.

Grades for all nursing courses are posted through use of the Couse e-Learning Portal, the MOODLE™ learning management system within five business days of the exam.

Grading of non-nursing courses is governed by Le Moyne College grading policy.

### Definitions:

#### Incomplete (I)

Incomplete is a temporary grade given at the discretion of the course faculty. The instructor informs the Bursar/Registrar of the reason for the incomplete grade, the arrangements that have been made for its removal, and the date by which it must be removed. If the (I) is not removed by the agreed upon date up to one year, a grade of “F” is automatically recorded. If the student retakes the course entirely, the (I) grade will remain on the transcript showing the course was taken twice.

#### Pass (P)

Students have successfully met course requirements.

**Withdraw (WD)**

A WD grade is assigned for students who withdraw according to the dates established on the academic calendar.

A student is allowed only two (2) required (non-elective) nursing course withdrawals during the entire program whether such withdrawals are from the same courses or different ones. Withdrawal from a required nursing course a third time, regardless of the week in which the withdrawal takes place, will result in dismissal from the program. If withdrawal from a course necessitates withdrawal from a co-requisite course, this will count as a single withdrawal in respect to this policy.

**Grade Point Average (GPA)**

The GPA is a numerical score that reflects students' academic achievement for a specific semester. It is calculated using the final grades for all courses completed that semester. The GPA is calculated as follows:

- Determine the quality point value of the grade assigned for each course.
- Determine the total quality points for the course by multiplying the quality points by the number of credits assigned to the course.
- Total the quality points for all courses and divide by the total credits.

Once enrolled in the program all quality points of general education courses from other institutions are utilized for credit, but not to calculate a student's GPA.

**GPA Calculation Example:**

Course	Credits	Grade	Quality Points	Total
WRT 101	3	A	4	12
BSC 201	4	C	2	8
NUR 105	8	B	3	24
<b>TOTAL</b>	<b>15</b>	-	-	<b>44</b>

*\*The GPA for this student is 2.933*

**Cumulative Grade Point Average (CGPA)**

The CGPA is a numerical score that reflects students' overall academic achievement. It is calculated in the same manner using the final grades of all courses completed at the College to date.

**ACADEMIC HONORS AND DEAN'S LIST****Academic Honors**

When students demonstrate exceptional progress throughout the program and upon graduation, they will be recognized for outstanding academic performance by receiving academic honors for a final CGPA of 3.50 or above. Students achieving honors status will be recognized during Convocation and Graduation at the following levels:

Honors Distinction	Final CGPA Required
Cum Laude	3.50-3.69
Magna Cum Laude	3.70-3.89
Summa Cum Laude	3.90-4.0

Students must have successfully completed all required coursework in its entirety to be eligible for academic honors. Honors recognition is based upon the student's final CGPA at program completion.

### **Dean's List**

The Dean's List is comprised of students who have attained academic distinction in their coursework for a given semester or term. At the end of the given semester or term, any student that earned a GPA of 3.50 or higher with a minimum of six (6) academic credits that semester or term will qualify for the Dean's List.

Students must successfully complete all required coursework for the given semester or term so that calculations can be completed on the day that grades are released. Students with a grade of incomplete for the given semester or term are not eligible for the Dean's List.

### **PROGRESSION**

Criteria for Progression – to advance to the next semester/term, a student must:

- Complete all required courses with a grade of (C) or above
- Complete all course prerequisites
- Register for all co-requisites, and/or provide proof of enrollment or official transcript
- Achieve a cumulative GPA of 2.0 or above
- Meet all financial and academic obligations

*\*Any student receiving less than a grade of "C" in a required course cannot progress to the next semester/term.*

### **Student Placement Procedure**

As spaces in nursing courses become available, they will be assigned in the following order of priority:

**First** – students returning from Leave of Absence. Students who do not submit their intention to return to the Bursar/Registrar by the deadline will forfeit their priority status.

**Second** – students who are repeating a nursing course (including those who withdrew from the course). Students who do not submit their intention to return to the Bursar/Registrar by the deadline will forfeit their priority status.

**Third** – students transferring program tracks/status. Students requesting to transfer from the day option to the evening/weekend option or the evening/weekend option to the day option.

**Fourth** – readmitted students.

\*Spaces will be assigned based on overall academic performance.

### **Return After Nursing Sequence Interruption**

Students who return after an interruption in the nursing course sequence are subject to all policy/standards/guidelines and program changes in effect. Enrollment in courses is subject to availability of space.

### **ACADEMIC AND CLINICAL WARNINGS**

#### **At-Risk Notification**

As academic or clinical concerns become evident, faculty members and clinical instructors will informally provide verbal or written feedback to a student that identifies both the area/s of concern and offers guidance to help remedy the concern/s. If concerns persist, a faculty/instructor-student conference may be called.

An At-Risk Notice is an official correspondence (print or email) that alerts students to unsatisfactory academic progress, including potential course failure. Factors that may lead to a notice include (but are not limited to):

- Course average below 75%
- Lack of progression in clinical outcomes

At-Risk Notices are completed by course faculty or clinical instructors. A copy of the notice is placed in the student's permanent file. Students are expected to meet with an academic advisor upon receiving an At-Risk Notice to review the correspondence and complete an Academic Improvement Plan. Notifications are distributed in a timely manner to allow students ample time to seek assistance, receive guidance and take corrective action.

### **Probation**

The College has two forms of probation: Academic and Performance.

Students are placed on **Academic Probation** for receiving a grade of C- or lower, in a required course and/or if their GPA and/or CGPA is below 2.0.

Academic probationary status is a warning that a continued failure to meet academic standards will result in dismissal from the program. Students are expected to meet with an advisor to develop a plan of action to promote success.

Academic probation will end when a student's GPA reaches 2.0 or higher.

Students are placed on **Performance Probation** for patterns of unsafe performance or violation/s of any other College standards. When placed on performance probation by the Administrative Council, the Council may impose sanctions based on the nature of the issues involved. Refer to Standards of Conduct. The duration of performance probation is determined by the Administrative Council. Performance probationary status is a warning that continuing patterns of unsafe performance or violation/s of any other College standard/s may result in administrative dismissal from the College.

### **CLASSROOM BEHAVIOR**

Both faculty and students are responsible for maintaining an environment that is conducive to learning. The faculty's responsibility is to provide a syllabus and to organize assignments and classroom activities to assist in learning the material and achieving the course objectives. As the course unfolds, the student has responsibilities to fulfill in order to complete the course successfully.

The student is expected to:

- Attend all class sessions and to be punctual; students are responsible for all work covered whenever absent
- Review assignments in syllabus, handouts and course management system communications prior to class
- Complete reading and writing assignments
- Demonstrate collegiality with other students
- Submit assignments on time
- Complete work without cheating or committing plagiarism
- Participate actively in class
- Meet with faculty as needed during assigned office hours
- Exhibit respectful behavior in the classroom

- Notify faculty by phone or email if unable to attend class

### **Use of a Recording Device**

- Students may use a recording device in class, only with the prior permission of the faculty member and fellow students in the class
- Once permission is granted, it is done so with the intent that recorded materials are for students personal study use only and will not be distributed to any source
- Exam reviews may not be recorded

### **Cell Phones and Other Mobile Devices**

- Use of cell phones and other mobile devices are allowed during class, lab, and clinical time for nursing education purposes only
- All sounds and vibrations must be turned off
- Texting or use of phone for personal reasons is not allowed during class, lab, and clinical
- No calls are to be answered in the classroom

### **Children**

Children cannot be brought to class, lab, clinical or conferences with faculty, or left unattended anywhere in the Marley Education Center. Their presence is a liability risk to the College and the hospital as well as a disruption to other students.

### **Food in Classrooms**

Food and beverages are allowed only in the student lounge. There should be absolutely no food or beverages brought into any other building location.

## **ATTENDANCE**

Students are expected to attend all classroom, lab, and clinical experiences, including preparing for and participating in all course activities. Attendance is recorded at the beginning of each classroom, lab and clinical experience. **Students are only allowed to sign their own name.** Students assume responsibility for making up material from a missed class or course activity. Regular and timely attendance in classroom, lab, and clinical experiences is essential to meeting course outcomes and achieving success in the nursing program.

### **Classroom and Lab**

Individual courses may have additional requirements and policies for attendance (please refer to course syllabi). Lab classes are comprised of didactic and skill practice sessions. Students are assigned a specific skill practice time and are required to attend both the lab class and skill session. Students who anticipate missing a class or lab are expected to contact the instructor ahead of time.

### **Clinical**

1. Students are required to attend all clinical experiences (including simulation and orientation)
2. Clinical absence may result in an incomplete or failure of the clinical component of the course
3. In the event an instructor must dismiss a student from clinical for any reason, the occurrence will be counted as a clinical absence for the day
  - a. Dismissal from clinical may include but not limited to: student unprepared to provide safe patient care, student physically or emotionally unprepared to provide safe patient care
4. Students must be present for the entire clinical experience to receive credit for the day
5. All hours missed during a clinical absence must be made up by the end of the course during the designated clinical make-up days

6. See *Clinical Make-Up policy* for further details

## **CLINICAL POLICIES (*Clinical Experience Guidelines*)**

### **Pre-clinical Preparation**

The student is expected to complete the pre-clinical assignment/preparation. This often requires the student to go to the clinical site to obtain necessary patient information.

**Please refer to the Dress Policy regarding attire for pre-clinical preparation and clinical experience.**

### **Soarian**

Students accessing Soarian via Marley Education Center computers for clinical preparation, must adhere to the following:

1. After accessing the patient's electronic record, click the "Clinical Summary tab"
2. Scroll down on the left-hand menu (under SBARR) to "Medications." Here you will find current medications/IVs and home medications, both of which you will need for your clinical prep
3. Also – go to the "Patient Record" tab. On the left side, click on the drop-down menu and click on Medications. This will show you what times the meds are due and when PRN meds were last given

\*Important: DO NOT CLICK on the hyperlink to MAK and DO NOT ACCESS SOARIAN MAK at any time you are not on the clinical unit. Doing so will prohibit others from accessing MAK in the clinical setting and will impact patient care.

### **Clinical Attendance Policy**

Clinical courses provide experience-based learning that supports the acquisition of essential clinical skills and knowledge. The credits allotted to each course determine the number of clinical hours required. The student is expected to attend every clinical skills lab and clinical day for the full number of hours designated. Clinical simulations for any nursing course are mandatory.

### **Students should not start the clinical experience until the instructor is present.**

If the student arrives on the clinical unit and no instructor is present, they should wait for one-half hour after the experience is scheduled to begin. If the instructor does not arrive and there are no other specific directions given, the student should then leave the unit.

### **Clinical Call-in Procedure and Policy**

To report absence or tardiness, the student must call at least one hour before the beginning of the clinical shift. The student will utilize the following procedure:

- Call the main number of the facility where the clinical site is located and ask for the assigned nursing unit
- Identify themselves as a Pomeroy College of Nursing student. Ask the name and note the person the student is talking to and provide the following information:
  - Your name
  - Your instructor's name
  - Whether you will be tardy or absent
  - A phone number where you can be reached
- A clinical instructor may provide an alternate call-in procedure, which will supersede this procedure for the duration of that clinical experience only

### **Tardiness**

Students are expected to arrive on time for clinical and must notify faculty if they expect to arrive late. However, at the discretion of the faculty, the student may be sent off the unit and must make up the clinical day. This may result in a misconduct that will be forwarded to Administrative Council for action.

### **No Call/No Show Policy**

Failure to notify a faculty member of an absence or tardiness according to the clinical call-in procedure demonstrates a lack of personal responsibility and constitutes misconduct. Each incident will be reviewed by Administrative Council and will result in the following (occurrences are cumulative for the entire duration of the program):

- 1<sup>st</sup> occurrence will result in a written warning (misconduct)
- 2<sup>nd</sup> occurrence will result in performance probation or a recommendation for dismissal from the program

### **Safety Standards**

The study of nursing requires that students give direct hands-on care to patients. Safety is a major concern during clinical experiences. Faculty members are present to teach and evaluate students but cannot be present with them at every moment. Students are responsible for their own actions and must guarantee safety by seeking assistance and direction from faculty or preceptors whenever they are uncertain about their own judgments.

Students are responsible for delivering care in a manner which is conscientious, safe and inspires confidence. Impairment because of drugs (prescription or illegal), alcohol, illness, personal problems, or having the appearance of impairment is inconsistent with these responsibilities and is unacceptable.

Safety is an important focus in the clinical evaluation of students. Safe performance is a proactive process and cannot be defined solely as the absence of untoward or harmful incidents. Unsafe performance may be defined in terms of potential or actual harm to individuals.

### **Threats to Patient Physical Safety**

Protecting the physical safety of patients of all ages is of primary importance

Examples of behaviors that threaten patients' physical safety include but are not limited to:

- Giving false or misleading information in a professional context
- Ignoring, resisting or acting counter to supervision
- Lack of accountability, such as, but not limited to failure of:
  - Acknowledging an error problem
  - Acknowledging the need to change one's own behavior
  - Initiating or accepting corrective action
  - Articulating a suitable plan for improvement or to prevent recurrence
  - Demonstrating action to improve
- Beginning patient care without adequate preparation or planning
- Providing patient care without report from the responsible staff member
- Failure to identify and report abnormal findings to the instructor and responsible staff member
- Unrecognized errors in patient care such as aseptic technique, math calculations, medication administration, regulation of equipment, etc.

Immediate action will be taken if a student manifests inappropriate behavior in academic or clinical areas or when there is reasonable suspicion of the use, abuse of or dependency on alcohol or drugs (prescription or illegal). Any time inappropriate behavior or suspected impairment places other students, faculty, patients, visitors or employees at risk, brings into question patient treatment, or otherwise impairs a

student's performance, action will be taken by faculty to remove the alleged impaired student and seek a timely and fair assessment.

### **Threats to the Psychological Safety of Patients**

Psychological safety is also a concern. Unsafe performance in this area is defined as verbal or nonverbal behavior that jeopardizes, or could potentially jeopardize, the mental, emotional or spiritual well-being of the patient or the patients' family.

Such behaviors include, but are not limited to:

- Failure to protect patient modesty and privacy
- Inability to elicit a sense of security in patients, families, clinical staff, and instructor
- Inability to be client-centered
- Focusing on self and own needs
- Blurring of boundaries between the patient's perceptions, feelings, and behaviors and those of the student
- Inappropriate affect or incongruence
- A punitive or authoritarian manner
- Seductiveness or exploitation

### **Violation of Safety Standards**

Faculty members will document all occurrences of unsafe clinical practice on the form designated for this purpose. The occurrence will be reviewed with the student. The student and faculty will discuss the corrective action needed. The completed forms will be forwarded to Administrative Council.

Administrative Council will review the documentation of the unsafe performance. After review, a decision will be made about any additional corrective or administration actions for the student.

Single incidents of a serious nature or a pattern of significant incidents may result in the determination that it is unsafe for a student to return to the clinical area and/or may result in dismissal from the program.

### **Laboratory Policy**

#### **Lab Guidelines and Expectations**

##### **Conduct**

- Professional conduct and communication are expected at all times in the Nursing Lab and Simulation Center. Students will be participating in and observing others during lab practice and simulation. It is expected that all participants maintain a respectful environment
- Cell phones are not to be used during lab practice or simulation and should be off or silenced
- Simulations and/or debriefings may be recorded or viewed for quality assurance, quality improvement, instructional purposes, or research purposes
- Students are required to sign in when practicing in the lab
- Please notify the Lab and Simulation Coordinator if any equipment is broken, missing or needs to be replaced

**All individuals using the lab are expected to leave the lab in an orderly and clean condition, including disposing of trash, returning used equipment to designated locations and organizing the lab after each use.**

#### **Universal Precautions**

All students should follow universal precautions against infectious disease while participating in clinical activities in the lab:

- All sharps must be disposed of in an appropriately labeled sharps container



- Needles should never be disposed of in the regular trash
- Any person who encounters an improperly disposed needle should notify the Lab and Simulation Coordinator immediately
- Under no circumstances may sharps, syringes, needles or medication be removed from the Nursing Skills and Simulation Lab
- All injuries, including “clean” needle sticks, should be reported to the Lab and Simulation Coordinator

### **Skill Validations**

Students will be expected to validate competent performance of selected skill(s) in order to be successful in designated courses. Critical elements for each skill will be provided to the students when the skill is learned. Each student is expected to practice the skill on their own time in order to prepare for the validation. Due dates for the skill validation(s) will be posted in the course calendar.

Students completing multiple skill validations in a course must successfully complete one skill before being eligible to validate for the next skill. The student will not be allowed to perform a validated skill in clinical until the validation has been successfully completed.

Students will sign up for a designated validation time according to the course policy. Each student will have up to 3 opportunities to successfully validate a skill by the deadline. Failure to successfully complete a skill by the deadline will result in a professional misconduct. A pattern of this behavior may result in failure of the course.

If a student is unsuccessful after the 2<sup>nd</sup> attempt, they will need to complete a supervised lab practice as determined by the lab and simulation coordinator. After completion of the supervised practice, the student will be allowed one more attempt for validation by the deadline. The student is expected to be successful with the 3<sup>rd</sup> attempt. In the event the student is unsuccessful, this may result in failure of the course.

The student should be prepared with any specific equipment expected for the skill validation including the validation packet and/or copy of the critical elements. The following guidelines must also be followed:

- Students who are unsuccessful with a validation cannot re-validate on the same day
- If a student anticipates being late for a scheduled validation or needs to cancel, they must notify the validating faculty member at least 2 hours prior
- A “no call/no show” for a scheduled validation counts as one failed attempt
- All skills must be successfully completed prior to taking the final exam
- Any students arriving late for a skill validation will be considered “tardy,” and will be required to reschedule the validation. This will be considered as one failed attempt

For any of the following behaviors, the student may incur a “Professional Misconduct” which will be forwarded to the Administrative Council for action. The behavior will also be noted in the student’s record:

- Canceling a validation less than 2 hours prior to the appointment
- Making no attempt to schedule a validation
- Canceling a validation and not rescheduling prior to the deadline
- “No call/no show” to a scheduled validation

See the Dress Code Policy and/or course syllabus regarding appropriate attire for simulations, validations and lab activities.

Extenuating circumstances regarding scheduling of validations can be addressed through the Exception/Extension process. Please refer to this policy.

### **Clinical Make-Up**

All missed clinical and clinical learning lab experiences (ex. – simulation, orientation) must be made up. This includes a student not being allowed to attend their clinical experience for any reason. Students completing clinical make up will not receive their final clinical evaluation/course grade until all missed time is completed.

For all missed clinical days, the student must complete the *Clinical Absence Form* and return it to the Level Leader within 24 hours, via college email. Forms can be found on the course MOODLE page. All hours missed during a clinical absence must be made up during the designated course clinical make-up day(s).

A student can make up no more than two (2) clinical days.

In the event a student has more than two (2) days of clinical absences, the student must complete the *Extension or Exception to Academic Policy Form* and submit this to the Assistant Dean for Students. The student's record will then be reviewed by administration, level leader, and faculty to determine course failure (see clinical make-up policy). Failure to follow this process will result in excessive clinical absence and a grade of "U" for clinical in the course.

A student may be required to obtain a medical release statement and be cleared by the Health Office for any absence due to pregnancy, illness or surgery. Please note: If the student does not disclose this illness or surgery and further injury occurs as a result, the College will not be held responsible.

### **Dress Code**

Student nurses represent the nursing profession, the college, and the hospital. A well-groomed professional appearance demonstrates respect for the patient, co-workers and the profession. Students are required to dress in a manner that reflects neatness, cleanliness, and professionalism while in the college or affiliating agencies. Students are expected to follow each institution's dress code policy. Faculty will have the final determination on the appropriateness of student attire.

Student uniforms are to be worn only for activities related to lab or clinical experiences, not during employment hours.

### **Pre-Clinical Preparation**

Name tag/photo I.D. and lab coat are required. Students may wear their college uniform instead of the lab coat. Shorts, miniskirts, jeans, leggings, yoga, or spandex style pants and revealing or inappropriate attire are not allowed even when covered by the lab coat. In clinical agencies, shoes with open toes may not be worn. Hospital/agency professionals may request that the student leave the clinical area and will report infractions of the policy to the Clinical Instructor, if he/she is not in the clinical area at the time of the infraction.

### **Clinical Experience**

- Name tag/photo I.D. must be worn and visible above the waist.
- Uniform must be of appropriate size (pants/skirt, tunic)
- Undergarments must not be visible through the uniform and must be neutral in color (including stockings and/or socks)
- A clean white, navy, grey, black shirt may be worn under the uniform top.
- Pants should not be dragging on the floor; cuffs should rest on the top of the shoes
- Footwear must be completely closed-toe and closed-heel and must provide adequate foot protection from bodily fluids, falling objects, sharp instruments, and needles

- Footwear: Shoes must be clean. The majority of shoe color must be black, navy blue, white, or grey. Shoes may be oxfords, sneakers, or clogs (no crocs are permitted)
- Sweaters, sweatshirts/hoodie or lab coats may not be worn while in the clinical setting
- To prevent injury, contamination or discomfort for patients:
  - Hair must be neatly arranged off the face and collar. If long, it must be in a ponytail or bun.
  - Hair of extreme unnatural colors (purple, pink, etc.) is not acceptable.
  - Sideburns, moustaches and beards must be neatly trimmed
  - Nails must be trimmed and neatly groomed. Artificial nails, extenders, wraps or other nail applications are not permitted in patient care areas. Nail polish is acceptable outside of the OR as long as it is not chipped or cracked, the nails should not be more than ¼ inch beyond the fingertip.
  - Plain wedding bands may be worn. Rings with stones are not recommended.
  - Small pierced earrings with posts are acceptable, recommended one per ear. Earrings should not dangle more than 1 inch from the bottom of the ear.
  - Facial jewelry is not allowed except for a small nose stud or ring.
- The odor of tobacco smoke cannot be detectable on hair, skin, clothing, or breath
- Colognes, perfumes, and essential oils, including scented hand lotions or hairsprays, are not permitted
- Simple make-up is acceptable.
- Tattoos, if exposed, should not be offensive or inappropriate (no profanity, nudity, etc.)

### **Laboratory Validation**

When completing laboratory validations, a lab coat or student uniform and student ID are required. Check for specific requirements for each course.

### **Simulation**

When participating in simulations, students are to be dressed in scrubs and wearing the proper ID.

Failure to comply with this policy may result in the student receiving documentation of Misconduct and the student may be dismissed from the lab/clinical experience.

### **HIPAA (Medical Records)**

Students enrolled at the College shall keep in confidence all materials related to the patients in their care as assigned by the clinical faculty.

Students, while preparing for, during, and following any clinical experience at the College may gather information related to assigned patients. They shall not make public any information obtained either from the individual patient or their medical record.

No part of the medical record, including printed copies of the medical record or computer generated copies shall be removed from the nursing units.

In the event it is discovered that any student violates confidentiality, the faculty member discovering the breach shall follow the following procedure.

### **First Violation:**

The faculty member discovering the breach shall notify the Level Leader and complete a Misconduct form. The misconduct form will be brought to Administrative Council; student will receive a written warning. Further disciplinary action will be decided by Administrative Council.

**Second Violation:**

Recognizing the varying degrees of breaches in policy (i.e., but not limited to patient name on paperwork, parts of the electronic record, and verbal usage of patient information in public areas).

A second Misconduct form will be submitted to the Administrative Council, where further disciplinary action may include recommendation for Administrative Dismissal.

Any student who knowingly violates any part of this policy for commercial advantage, personal gain or malicious harm or causes physical or psychological harm to another individual shall be administratively dismissed immediately and may be responsible for financial or other penalties as a result of the violation.

**Medication Administration**

All levels - all established institution policies and procedures should be followed when monitoring/administering medications.

All medications must be checked by the faculty member prior to administration. The degree of supervision by the faculty member is dependent on the level of the student and the completion of various medication competencies. The student may have an RN on the clinical unit supervise medication administration once the faculty member has given approval.

The student shall never administer any IV medication or fluids without the direct supervision of the faculty member/RN, regardless of the level of the student. The student must be supervised in all aspects of IV management including but not limited to connecting/disconnecting tubing, and flushing any IV access.

The administration of blood products requires that the unit numbers be checked by two licensed registered nurses. The student may not be one of the persons to verify blood.

Documentation is to be completed as per institution policy.

The student must be deemed competent in clinical calculations prior to medication administration in the first semester/term.

**Procedure:****First semester/term**

The student may administer medications after having successfully completed the medication skill validations (oral medications after the oral medication validation, primary IV fluids after primary IV fluid validation). The student is directly supervised, by the faculty member (or designated RN per faculty discretion) in all aspects of medication administration, including IV tubing changes, initiation and discontinuation of IV fluids/IV access per institution policy.

**Second semester/term**

The student may administer medications after having successfully completed the medication skill validations (all subcutaneous meds after the subcutaneous medication validation, secondary IV medications after the secondary IV medication validation). The student may independently administer oral/topical medications, based on the faculty member's discretion.

**Third and Fourth semester/term**

The student may independently administer oral/topical, IM and SC medications based on the faculty member's discretion. Students working in specialty areas will be under the direct supervision of the faculty member/RN with selected medications.

The student may administer IV medications (by drip) under direct supervision of faculty or RN designee per institution policy. The student may administer IV push medications under direct faculty/RN supervision in adherence to institution policy and after having successfully completed the IVP skill validation.

## **EXAM POLICIES**

### **Taking Exams on Time**

All exams must be completed on the scheduled date.

- Students arriving late for an exam will not be given extra time
- A student anticipating being unavailable for an exam, seeks permission to take the exam at an earlier date by using the Extension and Exception to Academic Policy
- If a test or exam is missed as the result of an emergency or unforeseen circumstance, the student must contact the instructor within 24 hours of the test date
- Documentation of the emergency or unforeseen circumstance may be required
- The exam must be made up before the next class or clinical experience
- An alternate form of the test will be used. The alternate form may include essay questions

Failure to follow these guidelines will result in a zero grade for the exam.

Consult the course specific syllabus for information regarding the corresponding Post Examination Student Review Policy for that course.

### **Student Conduct During Examinations**

- Any student leaving the exam room will be escorted at all times. This includes, but is not limited to the restroom. The student will have to wait until a proctor or an escort can be obtained
- No food, candy or beverages will be allowed during testing
- No pens are allowed. Students may utilize pencils only
- Outerwear such as hats, hoodies, coats and jackets are not allowed during testing
- Students may utilize only college-distributed ear plugs for use during exams
- Prior to the start time of the exam, students will place all personal belongings, cell phones/pagers or any electronic devices including smart watches (excluding device used for testing), etc., outside of the testing area. Students are responsible for securing their own belongings (i.e. locker, vehicle)
- Seating will be at the direction of the proctors
- Only questions regarding typographical or technical issues may be asked during the exam

Refer to the *Examsoft Student policy* for specific information regarding computer-based testing using Examsoft/Examplify.

### **Examplify Test-Taking Policy**

All students in the program will take nursing exams on their own electronic device (either laptop or approved tablet [not Android]). College computers/tablets will also be provided for students who cannot reasonably provide their own electronic device. Students utilizing testing accommodations will be provided with an appropriate test format in accordance to their plan.

Students will be expected to provide an electronic device which is adequately charged for the duration of the exam. Students may plug in their devices if necessary for the duration of the exam, but the College cannot guarantee sufficient access to outlets in the testing room. Students are also responsible for disabling any antivirus software that may have an impact on the functionality of Examplify during an exam or exam reviews.

Students will be responsible for downloading the Exemplify application to their own devices prior to the exam and ensuring that it is operational by testing with a mock exam provided by faculty. This download will only need to be performed once per device. The College is responsible for downloading Exemplify to any College/lab computers which may be used to administer exams.

Students will be enrolled by faculty into courses in Examsoft. This will provide the student with access to the appropriate exams in their courses. The student will receive notification by the faculty 12-24 hours prior to any exam notifying the student to download the exam to their device for testing the following day. It is expected that this exam download will be done prior to the start of the exam. Students testing on College computers will be expected to arrive 15 minutes early in order to download the exam. No additional time for testing will be provided for students who have not completed this process.

Should a student be unable to provide their own device for testing for unexpected reasons (i.e. damage, loss, or theft), faculty will provide an alternate computer for the student to use for the exam. The alternate computer could be in a different testing room. Faculty will then enable an additional download for the exam for that student.

Attendance will be taken by the proctor prior to the start of every exam. Students will need to be present for attendance 5 minutes prior to exam start time to allow time for this process.

Once the exam has been completed by the student, the exam will be uploaded by the student and then confirmed by the proctor prior to the student exiting the testing room. Any exams uploaded outside of the testing room will be subject to review and will be considered a violation of academic integrity.

In the event that a secure/proctored test review is conducted, students are responsible for adhering to the guidelines specified in the Student Handbook (see Post Examination Student Test Review policy). Students are expected to adhere to professional standards of accountability, responsibility, and academic integrity. Examples of violation of professional standards and academic integrity include but are not limited to:

- Sharing exam items with other students who have not taken the exam or who are not enrolled in the course
- Sharing exam or test review passwords with any other student
- Sharing account password to allow another student to test under their identity
- Failure to complete “reverse download” of an exam upon faculty request
- Obtaining or attempting to obtain answers from another student by viewing their computer screen or communicating in any unauthorized manner
- Attempting to take the exam outside of the proctored area without faculty authorization
- Providing or attempting to provide answers for another student
- Cheating of any other nature
- Use of cell phones in the testing area for any reason
- Recording exam items in any way (i.e. audio, photo, writing down items, etc.)
- Uploading the exam outside of the testing room and unconfirmed by the proctor
- Reading the questions aloud during the exam while other students are present in the testing area

Any violations of professional standards or academic integrity will be addressed by the Administrative Council and result in disciplinary sanctions as per the College Standards of Conduct.

Students will continue to be required to adhere to the existing exam policy found in the Student Handbook.

### **Post-Exam Student Test Reviews**

The purpose of all academic testing is to promote and document student learning. Students benefit from periodic feedback informing them to what degree their study efforts are successful and directing them to where they should devote more attention. Instructors and nursing schools must ensure that learning is taking place so that graduates will be adequately prepared for the NCLEX-RN. Because examination review is a learning experience, all students are strongly encouraged to attend. Post examination review will typically be held within one week of the test. There is no review of final exams.

The following expectations are in place to ensure a positive learning environment for all:

- Post-exam student test review is not a time for debate, rather for clarification and learning, particularly from incorrect answers
- A post-exam student test review does NOT alter the assigned grade in any way. Examinations are considered secure documents and as such all exam items and related materials are considered confidential and are not to be released or shared in any forum outside of the testing/review setting. Students may not write down any portion of the examination. Any disclosure of examination information will be considered a violation of the academic integrity policy
- Students are not allowed to bring any personal belongings with them during the review
  - Use of paper, pens/ pencils, tape recorders, cell phones, and other recording devices are not allowed during test review
  - Backpacks, cell phones, and all other personal items (with the exception of the electronic device used for testing) must be left outside of the review area
- Students are encouraged to review their examinations with the course faculty/designee if there are concerns regarding specific test questions. Individual examinations are available for review per course syllabi. Students may review their examination with the course faculty/designee only if they have attended post examination review, or per faculty discretion
- Students acting in an unprofessional or argumentative manner shall be dismissed immediately from the post-exam student test review

### **Dosage and Calculation**

All students must demonstrate successful completion of dosage and calculation math competency during their enrollment. Accurate dosage and calculation is essential to provide safe, quality patient care. In order to assess and evaluate the student's competency in the area, the student must pass a dosage calculation exam for selected nursing courses with a score of 100%. The student will be permitted a maximum of three (3) attempts to successfully meet this requirement, in each designated course. If a student is unsuccessful after the third attempt, they will be withdrawn from the course, and a grade of 'F' will be assigned immediately.

#### **Procedure:**

1. Dosage and calculation exams will be offered in the following courses: NUR 105, NUR 132, NUR 213/215, and NUR 265
2. Students will be given 3 opportunities, if necessary, to successfully complete the requirement for each course
3. If the student is unsuccessful after the third attempt, they will receive a failure (F) for the course.
4. Students who do not pass the dosage calculation exam on the first attempt will be assigned specific remediation activities that must be completed before the next scheduled exam

5. Students who do not pass the calculation exam on the second attempt will be required to attend mandatory remediation as designated by the faculty and prior to the next exam
6. Scheduling of exams/preparation:
  - a. NUR 105 (day):
    - i. A self-paced module will be provided to students that will include instruction and practice questions
    - ii. A class session in NUR 105 will be offered prior to the first exam to allow students the opportunity to clarify dosage calculation questions
    - iii. Exams will be administered semester weeks 6, 8, 10 of NUR 105
    - iv. Exams must be taken during these times
  - b. NUR 105 (evening/weekend option):
    - i. A self-paced module will be provided to students that will include instruction and practice questions
    - ii. A class session in NUR 105 will be offered prior to the first exam to allow students the opportunity to clarify dosage calculation questions
    - iii. Exams will be administered semester weeks 5, 7, and 9 of NUR 105
    - iv. Exams must be taken during these times
  - c. NUR132, NUR213/215, NUR265 (day and evening/weekend option):
    - i. Students will be provided with review materials and practice questions prior to the first exam
    - ii. Exams will be administered during weeks 1, 3, and 5 of NUR 132, NUR213/215, and NUR265
    - iii. Exams must be taken during these time
7. Additional expectations:
  - a. Calculator use for math calculation:
    - i. Only the use of a four function calculator on nursing examinations, in the nursing lab and clinical area is allowed.
    - ii. Calculators may not be shared during exams.
    - iii. Cell phone calculators are not acceptable for use.
  - b. Expectations for clinical calculation:
    - i. All answers less than one require a leading zero.
    - ii. Zeros should not be used after a whole number.
    - iii. All answers must be correctly labeled.
    - iv. All answers must be rounded appropriately.
    - v. Students must show all work.
    - vi. Sixty (60) minutes will be allotted for each exam

## **EXTENSION OR EXCEPTION TO ACADEMIC POLICY**

This process exists for students who seek an extension to a nursing course deadline or an exception to a stated academic policy, procedure or regulation. It is to be used in cases where compelling and extenuating circumstances are evident and can be substantiated by the student. College faculty and/or administration will review extensions and exceptions that are not adjudicated through other channels. Extensions and exceptions will be reviewed on an individual, case by case basis and are not guaranteed.

Students must clearly demonstrate that extenuating circumstances made it difficult to follow established nursing course deadlines or normal College-wide academic policies and procedures. Relevant



documentation may be requested to accompany the Request for Extension or Exception to Academic Policy form. Students are expected to accept responsibility for their academic performance unless there have been extenuating circumstances that have hindered academic performance.

### **Procedure**

If an extenuating circumstance is perceived to warrant an extension or exception the following procedure must be followed:

1. Meet with an Academic Advisor to discuss the extenuating circumstance and proceed with the request for extension or exception if applicable.
  - a. Obtain the Extension or Exception to Academic Policy form and Academic Advisor signature.
2. Complete the Extension or Exception for Academic Policy form, including the typed personal statement that describes the extenuating circumstance.
  - a. Personal statements should be clear, concise, thoughtful and factual. Other supporting documentation may be attached to the form.
3. Submit the form (and any attachments) to the Assistant Dean for Students.
4. Forms will be documented as received and forwarded to the appropriate College staff member for review:
  - a. Level Leader for nursing course related extensions or exceptions
  - b. Dean for College-wide academic policy exceptions

Students should read and be familiar with all College policies and procedures as outlined within the Student Handbook.

### **Timeline**

It takes time to arrive at a fair decision. Requests normally take up to three (3) business days to process and are reviewed in the order they are received. By virtue of the request, students authorize the College to examine any pertinent record or contact any party from whom information is needed to make an informed decision. Students will be notified when a decision has been made.

## **INJURY/ILLNESS**

### **Injury**

For all student-related accidents and injuries that occur during class, labs or clinical, students should report to the Employee Health Office (information below) so that treatment may be initiated. In the event the Health Office is closed, students will report to Crouse Emergency Services. For other illnesses/injuries that are not College/clinical related, students may seek treatment at Crouse Emergency Services.

Crouse Employee Health Office  
8<sup>th</sup> Floor – Crouse Hospital Memorial Unit  
Telephone: 315-470-7424  
Office Hours: 7:00am-3:30pm, Monday-Friday

For blood borne injuries, students will also complete an Employee Incident Report with faculty assistance. The report must be faxed to the Employee Health Office at 315-470-2881. For all other injuries sustained while on the Crouse campus, the student will complete an Occurrence Report via the CNN Dashboard. Students injured while at other clinical agencies will follow the agency's reporting policy and will also report to the Crouse Employee Health Office.

### **Illness**

Students may not attend class, lab or clinical for a suspected or confirmed illness as follows:

1. Gastroenteritis
2. Influenza
3. Any other communicable diseases (*refer to Crouse Hospital policy – Employee Communicable Illness Reporting*)

Students may not attend lab or clinical experiences with any open skin lesions, lesions with wound drainage including eye drainage, or any medical apparatus including but not limited to “boots,” slings, splints, wraps or crutches. Class attendance with any of these injuries will be determined on an individual basis and must be approved by the Employee Health Office.

### **Return from Absence - Health Clearance**

Health clearance from the Crouse Hospital Employee Health Office is required before students can return to clinical after an illness or injury if one week’s clinical experience was missed (usually two clinical days).

Health clearance is also required for conditions including, but not limited to, gastroenteritis, influenza, any communicable diseases, pregnancy, fractures, back conditions, surgery, psychiatric conditions, acute or chronic medical conditions requiring hospitalization or any condition that warrants removal from class and/or clinical by a health care provider.

Students seeking health clearance must report to the Crouse Hospital Employee Health Office (with a written medical release, if required) at least one day before the next scheduled class or clinical experience. The Crouse Hospital Employee Health Office gives students a release form to take to the appropriate faculty member before their next scheduled class or clinical experience.

## **HARDWARE AND SOFTWARE REQUIREMENTS**

The College requires that all students must have a laptop that meets certain system requirements for learning purposes. The following are minimum, recommended system requirements for laptops.

### **Minimum and Recommended Laptop System Requirements**

- Operating System:
  - For Windows laptops: Windows 10 Operating System or higher (with latest updates installed), with a CPU Processor of 2.0 GHz Intel i3 processor or equivalent.
    - *Note: Windows operating systems must only be genuine, U.S. – English versions and cannot include alternate versions such as Windows RT or Windows 10 S.*
    - *Note: Virtual operating systems such as Microsoft's Virtual Machine, Parallels, VMware, VMware Fusion or any other virtual environments are not compatible with our required applications.*
  - For Mac laptops: OS 10.14 Mojave or higher.
    - *Note: the server version of Mac OS X is not compatible with our required applications.*
- RAM: 4GB or more highly recommended
- 2GB or higher of free hard drive disk space
- Monitor Resolution: 1024x768 or greater
- Fully functional, built-in microphone and camera
- A working USB port is required (newer devices may require an adapter)
- Wireless internet capability is required

### **Required and Recommended Software**

Web Browsers: **Latest version** of Google Chrome (preferred) or Apple Safari is required. (Internet Explorer and Mozilla Firefox have either limited support or missing functionality with some of the College's online systems and are not recommended.)

Latest versions of:

- Adobe Acrobat Reader
- An office productivity suite capable of opening and saving word processing documents in Microsoft Word and PowerPoint formats. Suitable software fulfilling this requirement includes Microsoft Office and free, open source suites LibreOffice and Apache OpenOffice
- VitalSource Bookshelf recommended for offline e-book reading (provided free with e-book bundle)

### **Smartphone and/or Tablet Recommendations**

Mobile devices such as Smartphones or Tablets are not required at this time, but students may wish to utilize one. The following mobile device recommendations are for those who seek the greatest compatibility utilizing various College systems and online resources –

- iPad: Apple iOS 12 or higher, including iPadOS 13 or higher, with 500 MB of free space utilizing only genuine versions of iOS/iPadOS.
- Surface Pro: Surface Pro devices with 1GB or higher of available space and an external keyboard (USB or Bluetooth) with a working USB port and internet connection capabilities. Screen Resolution must be 1920x1080. Non-Pro Surface devices are not recommended.

Other mobile operating systems such as Google Android, Kindle Fire, and non-Pro Surface devices have limited functionality and the possibility of not being able to connect to the College's and Hospital's wireless network. These devices are not recommended for use.

### **Electronic Note-Taking Recommendations**

Electronic note-taking is strongly encouraged for its ease of use, integration of learning formats (textbooks, notes, learning objectives), accessibility across platforms (computer, tablet, smart phone), organizational and editing capability, and environmental benefit.

Hardware and software options for electronic note-taking include:

- Laptop, Tablet or Smartphone
- Smart Pen, Stylus or Wireless Keyboard
- Apps (Microsoft OneNote, Evernote, Apple Notes)
- Cloud Storage (OneDrive, Google Drive)

### **ACADEMIC RECORDS – FERPA**

The College maintains academic records for each student. The records are secured and College policies and procedures govern access. The College follows the requirements outlined by the Family Educational Rights and Privacy Act. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Bursar/Registrar written requests that identify the record(s) they wish to inspect. A College official will make arrangements for access and notify the student of the time and place where the records may be inspected during regular business hours. At the conclusion of the review the record(s) is returned to the office that maintains it. All applicant and student records are secured in a confidential manner.

- The right to request the amendment of the student's education records that the student believes is inaccurate. Students may ask the College to amend a record that they believe is inaccurate. They should write to the Dean of the College clearly identifying the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. The College will disclose a student's educational records without prior written consent in the following instances:
  - To college officials with legitimate educational interests. A College official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. A College official is a person employed by Pomeroy College of Nursing in an administrative, supervisory, academic, research, or support staff position and Crouse Hospital support staff (including security, finance and health office staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another College official in performing his or her tasks. A College official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
  - Notice of alcohol or controlled substance violations will be provided to parents of all students under 21 years of age at the time of the violation, regardless of financial dependency.
  - The College may disclose education records upon request, including disciplinary records, to officials of another institution where a student seeks or intends to enroll or is already enrolled.
  - To accrediting organizations to carry out their functions.

The right to file a complaint with the US Department of Education concerning alleged failures by Pomeroy College of Nursing to comply with the requirements of FERPA

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
 US Department of Education  
 400 Maryland Avenue, SW  
 Washington, DC 20202-8520

The College may disclose, without consent, "directory" information which includes:

- Name
- Address
- Hometown
- Date of birth
- Phone numbers
- Email address/Sonis ID
- Photo

- Dates of attendance
- Enrollment status (including level and program option)
- Previous institution(s) attended
- Degrees awarded
- Honor and awards
- Expected graduation date

If a student does not want the College to disclose directory information from their education record without their prior written consent, they must complete and submit a signed and dated *Directory Information Withholding Request Form* to the Bursar/Registrar by the end of the second week of each semester/term. Once submitted, directory information will be withheld indefinitely until the student notifies the Bursar/Registrar in writing that the hold is no longer required.

If a student does not specifically request the withholding of directory information by filing the appropriate form, as indicated above, the College assumes that they approve of the disclosure of such information.

Adapted from: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>

### **Maintaining Records**

Students must notify the Bursar/Registrar using the *Change in Name or Address Form* when there are changes in name, address, personal email, or telephone number. All communications will be mailed to the address or email address on file.

### **Student Release of Information (FERPA Release)**

Students who request that College representatives speak with someone on their behalf (if a student is 18 years of age or older) must complete a Student Release of Information request to the Bursar/Registrar. This release will be valid for the entire time the student is matriculated in the nursing program or until the student withdraws the request in writing.

## **COPYRIGHT INFRINGEMENT**

Copyright is a form of legal protection granted for original works of authorship. Copyright infringement includes any sharing, without permission, of copyrighted material. Copyright infringement is in violation of the United States copyright law and not condoned by the College.

As per the Copyright Act (Title 17 of the United States Code) sections 504 and 505, any unauthorized distribution of copyrighted material and unauthorized peer-to-peer sharing may be subject to civil and criminal liabilities. These may include actual or “statutory” damages of not less than \$750 or not more than \$30,000 per individual work. In the case of “willful” violations, the court may award damages up to \$150,000 per work.

Additional information can be found on the US Copyright Office website: [www.copyright.gov/title17](http://www.copyright.gov/title17)

- FAQ section
  - [www.copyright.gov/help/faq](http://www.copyright.gov/help/faq)
- Provisions governing fair use of copyrighted material in certain circumstances
  - [www.copyright.gov/help/faq/faq-fairuse.html](http://www.copyright.gov/help/faq/faq-fairuse.html)
- Reproduction of copyrighted works by educators
  - [www.copyright.gov/circs/circ21.pdf](http://www.copyright.gov/circs/circ21.pdf)

The College will not be responsible for any student accused of copyright violation or infringement. In addition, any student in violation of the copyright law will be subject to disciplinary action by the College as per a violation of the College Standards of Conduct.

## **APA FORMAT**

Students have several resources available from the Crouse Hospital Library Services page on Moodle for APA Style Guides and Tutorials.

When APA Format is specified as required for a writing assignment, the following elements are to be included:

- a. Title Page (page 1)
  - a. Title of Assignment
  - b. Author Name
  - c. Institution Name
  - d. Course Name and Number
  - e. Instructor name
  - f. Assignment Due Date
  - g. Page number
- b. Formatting Elements (Body of paper begins on page 2)
  - a. Typeface (font)
  - b. Double-space the entire paper
  - c. Page numbers (upper right corner)
  - d. Margins (1-inch on all sides)
  - e. Indenting (first line of each new paragraph)
  - f. Alignment (align text to left)
- c. Citation of References
  - a. Within the text of the assignment
  - b. Within a Reference List
    - i. Author Name(s)
    - ii. Publication Date
    - iii. Title of Work
    - iv. Source

\*Please see the 7<sup>th</sup> edition APA manual for specific detail on citing references.

## **DISTANCE EDUCATION POLICY**

Distance education is defined as a planned teaching/learning experience in which a physical separation exists between faculty and students. Courses may be taught synchronously or asynchronously. All courses will use a variety of technologies to aid in the learning process. At the College, the terms *distance education* and *on-line learning* are used interchangeably. Some courses at the College are blended, using a combination of on-line and face-to-face classroom instruction. No courses at the College are considered fully on-line, as all require some degree of on-campus presence.

Basic computer skills are needed within this type of learning environment. Students will be expected to have proficiency in:

- Basic word processing
- Sending and receiving emails
- Uploading/downloading files
- Sending and receiving attachments
- Navigating and conducting research on the Internet

Participating in distance education requires the student to take responsibility for his/her learning. Support is provided by faculty, but students are held accountable for their progress in the course. This accountability includes contacting faculty if material is not understood, adherence to due dates/deadlines, and abiding by the Standards of Conduct.

Distance education learning activities, instructional materials, and evaluation methods are consistent with those of face-to-face classes. Students participating in face-to-face and distance education are expected to adhere to the same policies outlined in the Student Handbook.

### **GIFT GIVING**

Faculty, staff, and administrators of the College are prohibited from soliciting tips, gratuities, or gifts. College personnel may accept, if offered, gifts of nominal value such as cards, flowers, food, or candy. If a student or group of students wishes to present a monetary gift, the Dean and/or Crouse Health Foundation staff will be contacted.

## **STUDENT SERVICES AND SUPPORT**

### **STUDENT ORGANIZATIONS AND GOVERNMENT**

#### **Alpha Delta Nu – Nursing Honor Society**

Pomeroy College of Nursing was chartered in 2016 as the Delta Zeta Chapter of Alpha Delta Nu, the Honor Society for Associate Degree nursing students.

##### **Eligibility Requirements:**

- Cumulative GPA of 3.0 or higher
- GPA of 3.0 or higher in all nursing courses
- Demonstrated conduct that reflects integrity and professionalism

Students who meet all eligibility requirements will be invited for consideration for induction into the Delta Zeta Chapter during their third semester or equivalent term in the program. Accepting the invitation to participate is optional.

##### **Membership Requirements:**

- \$25.00 membership fee
- Completion of a capstone project during the third semester or equivalent term in the program

##### **Membership Benefits:**

- Acknowledgment at graduation with an honor society pin and cords
- Potential for scholarships to continue your nursing education
- Quality addition to your professional portfolio
- Recognition for academic excellence

#### **Pomeroy College of Nursing Student Association**

The Pomeroy College of Nursing Student Association (PCNSA) consists of student representatives from all semesters/terms who meet to plan and promote student activities and programs. The Association also provides a venue for students to bring questions or concerns to the attention of College Administration. Officers (President, Vice President, and Secretary/Treasurer) are elected each fall and the Assistant Dean for Students serves as the group's advisor. All matriculated students are members of the PCNSA and encouraged to attend meetings and planned activities.

#### **Crouse Hospital Nurses Alumni Association**

Crouse Hospital Nurses Alumni is an association for graduates of Pomeroy College of Nursing at Crouse Hospital. The Alumni Association promotes professional achievement, fellowship and ongoing advancement of the common interests of the College and Crouse Hospital. Each year, alumni organize and execute several social and fundraising activities; monies raised from the latter are used to provide scholarships and awards for current Pomeroy College of Nursing students. All graduates automatically become members of the Alumni Association with no membership fees. Alumni also receive the association's newsletter at various times throughout the year. The Alumni Association may be reached via email at [alumni@crouse.org](mailto:alumni@crouse.org).

### **COMMUNICATION**

#### **Email**

College-wide information will be sent to students via the official College email account (*See Student Email Policy*). Students are expected to check this account daily when classes are in session and weekly during



break periods and respond as outlined. Information sent via email will include notices, schedules and other official communication such as emergency preparedness information, student alerts, events notices and changes, policy changes, exam schedules, scholarship and financial aid information.

### **Faculty Suite**

To help maintain the privacy and confidentiality of their peers, students are not permitted to enter the faculty suite area unless accompanied by a College faculty/staff member. Appointments are made by emailing or calling the faculty member. The faculty telephone directory is located next to the in-house telephone in the hallway opposite room 329 to call the faculty member's extension.

### **Student Mailboxes**

Student mailboxes are available for residential students only and are located near the College main office. Students are responsible for checking and emptying their mailboxes daily when classes are in session. Items left in mailboxes at the conclusion of the academic year will be considered abandoned and discarded.

## **STUDENT EMAIL POLICY**

A specific College email address is established for each student upon matriculation.

- All students taking courses at the College are required to use their official College email address
- Students are expected to check this account daily when College is in session and weekly during College breaks
- Students are expected to correspond in a polite, professional and respectful manner
- Students are responsible for the information relayed to them through this mechanism and will be held accountable for information sent to them, such as various deadlines, requirements, and program announcements
- Students who change their name while enrolled in the program are required to bring official documentation to the Bursar/Registrar; then the student's name on the account will be changed
- Students who withdraw, or are administratively withdrawn from the program, will have their email address terminated immediately upon their effective withdrawal date.
- Graduates will have their email address terminated up to one year after the graduation date listed on the academic calendar

## **STUDENT LOUNGE**

The Student Lounge is a bright and airy space available for use by students. The lounge contains vending machines, kitchen appliances, comfortable seating and a study room with a whiteboard. The lounge is a great place for students to relax, eat and connect with their peers. The Pomeroy College of Nursing Student Association hosts student activities and programs in the lounge from time to time.

## **THE CARING CLOSET**

The Caring Closet is a pantry stocked by donations from College community members and is located within the Center for Student Development, room 330. The purpose is to help ease the burden for students who may be struggling with food insecurities. Students are able to take items as needed with no questions asked. The closet also contains student uniforms donated by graduates for the use of current students when the need arises.

## **CONVOCATION AND GRADUATION**

The College may hold Convocation for December graduates. The Convocation ceremony is quaint and students may be allowed a limited number of guests. Graduation is held each May at Hendricks Chapel on the campus of Syracuse University. December, April and May graduates are invited to participate and may invite guests to the ceremony. Academic regalia is required for participation in the May ceremony.

## **CROUSE CLOCKTOWER CAFÉ AND JAZZMAN’S**

The Clocktower Café is located on the basement level of the Hospital Memorial Unit. It is open daily and offers a wide selection of hot food, sandwiches, wraps, a salad bar, snacks, desserts and beverages. JAZZMAN’S Café and Bakery is located in the Hospital Irving lobby and serves a variety of gourmet coffees, assorted beverages, snacks and baked goods. Students receive a 10% discount at the Clocktower Café when they present their Crouse student ID badge at the registers.

Students may load funds onto their ID badge for easy use at the Clock Tower Café. Call Nutritional Services at 315-470-7601 to inquire or stop by their office located in the basement of the Hospital’s West Tower (just down the hall from the Clock Tower Café). Students may use cash, debit card, or credit card to load funds onto their ID badge. The badge will then function as a declining balance card. Funds loaded are nonrefundable at the end of the academic year and therefore must be used or lost.

## **OFF CAMPUS MEAL PLAN**

The Off-Campus Meal Plan (OCMP) is a private meal plan service that is not affiliated with the College. OCMP offers students the option to purchase various meal plans for use in local restaurants. Upon choosing a meal plan, a personalized card is issued to the student. The personalized card can then be used at all of the OCMP meal plan affiliated restaurants. The card is scanned by the restaurant and the value of the meal is deducted from the total number of meals on the student OCMP account. Plans range from two meals a week to 21 meals a week and vary significantly in cost.

Visit [www.ocmp.com](http://www.ocmp.com) and choose Pomeroy College of Nursing at Crouse Hospital for further information.

## **LOCKERS**

All non-residential students are assigned a locker by the College. Locker assignments remain for the entirety of a student’s enrollment in the program and students may only use their one assigned locker.

It is expected that when students graduate, take a leave of absence, withdraw or are dismissed from the College that they will leave lockers clean and unlocked. Any locks left once a student leaves will be cut and locker items will be considered abandoned property and discarded.

## **LE MOYNE COLLEGE STUDENT SERVICES**

Students currently enrolled in Le Moyne College general education courses may be eligible to obtain a student identification card (student ID card) from the Le Moyne College Office of Campus Life and Leadership granting access to various Le Moyne College student services. Students should seek further information from Le Moyne College directly.

## **SMOKING/TOBACCO-FREE CAMPUS**

Smoking and the use of any tobacco products or electronic cigarettes is prohibited in or on any part of the Crouse Health campus including any and all remote sites within the designated boundary lines, hospital vehicles, and other hospital owned, leased or any office or program operated off site by Crouse Health. Smoking is prohibited within 100 feet of hospital property.

- The main Hospital buildings boundary is considered to be the sidewalks, parking lots, driveways, retaining walls and loading dock immediately surrounding the Irving, Memorial, Marley and West Tower buildings
- Leased location boundary is within those areas/suites leased by Crouse Health. Outside that building staff will comply with the building management rules regarding smoking locations

### **General Expectations**

All students and staff are required to adhere to, and are encouraged to promote compliance with, the Crouse Health smoking/tobacco-free policy. All employees, trustees, medical staff, volunteers, house staff, students, patients and visitors should observe, and be informed about the health benefits of not smoking and promote the Crouse Health Smoke-Free policy. Prominent signs are posted throughout Crouse Health facilities.

- All students will be informed that Crouse Health is committed to a smoking/tobacco-free environment
- College staff members observing a student violating the smoking/tobacco-free policy are requested to courteously remind the student of the policy
- If the student has a second violation, the student will be counseled as to programs aimed at smoking cessation and will be provided with education as to the health hazards of smoke and second hand smoke
- If the student continues to violate the smoking/tobacco-free policy, he or she will be required to meet with the Dean of the College in an effort to develop a plan of compliance with this policy. Disciplinary action may be taken for continuing non-compliance

### **Definitions:**

**Smoking** is defined as the carrying or using of any lighted cigarette, cigar, pipe or other tobacco product which includes electronic cigarettes (e-cigarettes) or similar devices.

**Tobacco Products** means any product made or derived from tobacco that is intended for human consumption, including any component, part, or accessory of a tobacco product. This includes, among other products, cigarettes, cigarette tobacco, roll-your-own tobacco, and smokeless tobacco.

**Main Hospital** buildings include the buildings known as Irving, Memorial, West Tower, Marley Education Center, Crouse Business Center, Commonwealth Place, and 410 South Crouse Avenue.

**Parking lots** include D, H, S, Marley Education Center, Commonwealth Place, and both parts of the Crouse parking garage with entrances off of Irving and Crouse Avenues.

**Leased locations** include but are not limited to POB, CNY Medical Center, Madison Irving, Widewaters, Liverpool PT, Commonwealth Place, 410 South Crouse, etc.

**Boundary Lines** include the sidewalks, parking lots, driveways, loading dock and adjoining areas (e.g. retaining wall) surrounding all main Hospital buildings.

## ACADEMIC ADVISING

Academic advising is a collaborative and purposeful partnership between academic advisors, students and the greater College community. Approached from a holistic perspective, this process considers and respects students' diverse backgrounds, schedules and goals. Advisors guide students and help facilitate the identification and achievement of the student's educational and professional objectives.

The College utilizes a team advising model that is set-up to assist students in the most efficient and effective way possible. Students are not assigned a specific academic advisor. Rather, several faculty advisors work collaboratively as a team to advise all matriculated students. With this model, students have the flexibility to meet with an advisor who is available during drop-in hours or can schedule an appointment.

All students have frequent access to academic advising team members and have the following student responsibilities:

- Keep scheduled advising appointments and come prepared for any meetings
- Ask questions if a requirement, policy or procedure is not understood
- Be proactive and upfront when there is a specific academic concern
- Provide accurate information about academic performance and progress
- Be aware of important deadlines (i.e. Drop-Add, withdrawal) and academic policies
- Meet with an advising team member prior to course registration periods
- Understand that a compound drop-in appointment may need to be continued as a scheduled appointment at a later date/time

**First semester/term students are required to check-in with an academic advisor between the third and fifth week of classes as an effort to offer support and track progress.**

Advising team members are available for both drop-in and scheduled appointments. Examples of drop-in advising situations may include:

- Dropping a course or permission to retake a course
- Leave of absence or withdrawal
- Registration how-to
- Signing a form
- Support services referral

Examples of advising situations that may require a scheduled appointment:

- At-risk notification
- Degree audit
- Development of academic improvement plan
- General academic planning
- Support services referral

Advising is viewed as a shared responsibility between the student and the academic advisor but the student bears the ultimate responsibility in the advising process. Students should stay in regular contact with the advising team throughout the duration of the program, especially when facing challenges or academic difficulty. Academic advisors will work with students to ensure that all courses of action can be considered for a more favorable outcome.

The Academic Advising office is located on the third floor of the College in room 360. Drop-in hours will be posted outside of the Academic Advising Office door and on MOODLE™.

Students may also email academic advising questions to [dlconadvisor@crouse.org](mailto:dlconadvisor@crouse.org).

## **NURSING SIMULATION AND LEARNING LAB**

The Nursing Simulation and Learning Lab is located on the fourth floor of the Marley Education Center. The lab provides an opportunity for students to bring theory to the bedside, where students can link concepts and skills learned in the classroom, and use critical thinking to apply them in a simulated scenario.

The Simulation and Learning Lab is a state of the art simulation lab offering students the opportunity to implement nursing care on a life like simulator in a safe practice environment.

### **Nursing Simulation and Learning Lab Services include:**

- Open lab hours, allowing for independent practice
- Lab practice time with faculty support
- Selected practice times using simulation
- Skill practice and acquisition utilizing up-to-date equipment used in acute care settings

Only current Pomeroy College of Nursing students are permitted access to the lab via ID badge swipe.

## **CENTER FOR STUDENT DEVELOPMENT**

The Center for Student Development (CSD) is located in room 330 and serves as an academic enrichment area/academic lounge for students. The CSD is always open and contains group study space, comfortable seating and several computer workstations.

## **MOODLE RESOURCES PAGE**

All students have access to a resources page via MOODLE. The page includes information about academic advising, tutoring, technology support/resources and study strategies.

## **LIBRARY SERVICES**

### **Crouse Library Contact Information**

Telephone: 315-470-7380

Fax: 315-470-7443

Email: [library@crouse.org](mailto:library@crouse.org)

### **Library Computer Lab**

Location: fourth floor, Room 418

Students are given preference to use the lab and may access the space via ID badge swipe.

The computers are equipped with the following programs:

Windows 10

Microsoft Word

Microsoft Excel

Microsoft PowerPoint

In addition, the computer lab has a printer/copier.

Do not load or play any software/programs of any kind on these computers. Individual student files may be stored temporarily for printing or editing purposes. Students must immediately delete their individual files after use/printing.

### **Crouse Hospital Library and Learning Commons**

The library is located on the fourth floor of the Marley Education Center. It is an information center designed to meet the clinical, educational and research needs of nursing students. The collection includes over 5,000 books, journals and videos related to nursing and medicine, including 24-hour access to online databases and texts. There is seating for 150 with 33 publically available computers. The staff looks forward to helping students with their information needs. Hours of operation are posted on MOODLE™, on the library webpage, and at the library entrance.

Circulating books and leisure reading may be checked out for one month. Reserve and reference books are restricted materials for use in the library and may be borrowed on an overnight loan. Journals may be photocopied or scanned.

The library subscribes to the following databases: CINAHL with FullText, Clinical Key for Nursing including Clinical Skills, EBSCO Health Rehabilitation and Sports Medicine, Gale's Health & Wellness Reference Center, Micromedex, Johns Hopkins ABX Guide, R2 Digital Library, McGraw-Hill eBook Library, OVID Medline, TRC Natural Medicine, STATRef and UptoDate. These online resources are available on all hospital PCs. Students can also access most of these electronic references by password from home with an Athens account.

Students can make online reservations through the Library's MOODLE™ page for individual and group study rooms, which include white boards, projectors, and computers. Please ask the librarian for additional information on room reservations, if needed.

Library services include:

- Research
- Interlibrary Loan
- Library Instruction
- MOODLE™ site
- iPad Loan Program
- Photocopier/Printer
- Patient Education
- Creation Lab - offering self-serve video and audio production

### **Crouse Hospital Library Theft Policy**

If an attempted theft of library materials is discovered, the patron will receive immediate disciplinary action, which may include, but may not be limited to, dismissal from the nursing program. The theft of library materials compromises the library collection, deprives other library users of materials, and constitutes both an act of theft and a lack of community concern. Surveillance video cameras operate continually in the Library facility.

### **Upstate Health Sciences Library**

Upstate Health Sciences Library, located in Weiskotten Hall across the street from the College, extends privileges to Pomeroy College of Nursing students. They also offer extended evening hours.

## **ACADEMIC ADJUSTMENTS FOR STUDENTS WITH DISABILITIES**

Pomeroy College of Nursing is committed to providing fair and appropriate education to all students. The College encourages qualified students with disabilities to participate in all programs and activities. Academic adjustments/accommodations may be implemented for students who have been properly

evaluated and have self-reported to the College as having a disability. Students are encouraged to contact the Assistant Dean for Students to discuss their individual circumstance and the process.

The College is not required to lower or substantially modify essential academic requirements or make modifications that would fundamentally alter the nature of a service, program, or activity or that would result in an undue burden.

In compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 (subsection E) of the Rehabilitation Act, Pomeroy College of Nursing does not discriminate against students or employees with disabilities. Efforts are made to arrange reasonable academic adjustments for all qualified persons. The College is not only obligated to the legal requirements of ADA and 504, but also to our ethical and moral responsibility to treat all members of our campus community with fairness, dignity and respect.

### **Process**

To request an academic adjustment/accommodation on the basis of any established disability, whether a physical, chronic health, psychological or cognitive disability, students must take the following steps (preferably prior to the start of the given semester or term):

1. Contact the Assistant Dean for Students in writing to declare one's disability and obtain the request for reasonable academic adjustment form and documentation guidelines.
  - a. Appropriate written medical documentation from a qualified professional confirming the disability is required prior to implementation of any academic adjustment/accommodation. Documentation must be current (within three years), comprehensive and follow the established guidelines
2. Upon completion of document review, the Assistant Dean for Students will contact the student to set-up an appointment to discuss the disability and appropriate academic adjustments/accommodations.
3. Together, the student and Assistant Dean for Students will establish and sign an academic adjustment/accommodation plan for the given semester or term.
4. Students will sign an agreement which allows the Assistant Dean for Students to notify the student's academic advisor and course faculty of the specific academic adjustments/accommodations put into place.

*\*Note – students seeking academic adjustments/accommodations for general education courses must self-disclose their disability to that institution and follow their procedure for obtaining academic adjustments/accommodations.*

### **General Documentation Guidelines**

The purpose of documentation is to qualify students for reasonable and appropriate academic adjustments or accommodations. Cost and responsibility for obtaining an evaluation and subsequent documentation are borne entirely by the student.

- Documentation must come from a qualified and licensed medical professional such as a psychologist, psychiatrist or medical doctor and be printed on official letterhead. Handwritten documentation or documentation provided via a prescription pad is not sufficient.
- The medical professional may not be related to the student.
- All documentation is kept confidential and will be used for the sole purpose of supporting the requested academic adjustments/accommodations.

- All situations shall be considered on an individual, case-by-case basis.
- The College reserves the right to request that students with outdated or insufficient documentation be reevaluated prior to implementation of academic adjustments/accommodations.

### **Documentation Guidelines for Learning Disabilities**

The student shall submit a current written diagnostic report of specific learning disabilities that is based on an appropriate, comprehensive psycho-educational evaluation that is no more than three years old.

The assessment or evaluation which leads to the diagnosis must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neuropsychologist, or educational diagnostician) who has direct experience with adolescents and adults with learning disabilities.

An appropriate psycho-educational evaluation must include comprehensive measures in each of the following areas:

- Academic achievement (the evaluation must contain a comprehensive achievement battery with all sub-tests and standard scores reported). The test battery should include current levels of functioning in the relevant areas, such as reading, mathematics, and oral and written expression
- Aptitude (the evaluation must contain a complete intellectual assessment with all sub-tests and standard scores reported)
- Information processing (the evaluation should assess specific information processing areas such as short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive function, and motor ability)

### **Documentation Guidelines for Attention Deficit Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD)**

The student shall submit a current written diagnosis of ADHD or ADD that is based on appropriate diagnostic evaluations administered by trained and qualified (i.e., certified or licensed) professionals (e.g., psychiatrists, psychologists, or neuropsychologists).

The written diagnostic report must include:

- A diagnostic interview addressing relevant historical information
- Past and current academic achievement
- Age at initial diagnosis
- A discussion of medications, dosage, frequency and any adverse side effects attributable to their use that the student has experienced
- History and effectiveness of academic adjustments/accommodations in past educational settings
- The procedures used to diagnose the disability (including a list of all instruments used in the assessment)
- Discussion of the testing results and behavior, including the symptoms that meet the criteria diagnosis. If the student was evaluated while on medication, the effect this may have had on performance must be noted
- DSM-V diagnostic code (including axes)
- A diagnostic summary statement that includes the following information:
  - A clear statement that ADHD/ADD does or does not exist
  - Must include a rule-out of alternative explanations for behaviors
  - Terms such as "appears," "suggests," or "has problems with" used in the diagnostic summary statement do not support a conclusive diagnosis
- A clear statement specifying the substantial limitations to one or more major life activities and the degree of severity. If the limitations are in learning (e.g., reading, mathematics, and written



expression), an appropriate psycho-educational evaluation must be administered to document ability/achievement discrepancies

- A recommendation regarding future medications or medical evaluation/s
- A recommendation for academic adjustments/accommodations, including rationale

### **Documentation Guidelines for Psychological Disabilities**

The student shall submit a current written diagnostic report of psychological disabilities that are based on appropriate diagnostic evaluations completed by trained professionals (e.g., psychologists, psychiatrists, neuropsychologists, school psychologists, certified professional counselors). If the diagnostic report is more than one year old, a letter from a qualified professional that provides an update of the diagnosis with a description of the individual's current level of functioning during the past year, and a rationale for the requested academic adjustments/accommodations must be submitted.

The diagnostic report must include the following:

- A clinical interview, relevant historical information, age at initial diagnosis, duration and severity of the disorder
- Discussion of medications, review of past and current academic achievement and history of disability accommodations and their effectiveness
- The procedures used to diagnose the disability (include a list of all instruments used in the assessment and test scores as applicable)
- Discussion of the assessment results
- DSM-V diagnostic code (include axes)
- A diagnostic summary statement that includes the following:
  - A clear statement that a disability does or does not exist. Terms such as "appears," "probable," and "suggests" used in the diagnostic summary statement do not support a conclusive diagnosis
  - A clear statement specifying the substantial limitations to one or more major life activities. If the limitations are in learning (e. g., reading, mathematics, and written expression), an appropriate psycho-educational evaluation must be administered to document ability/achievement discrepancies
  - A discussion of medications and their possible impact on academic functioning (e.g., concentration, attention, sedation)
  - A recommendation for essential academic adjustments/accommodations relative to the diagnosed disability, including rationale
  - The duration for which these academic adjustments/accommodations should be provided based on the current assessment
  - A recommendation regarding reevaluation to determine ongoing need for disability-related academic adjustments/accommodations (e.g., one semester, one year)

### **Documentation Guidelines for Physical Disabilities**

Student must submit a written, current diagnostic report of any physical disabilities that are based on appropriate diagnostic evaluations administered by trained and qualified (i.e., certified and/or licensed) professionals (e.g., medical doctors, ophthalmologists, neuropsychologists, audiologists).

Physical disability diagnosis categories include:

- Orthopedic disability
- Blind or visual impairment
- Deaf or hard-of-hearing
- Traumatic brain injury
- Other health-related/systemic disabilities

The written diagnostic report must include:

- A clear disability diagnosis, including a clinical history that establishes the date of diagnosis, last contact with the student and any secondary conditions that might be present
- The procedures used to diagnose the disability
- A description of any medical and/or behavioral symptoms associated with the disability
- A discussion of medications, dosage, frequency and any adverse side effects attributable to their use that the student has experienced
- A clear statement specifying functional manifestations (i.e., substantial limitations to one or more major life activities and degree of severity) due to the disability and/or medications for which the student may require accommodations
- A recommendation for academic adjustment/accommodation, including rationale
  - If the recommendations are specific to limitations in learning (e.g., reading, mathematics, written expression), an appropriate psycho-educational or neuropsychological evaluation must be administered to document ability/achievement discrepancies

### **Informal Resolution and Appeal/Grievance**

There may be a time when a request for reasonable academic adjustments/accommodations is not fulfilled in a way that is satisfactory to the student with a disability. The College makes every attempt to provide support services which meet the students learning needs. If a student has a concern that has not been resolved by discussing the concern informally with the individuals involved, then the student may wish to begin the student appeal/grievance process.

The College maintains a philosophy of student self-advocacy and the right to pursue a grievance through the formal appeal/grievance process. Should a student feel they have not been treated in a fair or professional manner with regard to reasonable academic adjustments/accommodations; the student is welcome to proceed to the formal grievance procedure.

### **ENGLISH AS AN ALTERNATIVE LANGUAGE | ENGLISH AS A SECOND LANGUAGE** **(Testing Policy)**

Students who speak English as an Alternative Language (EAL) or English as a Second Language (ESL) may seek extended time on nursing course exams. EAL/ESL students are those who speak a language other than English in their home and declare that they have the need for extended testing time due to English language barriers.

The purpose of the policy is to allow EAL/ESL students time to adjust to the language and format of electronic nursing exams. EAL/ESL students may be permitted extra time for testing in decreasing time allotments per semester. Extended testing time will not occur in the fourth semester or fifth term as a means to prepare students for the NCLEX licensure exam which does not grant extended time to EAL/ESL students.

EAL/ESL students seeking extended testing time must complete the following steps:

1. Contact and meet with the Assistant Dean for Students to declare themselves as EAL/ESL
2. Complete and sign an EAL/ESL declaration form

EAL/ESL students may be permitted extended time for exams, **excluding dosage calculation (math) and standardized (Kaplan) exams**. Extended time for nursing course exams will be administered accordingly:

- First semester/term courses – double time on exams (i.e. 150 minutes for a 75 minute exam)

- Second semester/term – time and a half on exams (i.e. 113 minutes for a 75 minute exam)
- Third semester/term – time and a half on exams (i.e. 113 minutes for a 75 minute exam)
- Fourth semester/fourth term – **no extended time**

EAL/ESL students may ask the exam proctor for assistance if they do not understand a word within a question. The proctor may give an alternative word to the student if the word will not affect the integrity of the exam.

## **ENGLISH LANGUAGE ASSISTANCE**

EAL/ESL English language assistance programs may be available at the following locations:

Syracuse Educational Opportunity Center  
100 New Street | Syracuse, New York 13202  
P: 315-472-0130

Onondaga County Public Library (Central Library)  
447 South Salina Street | Syracuse, New York 13202  
P: 315-435-1835

Students who are interested should call each location to inquire about specific programs, schedules and associated fees. Locations are not affiliated with the College.

## **HELPEOPLE**

HelpPeople is a division of Crouse Health that was established in 1984 and provides services to students at no charge. HelpPeople offers professional counseling assistance when personal problems affect school and/or everyday life. HelpPeople's proactive approach to assisting individuals address problems includes defining the problem(s), outlining a method for handling the problem, assisting through short-term intervention and providing appropriate resources.

HelpPeople may be contacted 24/7 by calling 315-470-7447 or 1-800-777-6110. Confidentiality is assured. No communication related to individual students ever occurs between HelpPeople and the College without written permission of the student.

## **STUDENT HEALTH**

Student health and safety is an important concern of the College. There are several resources available to students to aid in remaining healthy and managing illness and injury.

### **General Health Care Needs**

None of the services available to students can replace private physician services. The College and Crouse Health do not assume medical or financial responsibility for illness or correction of physical defects while students are in the program.

### **Private Health Care**

Students are strongly urged to develop and/or maintain a relationship with a health-care provider of their own choosing.

**Health Insurance Requirement**

All matriculated students must carry personal health insurance while in attendance. The College offers a Student Health Insurance Plan in which students are automatically enrolled in annually, unless they elect to waive coverage by a designated date. The premium fee for coverage is added to the tuition bill. The Plan, offered through Haylor, Freyer & Coon Insurance Agency, details a schedule of benefits for participating and non-participating providers. Students may obtain a copy of their policy from the College main office.

To waive coverage students are required to submit policy information from their current insurance provider to our broker (mentioned above) during the designated waiver period. This process must be followed to have the fee removed from the tuition bill. Should the student's insurance provider or coverage change while in attendance, the student must notify the Financial Affairs Officer and our broker at the time of the change.

**Employee Health Office**

Students have access to the Crouse Employee Health Office. The practice is focused on health promotion, prevention and management of illness and injury at the work/clinical site.

Employee Health Office  
8<sup>th</sup> Floor, Crouse Hospital Memorial Unit  
Telephone: 315-470-7424  
Hours: 7:00am-3:30pm, Monday-Friday

**Emergency Care**

Emergency Care is available to students at all times through Crouse Emergency Services.

***\*When seeking health care services, students are responsible for any co-pays or deductibles required by their plan.***

**Employee Pharmacy**

As a nursing student, the Employee Pharmacy is available to fill prescriptions, on a cash basis or using private insurance. Students should contact the Pharmacy at 315-470-7520 to verify they can bill insurance prior to filling a prescription. The hours of operation are Monday through Friday from 7:00 am to 4:00 pm. They are located in the Basement level of the Hospital.

**Women's Wellness Place**

The Women's Wellness Place at CNY Medical Center at 739 Irving Ave, Suite 530, is available to provide gynecological services to students. Students may contact the office at 315-478-1158 to verify that the practice participates with their selected health insurance plan.

More information is available by visiting <http://thewomenswellnessplace.com>.

Once established as a patient, students may contact the provider on call for emergency or urgent matters; otherwise, students are advised to report to Crouse Emergency Services for any medical emergencies.

***\*When seeking health care services, students are responsible for any co-pays or deductibles required by their plan.***

## **Special Health Concerns:**

### **Pregnant Students in Biology Lab Classes**

Formaldehyde is used in the preservation of specimens used in the Biology labs. Pregnant students who wish to take Biology classes must have written clearance from their personal health care provider on file in the Crouse Employee Health Office.

### **Latex/Natural Rubber Allergy Precautions**

If latex allergy is suspected on a student, the nursing instructor will send the student to the Crouse Employee Health Office for evaluation. Refer to the Allergy: Latex/Natural Rubber Policy in Crouse Hospital's Policy and Procedure Manual for information about the Crouse Employee Health Office procedure and policies to protect healthcare workers with known or suspected latex allergies. Prior to returning to the clinical unit, the student must present the Student Health Clearance form to their clinical instructor.

Students with known or suspected latex allergies should notify their clinical instructor(s) and the Nursing Lab Coordinator of their allergy. Students will be instructed to avoid products containing latex.

## **CAMPUS SAFETY AND SECURITY**

### **Security Patrols**

Crouse Health Security provides 24/7 uniformed patrol of the entire Crouse Hospital complex which includes the Hospital, Marley Education Center, Physician's Office Building, Madison Irving One Day Surgery Center, parking garages, and parking lots.

### **Photo ID Badges**

Students must wear their Crouse photo ID badge on the upper part of their torso at all times while on-campus and during clinical or special experiences at off-site facilities. ID badges may be checked for access to the Hospital, Marley Education Center, and shuttle buses or vans.

### **Building Access**

The Marley Education Center is locked at all times. Students must use their Crouse student photo ID badge to gain access to the building via either the front or rear entry. Building stairwells are locked during the evening hours and elevators may require badge swipe to operate on the weekend.

### **Keeping Safe**

Students are responsible for taking sensible actions to ensure their own safety:

- Make certain that doors to buildings close securely when exiting
- Use the security escort service after dark. Call 315-470-7826 to get an escort
- Never walk alone, especially at night
- Walk at a steady pace and be aware of surroundings
- Use well-traveled, well-lit streets and walkways
- Keep arms as free as possible; keep purses and tote bags close and under the arm

### **Calling for Assistance**

On the Crouse Health Campus the individual summoning help should call Crouse Health Security at 315-470-7826 for assistance. Assistance is available 24/7.

There are in-house security phones or intercoms located at:

- Marley Education Center: front desk and rear door
- Crouse Hospital: Irving lobbies
- Physician's Office Building: parking garage office (by elevators)

Security officers respond to calls for assistance by providing or obtaining direct aid, conducting an investigation, and writing/filing reports with the Director of Security and the Dean of the College.

### **Reporting Suspicious Behavior**

Any questionable or suspicious persons or activities should be reported immediately to Crouse Health Security at 315-470-7826. See something, say something.

### **Sexual Assault** (*See Sexual Misconduct and Sexual Harassment Policy*)

- Dial Crouse Health Security at 315-470-7826; they will forward your call to the 911 operator
- Get medical attention immediately
- Call the Crisis and Support Hotline: 315-422-7273 (Vera House, Inc. support and advocacy)

### **Bias Related Crime**

Any individual who believes that they have been the target of a bias related crime is encouraged to report the incident immediately to a faculty, staff or administrative member of the College. The College will contact the Manager of Security at Crouse Health to begin an investigation. The incident will be investigated and a determination will be made regarding the handling of the allegation.

### **Violent Felony Offenses**

As required by New York State law, upon receipt of a complaint or a report that a violent felony has occurred on-campus, Crouse Health Security will immediately respond, thoroughly investigate, and document in a report their findings. The responding officers will notify and coordinate further investigation of the criminal incident with the Syracuse Police Department or other appropriate law enforcement agency. All members of the College are expected to immediately report all suspected or actual violent felony offenses occurring at or on the grounds of the College to Crouse Health Security.

### **Missing Resident Student**

At the Pomeroy College of Nursing, the term “missing student” refers to the student who resides in the residence hall, who has not been seen by friends or associates for a reasonable length of time and whose whereabouts have been questioned.

Individuals will also be considered missing if their absence occurred under circumstances that are suspicious or cause concern for their safety. This situation must be brought to the attention of the Resident Director and/or Assistant Dean for Students. The Dean of the College (or designee) shall be notified. A College representative will contact Crouse Health Security, the Syracuse Police Department and the missing student’s emergency contact person.

An investigation will be initiated once it is determined that the student is missing with no reasonable explanation for their absence. Ordinarily, the investigation will be initiated after at least 24-hours have elapsed after a normal or scheduled event for which the student was expected.

### **Marley Safety Committee**

Crouse Health Security, College administration and representatives from offices located within the Marley Education Center meet each semester to discuss safety concerns, security trends and improvements.

### **Campus Crime Statistics**

Campus crime statistics are available to students as mandated by New York State Regulations. Crime statistics for the College and surrounding area may be obtained at [www.ope.ed.gov/campussafety/#/](http://www.ope.ed.gov/campussafety/#/)

## **FIRE SAFETY**

### **Fire Drills**

Fire drills are required by law. Students are responsible for knowing the location of fire extinguishers, and fire exits and for complying immediately with the evacuation procedure.

### **Response to a fire or the smell of smoke:**

1. Pull the nearest fire alarm box
2. Exit the building following the evacuation procedure

### **Building Evacuation**

When a fire alarm sounds or is announced (code red or code red drill; sounding of the alarm), all persons must evacuate the Marley Education Center immediately.

1. Close all doors but do not lock them
2. Exit the building by using the nearest stairwell as quickly as possible. Do not use the elevators
3. Move away from the building/entrance; after dark, report immediately to the Hospital's main entrance on Irving Avenue
4. Return only when a fire department official or Hospital/College official declares an "all clear"

## **EMERGENCY CLOSING**

College operations are rarely interrupted because of weather. When a severe weather event or other emergency occurs, the decision to close entirely, delay operations or declare early dismissal will be made by the Dean (or designee). However, the safety of students, faculty and staff is of the utmost importance to the College. During inclement weather, students are urged to exercise discretion and sound judgment regarding travel since safe transportation to and from the campus depends on many factors, such as distance, and specific road conditions on travel routes.

The College will make every effort to report closing information in a timely and accurate manner via crousecon email, Crouse social media and local media outlets (WSTM/WTVH/WSTQ, and WSYR).

General education course cancellations will be determined by Le Moyne College policies and procedures. If Le Moyne College is closed due to a weather event or other emergency then general education courses taught at PCON will be cancelled.

Students must notify course faculty and/or clinical instructors when they cannot attend class or clinical due to a weather event or another emergency. Students are always held responsible for any missed work/course content. Specific call-in procedures for clinical experiences are outlined within the course syllabus and must be followed.

## **BUILDING LOCKDOWN**

A lockdown is a form of securing-in-place that is a temporary emergency procedure utilized to limit human exposure to an apparent life-threatening, hostile or hazardous situation or threat at the College/Marley Education Center or in the immediate campus area. The lockdown procedure is used when it may be more dangerous to evacuate the building than to remain inside. By controlling entrances and exits, emergency personnel are better able to resolve a threat.

When a situation arises that presents a wide-risk of danger to students, faculty, staff and building visitors, the decision to implement a lockdown of the College/Marley Education Center will be made by the Manager

of Crouse Health Security, Crouse Health Senior Leadership or College Administration in consultation with local law enforcement.

### **Procedure**

If a threat is perceived or observed within the building or immediate building vicinity:

1. Seek immediate cover
2. Call Crouse Health Security at 315-470-7826. Relay as many details as possible regarding the threat
  - a. Location of incident
  - b. Description and number of persons involved (clothing and physical features)
  - c. Injuries that have occurred
  - d. Description of any weapons involved
  - e. The suspect's direction of travel and vehicle description (if applicable)
3. Do not sound the fire alarm to evacuate the building. People may be placed in harm's way when attempting to exit the building
  - a. If the fire alarm does sound during a lockdown, do not evacuate unless you see fire and/or smell smoke

### **Notice of Building Lockdown**

Compliance with all emergency directives is mandatory for all present in the Marley Education Center once notice of a building lockdown is received. The building will have immediate restricted access.

- Marley Education Center staff will be notified of the lockdown via the Crouse Broadblast system
- Students will be notified by College Administration via SONIS (crousecon email and/or text message)

If notice is received while outside of the building, do not enter the building. Quickly go away from the building, find a safe place to shelter and stay there. Do not call anyone who may be in the locked down building as phone calls may endanger them.

### **During a Building Lockdown**

1. Immediately cease all activity (teaching, meetings, etc.) and take cover.
2. Close and lock all doors where you are, turn off the room lights and all audio visual equipment. Do this quickly and try to minimize sound and movement. Do not let anyone into the room once locked.
  - a. To lock classroom and outer-office doors, turn the thumb lock to the locked position
  - b. Rooms/areas with card swipe access will be disabled by Crouse Health Security

If you are in a space where the doors cannot be locked (Student Lounge, Sulzle Auditorium, Community Room), barricade room doors to the best of your ability with room furniture or heavy objects and then take cover.

If you are in a hallway/corridor, go to the closest room on the floor that is not already locked and take cover.

3. Get out of the line of sight, stay low, close blinds and cover interior windows if possible. Try and give the impression that the room is empty.
4. Turn cellphones to silent mode and remain quiet, calm and still. Do not make nonessential phone calls.
5. Provide comfort to those who may be panicked. Try to calm them and get them to remain quiet.



6. Await further instructions. Do not leave your place of shelter or open your door until you have been advised it is safe to do so by Crouse Health Security or Emergency personnel.
7. If you are exposed to the violent intruder and certain you are about to be harmed, you may choose to use force to attempt to overpower and disarm the intruder.

**All persons affiliated with Crouse Health (students and employees) must wear their Crouse ID badge at all times while on Crouse property, including the Marley Education Center.**

#### **Preventative Safety**

- Always be aware of surroundings and report suspicious behavior to Crouse Health Security. See something, say something
- Be knowledgeable of all building escape routes

Remember that the preceding are general guidelines. All emergencies are different and may require response changes as events unfold. Be prepared before an event occurs.

#### **MEDICAL EMERGENCY (*Code S*)**

Code “S” is used to summon assistance for any person (patient or non-patient) in a Crouse Health location outside the Hospital proper, such as Marley Education Center and grounds.

#### **Procedure:**

1. Dial 315-470-7555, state Code “S” and give location
2. Code “S” team will respond – including security and nursing supervisor
3. Security will automatically contact 911 for EMS/ambulance support

The person in need of emergency care will be transported to the Crouse Hospital Emergency Department for further evaluation, unless the individual refuses.

An Occurrence Report must be completed by the involved persons and sent to the Dean and Crouse Hospital Quality Improvement Department.

#### **EMERGENCY MANAGEMENT PLAN**

In the event that the Crouse Hospital Emergency Management Plan is implemented, a Code HICs will be called. Students already in Crouse Hospital clinical areas will remain on the unit and await further direction.

## **STUDENT CONDUCT**

### **CODE OF STUDENT CONDUCT**

Students at Pomeroy College of Nursing at Crouse Hospital are expected to conduct themselves in a manner supportive of the mission, vision and values of the College and greater Crouse Health environment. Integrity, respect for the person and property of others, and a commitment to intellectual and personal growth in a diverse population are values deemed fundamental to being part of this College community.

Each student is responsible for their conduct both on- and off-campus from enrollment to graduation. Students are expected to know and uphold the Code of Student Conduct as well as abide by local, state and federal law. In addition, residential students are subject to policies and procedures outlined within the Residence Hall Handbook and Terms and Conditions of Student Housing.

The College considers the following behavior, or attempt thereof, by any student, whether acting alone or with any other persons, to violate the Code of Student Conduct.

1. Physical harm or threat of physical harm to any person or persons, including, but not limited to assault, sexual abuse, or other forms of physical abuse.
2. Harassment, including but not limited to, physical, verbal or electronic, oral, written or video, which is beyond the bounds of protected free speech, directed at a specific individual or group of individuals, easily construed as “fighting words” and likely to cause an immediate breach of the peace.
3. Conduct, whether physical, verbal or electronic, oral, written or video, which threatens the mental health, physical health, or safety of any person or persons including, but not limited to hazing, drug or alcohol abuse, and other forms of destructive behavior.
4. Misuse of academic resources or facilities, or misuse of computer software, hardware, data, equipment or networks.
5. Intentional disruption or obstruction of lawful activities of the College or its members including their exercise of the right to assemble and peaceful protest or leading/inciting others to disrupt scheduled/normal College operations.
6. Theft or damage of College, personal, public, or private property/services or illegal possession or use of the same.
7. Forgery, alteration or fabrication of identification badges/cards, student records, grades, diplomas, applications or other College documents. Including, but not limited to possession of falsified materials or misrepresentation of any kind to a College or Hospital official or law enforcement.
8. Unauthorized entry, use, or occupation of College or Hospital facilities that are locked, closed or otherwise restricted to use. Including, but not limited to unauthorized use of equipment, keys, and identification badges.
9. Disorderly conduct including, but not limited to public intoxication, lewd, indecent or obscene behavior or expression, libel, slander, and illegal gambling.
10. Illegal use, possession, purchase, distribution, manufacture, or sale of alcohol, drugs, controlled substances, or any other violation of College or Hospital policies on alcohol, drugs and tobacco.

11. Failure to comply with the lawful directives of College or Hospital officials who are performing the duties of their office, especially as they are related to the maintenance of safety and security.
12. Unauthorized possession or use of any weapon including, but not limited to knives, firearms, BB-guns, airsoft guns, air rifles, explosive devices, fireworks, or any other dangerous, illegal, or hazardous object or material, and improper use as a weapon of any otherwise permitted object or material.
13. Interference with or misuse of fire alarms, smoke detectors, sprinklers, elevators, or any other safety and security equipment or programs.
14. Hate crimes or bias related incidents involving criminal activity motivated by an individual's bias or attitude against a specific individual or group based on perceived or actual personal characteristics.
15. Use by any student of the College or Hospital name or a claim to speak or act on behalf of the College or Hospital without due authorization.
16. Violation of any local, state, or federal law which has a negative impact of the wellbeing of the College, Hospital or its individual members.
17. Violation of College or Hospital policies, rules, or regulations that are published in the Student Handbook, or any other official College or Hospital publications or agreements.
18. Failure to comply with any official COVID-19 guidance, policies, procedures or directives.

Culpability is not diminished for acts in violation of the Code of Student Conduct that are committed in ignorance of the code or under the influence of alcohol, illegal drugs, or improper use of controlled substances.

**Failure to comply with the Code of Student Conduct will result in disciplinary action as deemed appropriate by College administration. Disciplinary action will include sanctions ranging from a verbal or written warning up to and including administrative dismissal from the College.**

#### **Clinical or Professional Misconduct**

Safe and high quality patient care requires the utmost standards of integrity, responsibility and sensitivity. The following behavior in the clinical environment constitutes clinical or professional misconduct. It may include, but is not limited to:

- Violating confidentiality related to protected patient and/or agency information
- Abandonment of patients through failure to report absence or tardiness in a timely manner
- Disruption of normal Hospital or affiliating agency activities
- Physical or verbal abuse of patients or Hospital staff
- Deliberate or careless actions that endanger patient safety, health and wellbeing
- Failure to follow established clinical safety rules, policies or procedures or failure to report a potentially dangerous situation

#### **Academic Misconduct**

In any academic community, intellectual honesty is considered to be a basic responsibility of all students. Academic misconduct or dishonesty includes, but is not limited to plagiarism and cheating.

**Plagiarism** – is defined as offering the work of someone else as one's own. Ideas taken from another may range from individual sentences and paragraphs to complete articles or writings. Using ideas or someone else's materials, verbatim or in paraphrase, without giving credit is plagiarism. A plagiarism tutorial is available via the library course page on MOODLE™.

**Cheating** – is defined as the unauthorized use or exchange of information by students for the purpose of achieving an unfair academic advantage. Some examples of cheating include, but are not limited to:

- Obtaining questions or answers from someone who has already taken an exam
- Copying from someone else's exam or assignment or allowing another student to copy from an exam
- Arranging with other students to give or receive answers on an exam by the use of signals or any other method
- Having someone else complete an assignment and submitting it as one's own
- Completing a course assignment for someone else
- Completing out of class work or quizzes with other students when the intent/direction was to complete the task alone
- Padding a bibliography with articles that were not read

Class and clinical assignments should be the work of individual students unless specifically instructed that collaboration with other students or group work is acceptable. During exams, students are responsible for behaving in a manner that will not elicit suspicion. Students who are uncertain about whether particular actions might seem suspicious should consult the proctor.

Students will not give or receive any unauthorized aid on any exam, paper or project. If a student witnesses any violations of academic misconduct, in class or in clinical, they should immediately notify a faculty member or College administrator.

**Illegal Usage of Test Banks** – the use of websites that provide secure test banks are illegal, this is considered piracy, and purchasing any of test banks will be considered a violation of academic misconduct. Sale and distribution of these test banks or test questions is illegal and publishing companies may pursue criminal charges in certain cases. Students who purposefully violate this process impact the learning of all students as well as their own learning.

**Sharing of Class Assignments and Materials** – the sharing of class assignments and materials through websites or with individuals who do not have a reasonable need to view them is prohibited. Faculty created class materials including but not limited to PowerPoint presentations, case studies, practice questions, assignments, and clinical paperwork/reflections are not permitted to be uploaded to any website or made publicly available.

#### **Management of Clinical, Professional and Academic Misconduct Violations**

All alleged clinical and academic misconduct violations will be submitted to Administrative Council (AC), a disciplinary review board for initial review. Upon submission of the violation to the AC, the student will be given a brief description of the alleged violation and be given the opportunity to respond to the allegation in writing. The AC will convene and may seek additional information at that time from the student or others prior to issuing a decision and any potential sanctions.

Sanctions include, but are not limited to:

- Verbal Warning
- Written Warning
- Time-Specified Probation (behavioral or performance)

- Time-Specified Suspension from class, lab and/or clinical
- Recommendation for Dismissal to the Dean

Disciplinary action may be taken without prior verbal or written warning. The written policies provide adequate description of expected behavior and are, themselves, a warning.

### **Behavioral Contract**

A Behavioral Contract may be developed based on the student's violation of College policies. The contract will include specific student responsibilities and be in effect for the duration of enrollment. Violation of one or more of the identified conditions/responsibilities may result in a recommendation to the Dean for suspension or dismissal.

## **CROUSE HEALTH SOCIAL MEDIA AND SOCIAL NETWORKING**

This policy provides Crouse Health team members with an explanation of requirements for acceptable use of social media in which their affiliation with Crouse Health is known, identified or presumed. These requirements are intended to ensure compliance with legal and regulatory restrictions and privacy and confidentiality standards.

This policy is not intended to restrict the flow of useful and appropriate information, but is instead designed to protect Crouse Health, its team members, affiliates and patients from any harm that might result through the misuse of social media. Nothing in this policy is intended to or should be construed as restricting an employee's rights under Section 7 of the National Labor Relations Act ("Section 7"), including their right to discuss terms and conditions of employment, or otherwise interfering with, restraining or coercing an employee in the exercise of these rights.

This policy applies to all Crouse Health team members who participate in and use social media tools, websites and other similar networks whose personal identity is in some way linked to Crouse Health. The policy may be modified periodically, in Crouse Health's sole discretion, as needed.

Protecting the privacy and confidentiality of our patients and their healthcare issues is fundamental to our mission as a leading healthcare provider. It is also our obligation under the law. Accordingly, this policy prohibits the posting of and/or disclosing of any patient information on or through social media/networking sites by team members. It is also essential that we protect against the unauthorized disclosure and misappropriation of Crouse Health's intellectual property and other confidential business-related information. Therefore, this policy also prohibits team members from posting or disclosing, directly or indirectly, such proprietary, personal identifying, and confidential business-related information on or through social media/networking sites. Additional restrictions may apply, as explained below. Remember, it is never appropriate to discuss or post personal information about other colleagues, patients, family members, visitors, vendors, or partners unless we have their written consent to do so. It is never appropriate to post Social Security numbers, account information, or any other information that constitutes "personal identifying information" or "protected health information". Please respect the privacy of others when choosing what you share and post.

Do not take or share photos from non-public areas or internal meetings at the hospital. Photos of hospital rooms, break rooms, stock rooms, conference rooms, and any other area that is not open to the public should not be taken or shared on social media for any reason. Hospital confidential information, like staffing, inventory, goals/strategies and patient information could be compromised.

### **Additional Social Media Requirements:**

1. Crouse Health team members should be aware of and must comply with all applicable standards of conduct outlined in the Corporate Compliance Handbook (Doc #8537) and Employee Handbook (Doc #7523) and communications related to Crouse's mission, vision and values, including all standards regarding the privacy and confidentiality of protected health information, proprietary information, and all other confidential business-related information.
2. Crouse Health's intellectual property, such as logos, graphics and copyrights may not be used for any unauthorized commercial use, or for any non-commercial use other than those uses protected under the law.
3. Keep internal communications and information confidential. Internal communications programs that Crouse uses to provide employees with information about the hospital, including town hall meetings, employee forums, internal e-mails and memos, are designed specifically to inform and engage our colleagues about our organization. Employees may not take information that is provided internally and post it to internet message boards or blog sites, nor disclose it in other public forums. Photos of internal-only presentations, slides, designs, prototypes and/or meetings should not be shared on social media
4. Team members who engage in personal activities on external social media platforms may not use Crouse Health's name or Crouse Health-identifying attributes in their usernames or screen names (e.g., 'bobatcrouse'), nor can they speak as representatives or on behalf of Crouse Health unless expressly authorized as official spokespersons in advance by Crouse Health. (Indicating employment at Crouse Hospital is permissible.)
5. If team members (who are not designated as official spokespersons) identify themselves as employees of Crouse Health, they must state that they are expressing their personal opinions when discussing their employment, Crouse Health, or its services or products, and that their opinions do not represent the official views of Crouse Health. This may be accomplished by posting the following disclaimer – *"The views expressed on this [blog/website] are my own and do not necessarily reflect the views of Crouse Health."*
6. Team members are prohibited from using social networking to unlawfully harass, abuse, discriminate against, threaten violence against, or make malicious, obscene or defamatory statements about Crouse Health's employees, affiliated physicians, other healthcare providers, volunteers, students, patients, guests, vendors or contractors. In other words (and consistent with Crouse values): Be respectful. Harassment includes offensive social media posts or other offensive content which could contribute to a hostile work environment on the basis of race (including traits historically associated with race), sex/gender (including pregnancy), disability, religion, creed, color, gender identity or expression, transgender status, reproductive health decision making, national origin, sexual orientation, predisposing genetic characteristics or carrier status, age, ancestry, military status, arrest/conviction record, familial status, protected veteran status or any other status protected by local, state or federal law. This requirement is not intended to limit, or infringe on Section 7 rights, as discussed above.
7. Social media is not the appropriate venue for voicing complaints about Crouse or particular colleagues that could be resolved more constructively through the appropriate channels consistent with Crouse's commitment to maintain a diverse and safe workplace. If Crouse colleagues wish to use social media to voice complaints or criticisms, they must avoid posting anything that is or could be viewed as discriminatory, harassing, threatening, defamatory, or invasive of another individual's privacy. Such prohibited posts may include disparaging patients or their families, falsely and intentionally harming someone's reputation, bullying co-workers, or otherwise creating a hostile work environment. Threats of violence, discrimination and harassment will not be tolerated

8. Team members should recognize that their online communications/social media activity can impact their personal image/reputation and may be seen by others as a reflection of their character, judgment and values. Posting some types of information or photographs may jeopardize their individual, personal, and/or professional reputation. It is important to note that information shared online in social media forums can last forever on the internet and is available to everyone, including your employer. The bottom line? Use common sense, and do not engage in inappropriate discussions that include discriminatory remarks, harassment, threats of violence, obscene or malicious language, or other similar forms of inappropriate and unlawful language that is harmful to others.

9. Authorized personnel in Crouse Health's Communications and Human Resources Departments (and others who may be authorized by Crouse Health from time to time at its sole discretion) may use social media in the course of their duties on behalf of Crouse Health during work time to perform their job duties for approved, business-related purposes.

10. Students in the College of Nursing are not permitted to access social media platforms during classroom or clinical hours except for school-related purposes. Students found to be accessing these sites for non-school-related purposes will be subject to progressive discipline, up to and including dismissal from the College. Students should also be aware of, and must comply with, all other applicable codes of conduct outlined in the College handbook and other Crouse communications that refer to Crouse's mission, vision and values.

### **Policy Violations**

Any team member found to have violated this policy will be subject to, as may be appropriate depending on his or her affiliation with Crouse Health, disciplinary action up to and including termination, suspension or termination of privileges, contract termination, civil litigation, and/or civil or criminal prosecution under applicable state and federal statutes.

Crouse Health employees who suspect or who have knowledge of violations of this policy are encouraged to notify their immediate supervisor, Human Resources, or Corporate Compliance. Students who suspect or have knowledge of violations of this policy must contact the Assistant Dean for Students. Those students who do not report violations they are aware of will also be subject to disciplinary action up to and including dismissal from the College. All other team members should contact Corporate Compliance to report any suspicion or knowledge of violations of this policy.

Crouse Health intends this policy to comply with all applicable laws, including laws protecting certain lawful employee activities, and it will enforce this policy consistent with all such legal requirements and with any applicable labor contract provisions for bargaining unit employees represented by Local 1199.

To reiterate, nothing in this policy is intended to limit or infringe on Section 7 rights, and Crouse Health will not apply this policy in a manner that in any way limits or infringes upon such rights.

### **Policy Definitions**

**Social Media:** For purposes of this policy, social media (or social networking) refers to, but is not limited to, online networks such as Facebook, Twitter, Tik Tok, Snap Chat, Instagram, Pinterest and LinkedIn; wikis; video/photo-sharing web sites such as YouTube and Flickr; social bookmarking sites; communication web sites such as Skype; and any other form of online publishing, including blogs, discussion forums, newsgroups and e-mail distribution lists.

**Team Member:** For purposes of this policy, team members include employees, volunteers, Pomeroy College of Nursing students and faculty, medical staff members, interns, contractors, allied health professionals and all other individuals who provide services under the auspices of Crouse Health.

**Patient Information:** For purposes of this policy, patient information includes:

(1) “Protected Health Information” or “PHI,” which is defined under the Health Insurance Portability and Accountability Act (“HIPAA”) as all individually identifiable information in any media, e.g., oral, written or electronic form (and including images), relating to: (a) the past, present, or future physical or mental health or condition of an individual; (b) the provision of healthcare to an individual; or (c) the past, present or future payment for healthcare provided to an individual. Information is considered to be PHI where there is a reasonable basis to believe that it can be used to identify the individual; this encompasses many common identifiers (e.g., name, address, birth date, Social Security number). PHI also includes employee healthcare information protected under HIPAA; and

(2) All other such healthcare-related information obtained, maintained or learned by Crouse Health or its team members in the course of providing services to patients or employees, even if it is not deemed to be individually identifiable under HIPAA.

**Proprietary Information:** For purposes of this policy, proprietary information includes non-public information in spoken, printed, electronic or any other form related to Crouse Health trade secrets, information regarding the strategic development of products or services, internal reports, procedures, policies, know-how, technology, patents, vendors, strategic competitive information, or other internal business-related confidential communications. Proprietary information does not include discussions concerning the terms and conditions of employment.

## **IMPAIRED STUDENT**

Each student has a responsibility to deliver care in a manner which is conscientious, safe and inspires confidence. Each student is expected to report to the clinical area in a fit mental and physical condition. Further, student’s appearance and behavior should enhance each patient’s sense of safety and security while supporting confidence in the entire healthcare team. Being impaired due to drugs and/or alcohol, or having the appearance of these will not be tolerated in a healthcare environment.

Faculty and staff are held accountable for safe student behavior by our community, the DNV, the New York State Education Department, as well as the Accreditation Commission for Education in Nursing and National Student Nurses Association Code of Ethics.

Chemical dependencies which impair performance are treatable. Recovery requires support as well as the active participation of the affected person(s).

Common observations and behaviors which may indicate impairment from chemical use, abuse or dependency, that could render a student unfit for clinical experience include:

- Drowsiness or sleepiness
- Odor of alcohol on the breath or person (i.e. clothing, etc.)
- Blood shot eyes/photophobia/pinpoint pupils or widely dilated pupils
- Frequent trips to the washroom
- Inability to concentrate or lack of attention
- Slurred or incoherent speech
- Unusually aggressive behavior/interpersonal conflict
- Unexplained clinical errors
- Lack of manual dexterity



- Lack of coordination in walking
- Unexplained clinical related accident or injury
- Unexplained changes in mood
- Excessive tardiness/absenteeism

Immediate action will be taken if a student manifests inappropriate behavior in academic or clinical areas or when there is reasonable suspicion of the use, abuse of or dependency on alcohol or drugs (prescription or illegal). Anytime inappropriate behavior or suspected impairment places other students, faculty, patients, visitors or employees at risk, brings into question patient treatment, or otherwise impairs a student's performance, action will be taken by faculty to remove the alleged impaired student and seek a timely and fair evaluation.

Repeated episodes of inappropriate or impaired behavior or failure to comply with the recommendations or treatment plan prescribed will result in progressive discipline and ultimately may result in dismissal from the program.

#### **Procedure:**

If a student's fitness for academic and clinical experiences is questioned by a faculty member, fellow student, patient, visitor, employee, health care provider, etc., relative to chemical or other impairment:

1. A College representative is notified by the person concerned.
2. The student is approached by a faculty member in a private setting. The faculty member will determine the appropriateness of the student's behavior. This determination should be witnessed and agreed upon by a second faculty member or nurse manager, or evening supervisor. The faculty member may request drug and alcohol testing be done to confirm the observations.
3. Once the process is initiated, the student will not be left unattended.
4. If the student agrees to drug/alcohol testing:
  - During regular hours, the student will be escorted by a faculty member (or designee) to the Crouse Employee Health Office for evaluation and facilitation of testing either by the Health office or Well Now (previously known as 5 Star Urgent Care).
  - After hours, the instructor will call Well Now (7375 Oswego Rd. Liverpool, NY) at 315-478-1977 to arrange urine drug screening and breath alcohol testing. The student will be driven to Well Now by Crouse Security (regardless of clinical site) with the faculty member or designee in attendance.
  - Once testing at Well Now is complete, the student will be transported back to the Hospital to be picked up by a taxi or family member to deliver the student to their home. Any expenses incurred will be the responsibility of the student involved.
  - Under no circumstances will a student who is tested for cause be allowed to drive themselves home.
  - The student will not be cleared for class, lab or clinical pending test results and/or an assessment by HelpPeople.
5. After testing:
  - If the results are negative, students will not be penalized for missed clinical days.
  - If the results are positive, student confidentiality will be maintained, and the incident will be documented as a Misconduct and submitted to the Dean for review.
  - It may be determined that it is unsafe for the student to return to the clinical area and/or may result in dismissal from the program.
6. If the student does not agree to drug/alcohol testing:
  - Faculty members (or one faculty member and nursing supervisor) may conclude that the student is impaired. The incident will be documented as a Misconduct and

submitted to the Dean for review. It may be determined that it is unsafe for the student to return to the clinical area and/or may result in dismissal from the program.

7. Strict confidentiality will be maintained at all times except as waived by the student for treatment and monitoring purposes.

## **DRUG-FREE SCHOOLS AND COMMUNITIES ACT**

The Drug-Free Schools and Communities Act (DFSCA) of 1989 - also known as the Drug-Free Schools and Campuses Act, requires institutions of higher education to establish policies that address unlawful possession, use, and/or distribution of alcohol and illicit drugs. The DFSCA also requires that resources related to alcohol and other drug abuse prevention be made available to students.

### **Standards of Conduct**

The College prohibits the unlawful possession, use, sale, or distribution of illicit drugs or alcoholic beverages by its students, employees, or guests on its property or as part of any activities. The possession, use, sale, or distribution of drug-related paraphernalia is also strictly prohibited. Sanctions will be imposed on students who violate College alcohol and drug policies.

College policy stipulates that students are required to report to the academic or clinical area in appropriate mental and physical condition which enables them to carry out their clinical and academic responsibilities.

The purpose of these policies are to provide a drug-free, healthy, safe, and secure environment for all students during all activities that are necessary to accomplish their goal of becoming a licensed professional. The College recognizes alcohol and drug abuse as a potential health, safety and security issue. Alcohol and drug dependence is recognized as an illness and major health concern. The use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

### **Sanctions for Violation of Federal, State, or Local Law and College Policy**

If a student is suspected of reporting to the clinical or classroom setting in an impaired condition, the student will be required to report to the Crouse Employee Health Office or an outside agency (after hours) and will be tested immediately for drugs/alcohol. If the student refuses this test, he or she is subject to dismissal from the College.

Illegal substances and/or paraphernalia will be permanently confiscated by Administration or Security. Violation of this policy results in disciplinary action, up to and including dismissal from the College and may have legal consequences.

Conviction of illegal use of these substances may result in failure of a student to be eligible for licensure under the by-laws of the New York State Educational Department Division of Professional Licensing Services.

Students convicted of drug-related felonies or misdemeanors that took place while receiving Federal student aid, will become ineligible to receive further Federal aid for a specified period of time upon conviction.

### **Special Notification Authority**

In accordance with the Higher Education Law/H.R.6, Federal legislation authorizes Colleges to notify parents and/or guardians of any violation of rules regarding the use or possession of alcohol or a controlled substance if the student is under the age of 21. Pomeroy College of Nursing will enforce this law.

### **Health and Behavioral Risks of Alcohol and Other Drug Use**

The negative physical and mental effects of the use of alcohol and other drugs are well documented. Use of these drugs may cause: blackouts, poisoning, overdose and death, physical and psychological dependence,

damage to vital organs such as the brain, heart, and liver, inability to learn and remember information, and psychological problems including depression, psychosis, and severe anxiety.

Impaired judgment and coordination resulting from the use of alcohol and other drugs are associated with acquaintance sexual assault and rape, DUI/DWI arrests, hazing, falls, drowning and other injuries, contracting sexually-transmitted infections including AIDS, and unwanted or unplanned sexual experiences and pregnancy.

General risks associated with the use of certain categories of alcohol and other drugs are as follows:

**Alcohol Health Risks:**

Alcohol in moderate amounts causes dizziness, dulling of the senses, impairment of coordination, reflexes, memory, and judgment. Increased amounts of alcohol produce staggering, slurred speech, double vision, mood changes and, possibly, unconsciousness. Larger amounts result in death. Alcohol causes damage to the liver, heart, and pancreas. It also may lead to malnutrition, stomach irritation, lowered resistance to disease, and irreversible brain or nervous system damage. Symptoms: Glazed eyes, obvious odor, pale and dry skin, broken blood vessels in facial area, slowed motor coordination, and enlarged stomach.

**Marijuana Health Risks:**

Marijuana use leads to a substantial increase in heart rate. It impairs or reduces short-term memory and comprehension, and motivation and cognition are altered. With extended use it can produce paranoia and psychosis. Smoking marijuana damages the lungs and pulmonary system. Marijuana contains more cancer causing agents than tobacco. It also lowers male sex hormones, suppresses ovulation, and causes changes in the menstrual cycle and possibly causes birth defects. Symptoms: Someone who uses marijuana may laugh inappropriately and have bloodshot eyes, dry mouth and throat, and a tell-tale odor of the drug, a poor sense of timing, and increased appetite.

**Cocaine and Crack Health Risks:**

Cocaine and its derivative crack produce dilated pupils and elevated blood pressure, heart rate, respiratory rate, and body temperature. They may also cause insomnia, loss of appetite, tactile hallucinations, paranoia, seizure, and death. Symptoms: Someone using cocaine may experience muscle twitching, panic reactions, anxiety, numbness in hands and feet, loss of weight, a period of hyperactivity followed by a depression, a running or bleeding nose, and sustained depression.

**Barbiturates Health Risks:**

In small doses, barbiturates produce calmness, relaxed muscles, and lowered anxiety. Larger doses cause slurred speech, staggering gait, and altered perception. Very large doses taken in combination with other central nervous system depressants (e.g., alcohol) cause respiratory depression, coma, and sometimes death. Symptoms: A person who uses barbiturates may have poor muscle control, appear drowsy or drunk, become confused, irritable, and inattentive or have slowed reactions.

**Amphetamines Health Risks:**

Amphetamine use causes increased heart and respiratory rates, elevated blood pressure, and dilated pupils. Larger doses cause rapid or irregular heartbeat, tremors, and physical collapse. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, high fever, and heart failure. Symptoms: An individual using amphetamines might begin to lose weight, have periods of excessive sweating, and appear restless, anxious, moody, and unable to focus. Extended use may produce psychosis, including hallucinations, delusions, and paranoia.

**Hallucinogens (including PCP, LSD, Mescaline, Peyote, Psilocybin) Health Risks:**

PCP, or angel dust, interrupts the part of the brain that controls the intellect and impulsive behavior. PCP blocks pain receptors. Violent episodes, including self-inflicted injuries, are not uncommon. Chronic users

report memory loss and speech difficulty. Very large doses produce convulsions, coma, heart and lung failure, or ruptured blood vessels in the brain. LSD, mescaline, peyote, etc. cause dilated pupils, elevated body temperature, increased heart rate and blood pressure, and tremors. Symptoms: Someone using PCP might appear moody, aggressive, or violent. Such an individual may become paranoid and experience hallucinations and have time and body movements slowed. LSD users may experience loss of appetite, sleeplessness, confusion, anxiety, and panic. Flashbacks may also occur.

#### **Narcotics (including Heroin, Codeine, Morphine, Opium, Percodan) Health Risks:**

Because these narcotics are generally injected, the use of contaminated needles may result in AIDS and hepatitis. Symptoms of overdose include shallow breathing, clammy skin and convulsions. An overdose may result in a coma or even death. Symptoms: Some signs of narcotic use are euphoria, drowsiness, constricted pupils and nausea. Other symptoms include itchy skin, needle or "track" marks on the arms and legs, nodding, loss of sex drive and appetite. When withdrawing from the drug, sweating, cramps and nausea occur.

#### **Information on Preventing Alcohol and Drug Abuse**

Students seeking information related to the prevention of alcohol and other drug abuse should contact the Assistant Dean for Students to inquire about obtaining prevention resources.

#### **Addiction Counseling**

Crouse Health and the College recognize that chemical dependency is a disease that can be treated. If students are having a problem with alcohol or drug use personally or with a family member or friend, help may be necessary.

#### **Available Treatment Programs and Resources**

Students requiring assistance in managing drug/alcohol abuse and/or drug/alcohol dependency are encouraged to use:

- HelpPeople\* - may be reached 24/7 by calling 315-470-7447 or 1-800-777-6110
- State Peer Assistance for Nurses (SPAN) – provides identification, education, referral to treatment, monitoring and advocacy for chemically dependent nurses, and also offers a facilitated weekly support group for members. SPAN may be contacted at 1-800 -724-6976 ext. 350
- Community 12 Step Groups – available at various locations in the surrounding area

\*HelpPeople may also refer students to various alcohol and other drug treatment programs within the local community.

## **GRADE APPEAL | ACADEMIC GRIEVANCE | TITLE IX**

### **GRADE APPEAL AND ACADEMIC GRIEVANCE**

In an academic community, grades are a measure of student achievement toward successful fulfillment of meeting course objectives. The responsibility for assessing student achievement and assigning grades rests solely with course faculty.

Whereas it is recognized that faculty have the right to use their professional judgement in determining student grades based on academic performance, faculty have the responsibility to award the grade in a uniform manner based on established expectations and criteria for academic performance as outlined in the course syllabus.

Whereas it is recognized that students have the right to appeal a final course grade that has seemingly been awarded in arbitrary or capricious manner, students have the responsibility to accept the faculty member's professional judgement about the quality of their work and adhere to the academic policies set forth by the faculty and the College.

In appealing a grade, the burden of proof always rests on the student. Students will be afforded due process in all grade appeal or academic grievance matters and no adverse action will be taken against them for initiating either process. In every instance, all involved parties will work toward a resolution that ensures high academic standards, acceptable performance and fairness. Every effort will be made to discover a solution at the informal level.

The grade appeal process is not intended to deal with concerns about the general conduct or instruction of the course. It is intended to provide due process when a student has evidence of the following related to their final course grade only:

- 1. the grade was assigned based on a miscalculation or clerical error;**
- 2. the grading standards for the course were not clearly articulated by the instructor, or the grade was assigned in a manner inconsistent with articulated standards;**
- 3. the grade was assigned on some basis other than performance in the course; or**
- 4. the grade was assigned in a manner other than that used for other students in the course.**

A student may appeal a final course grade only citing one or more of the above reasons within five (5) business days of the grade being posted in accordance with the procedure detailed below. A grade assigned as a result of a found violation of the Student Code of Conduct is not eligible for appeal.

#### **Informal Grade Appeal Process**

Students must inform the Assistant Dean for Students in writing of their intention to begin the grade appeal process within five (5) business days of the final course grade in question being posted.

The student will be asked to submit a typed personal statement that clearly articulates the reason for the grade appeal, what is arbitrary or capricious about the final course grade in question and what resolution is being sought.

The student will then be directed to contact the specific course faculty member and appropriate Level Leader within one (1) business day to schedule an informal grade appeal meeting. During the meeting, the

faculty member and Level Leader will review the personal statement, ask clarifying questions and offer the student the opportunity to share relevant supporting information.

The faculty member and Level Leader will then carefully make a determination within one (1) business day of the student meeting and inform the Assistant Dean for Students of their decision. The Assistant Dean for Students will then provide the student with the decision in writing.

Should no resolution occur at the informal level, the student may elect to initiate the formal grade appeal process. The formal process must be initiated in writing with the Assistant Dean for Students within one (1) business day of receiving the informal decision.

### **Formal Grade Appeal Process**

The formal grade appeal process consists of a grade appeal hearing. Students may submit an additional typed statement at this point in the process, however the original statement may not be amended.

The hearing panel shall consist of three faculty members chosen at random based on their non-affiliation with the student (i.e. different course or different semester/term). The Assistant Dean for Faculty, or designee shall serve as the hearing panel chairperson without a vote. The Assistant Dean for Students shall serve as the hearing panel secretary also without a vote. All deliberations of the hearing panel shall be closed and strictly confidential. Faculty members on the hearing panel shall vote anonymously via paper ballot. Votes will be tallied by the Assistant Dean for Students and the student will be notified in writing of the hearing panel's decision within one (1) business day of the hearing.

The decision of the hearing panel is ultimately final in all grade appeals.

### **Academic Grievance**

The academic grievance process exists as an avenue for students to resolve academic concerns when they believe that they have been treated unfairly/unjustly in a specific academic situation that does not involve a course grade; such as a clinical evaluation or other academic policy issue.

### **Informal Academic Grievance Process**

Students must inform the Assistant Dean for Students in writing of their intention to begin the academic grievance process within five (5) business days of receiving the evaluation or notice on which the academic grievance is based.

The student will be asked to submit a typed personal statement that clearly articulates the reason for the academic grievance, what is unjust/unfair about the situation in question and what resolution is being sought.

The student will then be directed to contact the specific course faculty member/clinical instructor and appropriate Level Leader within one (1) business day to schedule an informal academic grievance meeting. During the meeting, the faculty member/clinical instructor and Level Leader will review the personal statement, ask clarifying questions and offer the student the opportunity to share relevant information. The faculty member/clinical instructor and Level Leader will then carefully make a determination within one (1) business day of the student meeting and inform the Assistant Dean for Students of their decision. The Assistant Dean for Students will then provide the student with the decision in writing.

### **Formal Academic Grievance Process**

Should no resolution occur at the informal level, the student may elect to initiate the formal academic grievance process. The formal process must be initiated in writing with the Assistant Dean for Students within one (1) business day of receiving the informal decision.

The formal academic grievance process begins with an academic grievance hearing. Students may submit an additional typed statement at this point in the process, however the original statement may not be amended.

The hearing panel shall consist of three faculty members and three students chosen at random based on their non-affiliation with the student (i.e. different course or different semester/term). The Assistant Dean for Faculty shall serve as the hearing panel chairperson and vote only in the event of a tie. The Assistant Dean for Students shall serve as the hearing panel secretary without a vote. All deliberations of the hearing panel shall be closed and strictly confidential. Members of the hearing panel shall vote anonymously via paper ballot. Votes will be tallied by the Assistant Dean for Students and the student will be notified of the hearing panel's decision within one (1) business day of the hearing.

The decision of the academic grievance hearing panel shall be considered final and immediately enforced unless the student decides to proceed to the final step of the formal process which is a meeting with the Dean (or designee). The student must notify the Assistant Dean for Students in writing within one (1) business day of receiving the hearing panel's decision should they decide to proceed to the final step.

The Assistant Dean for Students will provide all relevant materials to the Dean (or designee) and schedule the formal meeting. The Dean (or designee) will speak with the student and carefully examine the entirety of the situation before rendering a decision. The Dean (or designee) will notify the Assistant Dean for Students of the decision within one (1) business day of the meeting. The Assistant Dean for Students will notify the grievant of the Dean (or designee's) decision in writing immediately after receiving the decision. The decision of the Dean (or designee) is ultimately final.

#### **Grade Appeal and Academic Grievance Hearing Panel Guidelines**

- The Assistant Dean for Students shall serve as a procedural resource for the student and be responsible for collection of materials and scheduling of the hearing
  - Members of the hearing panel will be given adequate time prior to the hearing to review all relevant grade appeal or academic grievance documents
- The Assistant Dean for Students will serve as the hearing panel secretary and record minutes to be filed confidentially after the hearing
- The hearing will last no more than one hour. The hearing chairperson will serve as the hearing moderator and timekeeper
- Hearing panel members will remain objective and refrain from offering personal opinions or views during the hearing
- The student may invite a support person/observer to attend the hearing. The support person/observer may not partake in the hearing or make any statements to the panel. The hearing chairperson reserves the right to excuse the support person/observer if they attempt to partake or disrupt the hearing in any way

#### **Grade Appeal and Academic Grievance Hearing Panel Steps**

1. The hearing chairperson will call the hearing to order and read the following statement: "This discussion and all written materials related to the appeal/grievance are confidential. Any written notes or questions must be destroyed at the end of the hearing. All original documents will be kept in a confidential file
2. The student will begin with opening remarks explaining the reason for their grade appeal or academic grievance
3. The faculty member/clinical instructor/Level Leader may provide a clarifying statement from their perspective
4. Hearing panel members may ask questions of the student and/or faculty member/clinical instructor/Level Leader

5. The student may offer closing remarks
6. The student will be escorted from the hearing room and advised of what happens next
7. Hearing panel members will deliberate
8. Hearing panel members will vote via anonymous paper ballot. The hearing panel chairperson will only vote in the event of a tie (academic grievance only)
9. The Assistant Dean for Students will tally the votes and notify the hearing panel of the voting outcome
10. The Assistant Dean for Students will notify the student of the hearing outcome in writing soon after the conclusion of the hearing

### **Grade Appeal and Academic Grievance Procedural Concerns**

Any student who believes that the College has not properly addressed a concern may file a written complaint with the New York State Education Department Office of College and University Evaluation within five (5) years of the alleged incident. It is expected that appellant/grievant will have made an attempt to resolve the complaint directly with College administration first; has exhausted all avenues of the College appeal and/or grievance process and will provide documentation that such procedures have been exhausted.

The process and form for filing a complaint can be found here:

<http://www.highered.nysed.gov/ocue/spr/documents/complaintform-accessible.pdf>

Complaints are then submitted to:

New York State Education Department  
Office of the Professions  
Professional Education Program Review  
89 Washington Avenue  
Albany, New York 12234

Complaints related to Title IX issues (sexual misconduct, sexual harassment, discrimination) should be brought to the attention of the College Title IX Coordinator or a Title IX Compliance Officer immediately. The College does not discriminate on the basis of race, color, creed, sex, marital status, national origin, sexual orientation, veteran status, age or disability in its admission or educational policies.

Any student who believes that the College has not properly addressed a discrimination concern may contact the United States Department of Education Office of Civil Rights:

New York Office | Office for Civil Rights  
United States Department of Education  
32 Old Slip, 26th Floor  
New York, New York 10005-2500  
Telephone: 646-428-3900 | FAX: 646-428-3843 | TDD: 800-877-8339  
Email: [ocr.newyork@ed.gov](mailto:ocr.newyork@ed.gov)

Or contact the New York State Division of Human Rights - <https://dhr.ny.gov/complaint>

### **SEXUAL MISCONDUCT AND SEXUAL HARASSMENT (TITLE IX)**

#### **STATEMENT OF POLICY**

Pomeroy College of Nursing at Crouse Hospital (the “College”) is committed to creating and maintaining an academic and workplace environment free of sexual misconduct and sexual harassment for all of its



students, employees and guests. The College strives to provide a safe environment for all and to ensure that no one is excluded from participation in or denied the benefits of the College's programs or activities because of the person's gender.

Accordingly, the College has developed this sexual misconduct and sexual harassment policy and procedure for all College community members (the "policy"). The policy strictly prohibits "sexual misconduct," which includes sexual assault, non-consensual sexual activity, stalking, dating violence, domestic violence, and sexual exploitation; as well as "sexual harassment" (all of which are defined below). Violation of this policy will result in responsive action from the College, as prescribed under applicable law and this policy, which, for students, may include suspension or expulsion from the College. This policy applies regardless of whether the behavior at issue occurs on- or off-campus.

## **NOTICE OF NON-DISCRIMINATION**

The College does not discriminate in the administration of educational policies or programs, admission policies, scholarship and loan programs or other school-administered programs. The College's non-discrimination policy is inclusive of, but not limited to, race, age, color, national or ethnic origin, marital status, gender, sexual orientation, gender identity, gender expression, veteran/military status, religion, disability or political ideology.

## **DEFINITIONS**

### **Definitions of Individuals:**

**Bystander/Witness** – a person who observes crime, impending crime, conflict, potentially violent or violent behavior or conduct that is in violation of rules or policies of the College, including this policy.

**Compliance Officers** – Persons designated by the College who are responsible for assisting in the receipt of reports by providing information such as:

- Explanation of the policy and options to proceed
- Where applicable, the importance of preserving evidence and obtaining a sexual assault forensic examination as soon as possible
- Explaining that the criminal justice process utilizes different standards of proof and evidence from the internal College process
- Assisting in the referral of questions about whether a specific incident violated the penal (criminal) to state or local law enforcement or to the district or state's attorney

### **Compliance Officers:**

David Falci | Assistant Dean for Faculty

310 Marley Education Center | Phone: 315-470-5767 | Email: [davidfalci@crouse.org](mailto:davidfalci@crouse.org)

Patricia Morgan | Dean

310 Marley Education Center | Phone: 315-470-8851 | Email: [patriciamorgan@crouse.org](mailto:patriciamorgan@crouse.org)

***\*Any report made to a Compliance Officer will be reported to the Title IX Coordinator as Compliance Officers are not confidential resources.***

**Employee** – a person employed by Crouse Health at the time of the report of a potential violation of this policy.

**Investigator** – a person designated by the College or Crouse Health who has received appropriate training to serve as an investigator of sexual misconduct and sexual harassment complaints. Investigators receive training in conducting investigations of sexual violence, the results of trauma, impartiality, the rights of the respondent, including the right that the respondent (defined below) is not considered to be “responsible” until a finding of responsibility is made pursuant to this policy, as well as other issues, including, but not limited to training on what conduct constitutes sexual harassment, domestic violence, dating violence, stalking, and sexual assault for purposes of this policy.

**Reporting Individual** – a student or employee who has reported a violation of this policy. In some cases, such as where the victim of the alleged conduct does not wish to participate in the process but the College has decided that it should investigate the conduct nonetheless, the College may serve as the reporting individual. In these cases, the College may extend the full rights of the reporting individual as defined in this policy to affected parties as deemed appropriate by the Title IX Coordinator.

**Respondent** – a person accused of a violation of this policy.

**Student** – a person who has been matriculated as a Pomeroy College of Nursing student on or before the date of a report of a potential violation of this policy.

**Title IX Coordinator** – the employee designated by the College and Crouse Health as responsible for coordinating the College’s efforts to comply with its obligations under Title IX of the Education Amendments Act of 1972, as well as Article 129-B of the New York Education Law, including coordinating investigations of complaints received pursuant to this policy.

**Title IX Coordinator:**

Ryan Barker | Assistant Dean for Students

310 Marley Education Center | Phone: 315-470-5710 | Email: [ryanbarker@crouse.org](mailto:ryanbarker@crouse.org)

**Definition of Consent:**

As used in this policy, the term “consent” means “affirmative consent.” “Affirmative consent” is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender identity, or gender expression.

The following principles are provided as guidance for the College community:

- Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act
- Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol
- Consent may be initially given but withdrawn at any time
- Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent
- Consent cannot be given when it is the result of any coercion, intimidation, force or threat of harm
- When consent is withdrawn or can no longer be given, sexual activity must immediately stop

- Being intoxicated or impaired by drugs or alcohol is never an excuse for violating this policy and does not diminish one's responsibility to obtain affirmative consent

### **Definitions of Prohibited Conduct:**

**Sexual Misconduct** – sexual misconduct is a broad term encompassing any sexual behavior or gender-based misconduct that is committed without affirmative consent. Sexual misconduct may vary in its severity and consists of a range of behaviors.

The following descriptions represent behaviors that violate this policy:

**Sexual Assault** – as set forth below, sexual assault includes, but is not limited to, offenses that meet the definition of rape, fondling, incest, and statutory rape, defined as follows:

**Rape** – the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the affirmative consent of the victim, or where the victim is incapable of consent due to mental or physical incapacity.

**Fondling** – the touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or without that person's affirmative consent; or, where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity. This may include non-penetrative acts, touching directly or with an object, and/or touching the private body parts of another over clothing. This may also include forcing or causing another without affirmative consent to touch one's own private body part.

**Incest** – sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

**Statutory Rape** – sexual intercourse with a person who is under the statutory age of consent in the jurisdiction where the act takes place. In New York State, the statutory age of consent is 17 years old.

**Non-consensual Sexual Activity** – as defined in the Clery Act: any intentional sexual touching without affirmative consent. This includes any contact with the breasts, buttocks, groin, genitals, mouth or other bodily orifice of a person upon another person; the touching of another with any of these body parts, without affirmative consent; sexual intercourse or penetration (anal, oral, or vaginal) however slight, with any object or body part, by a person upon another person without affirmative consent ; or other intentional contact of a sexual nature without consent or as a result of force, whether by physical force or by threats, intimidation or coercion.

**Sexual Activity** (as defined in the Clery Act):

- Contact between the penis and the vulva or the penis and the anus, and for purposes of this definition contact involving the penis occurs upon penetration, however slight
- Contact between the mouth and the penis, the mouth and the vulva, or the mouth and the anus
- Penetration, however slight, of the anal or genital opening of another by a hand or finger or by any object, with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person
- Intentional touching, either directly or through the clothing, of the genitalia of another person who has not attained the age of 16 years with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person

**Stalking** – engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her own safety or the safety of others or suffer substantial emotional distress. Stalking normally includes acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person’s property. Stalking may include persistent calling, texting, or posting on a social networking site as well as physical stalking. When the content of the messages or the nature of the physical stalking is of a sexual nature or arises out of an actual or perceived social relationship of a romantic or sexual nature, the behavior is a form of sexual misconduct.

**Dating Violence** – as defined in the Clery Act: violence or threats of violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship is determined based on the reporting party’s statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

**Domestic Violence** – as defined in the Clery Act: felony or misdemeanor crimes of violence (whether federal or state) committed by, between, or among current or former spouses or an intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family laws of the jurisdiction in which the crime of violence occurred, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

**Sexual Exploitation** – taking non-consensual, unfair, or abusive sexual advantage of another for one’s own advantage or benefit. Examples include, but are not limited to: non-consensual video or audio taping of sexual activity and/or voyeurism.

## **PROHIBITION ON SEXUAL HARASSMENT AND RETALIATION**

Sexual harassment is a form of sex discrimination and means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to that conduct is made either explicitly or implicitly a term or condition of employment or education
2. Submission to or rejection of such conduct by an individual is used as a component of the basis for employment or education-related decisions affecting that individual
3. The conduct has the effect of substantially interfering with an individual’s work performance, academic or education-related experience, or of creating an intimidating, hostile, or offensive working or educational environment

Examples of sexual harassment include, but are not limited to, the following:

- Either explicitly or implicitly conditioning any term of employment (e.g., continued employment, wages, evaluation, advancement, assigned duties or shifts) or educational benefit on the provision of sexual favors
- Physical conduct, such as touching, pinching, patting, or grabbing a part of a student or employee’s body, or impeding or blocking movements
- Sexual advances or continuing to ask a student or employee to socialize when that person has indicated they are not interested

- Displaying or transmitting sexually suggestive pictures, objects, cartoons, or posters
- Written conduct, such as authoring threatening, sexually suggestive, or obscene letters or correspondence (including e-mails, text messages (“sexting”) and social media posts), or sharing or sending suggestive or explicit photos
- Referring to or calling a person a sexualized name
- Telling sexual jokes or using sexually vulgar or explicit language, making or using derogatory comments, epithets, slurs, offensive or lewd remarks, inappropriate personal questions, or comments about someone’s body or the way they dress
- Retaliation of any kind because the person at whom the behavior is directed has filed or supported a complaint of sexual harassment, or participated as a witness in an investigation or proceeding (e.g., ostracizing the person, pressuring the person to drop or not support the complaint, adversely altering that person’s duties or work or educational environment, etc.)
- Derogatory or provoking remarks about or relating to a student’s or employee’s gender
- Harassing acts or behavior directed against a person on the basis of their gender

**Retaliation** – it is also unlawful and a violation of this policy to retaliate against a student or employee for filing a good faith complaint of sexual harassment or for participating/cooperating in an investigation of sexual harassment.

**Complaints** – complaints of sexual harassment by students or employees shall be made pursuant to the provisions of this policy if sexual harassment is found to have occurred, the College will take appropriate action, ranging from a verbal warning up to and including dismissal from the College.

## **CONFIDENTIALITY AND PRIVACY**

Different persons/agencies to which an incident may be reported have different reporting/disclosure responsibilities and different abilities to maintain confidentiality and/or privacy, depending on their roles and applicable law.

**Confidentiality** – only certain professionals (i.e. mental health counselors, pastoral counselors, social workers, psychologists, physicians) are considered confidential resources and can offer confidentiality (which means that this person is prevented by professional ethics and/or law to tell anyone what you have told them, except with your permission, or in certain extreme circumstances involving a serious and imminent threat to others).

### **Confidential College/Crouse Health Resources Include:**

#### **HelpPeople** (counseling and support)

Phone: 315-470-7447 – 24/7 emergency on-call services  
 601 East Genesee Street, Peck Hall | Syracuse, New York 13202  
 890 7th North Street, Suite 203 | Liverpool, New York 13088  
 98 North 2nd Street, Suite 101 | Fulton, New York 13069  
 Offices open 8:00am – 4:30pm, Monday through Friday

***\*Free to students***

#### **Crouse Hospital Emergency Services** (treatment)

Phone: 315-470-7340  
 736 Irving Avenue | Syracuse, New York 13210  
 Open 24/7

***\*Fees vary depending upon insurance. Students will not be denied treatment for inability to pay***

All College employees (including faculty members and resident advisors) to whom a potential violation of this policy is reported are required by law to take further action by sharing your report with a Compliance Officer and subsequently the Title IX Coordinator.

*\*Before confidential information is shared, students should make sure that they understand clearly whether the person with whom they are sharing can keep the information completely confidential (that is, not tell anyone), or if the person must report the incident to someone else.*

### **Confidential Community Resource:**

**Vera House, Inc.** (support and advocacy)  
Phone: 315-468-3260 – 24/7 emergency on-call services  
723 James Street | Syracuse, New York 13203  
*\*Services are free of charge*

**Privacy** – even College/Crouse Health offices and employees who cannot guarantee confidentiality will maintain your privacy to the greatest extent possible. The information you provide to a non-confidential resource will be relayed only as necessary for the Title IX Coordinator to investigate and/or seek a resolution. Your identity will remain private at all times if you wish to maintain privacy; however, this may affect the College’s ability to respond to/investigate your report.

## **REPORTING SEXUAL MISCONDUCT**

### **What to do?**

1. **Get to a safe place** – Crouse Health Security, local law enforcement and/or the New York State Police can help you do this. Officers of those agencies are trained to respond to the needs of a victim of sexual assault and other sex offenses.
2. **Obtain medical attention** – for safety and well-being, immediate medical attention is encouraged. Being examined as soon as possible is important in the case of sexual assault. Hospitals will arrange for a specific medical examination at no charge. We encourage you to do so at a facility that uses SANE, or Sexual Assault Nurse Examiners. Crouse Hospital is a SANE facility. Remember that this medical treatment may also provide the opportunity for the collection and documentation of evidence, should you decide to pursue the incident and offender through the legal system. Crouse Health Security, local law enforcement and/or the New York State Police may assist you in this effort as well.
3. **Preserve evidence** – take steps to preserve any and all evidence when an incident occurs, as this evidence may be necessary to prove that the offense took place and/or to obtain a protective order. Be aware that the location of the offense, your clothing, and your person may be considered a “crime scene,” and as such, a source of evidence. The location of the incident should be safeguarded and you should avoid washing, douching, using the toilet, or changing clothes prior to a medical/legal exam.
4. **Report the incident** – the College encourages, but does not require, you to report a violation of this policy. The procedure for reporting a violation of this policy is discussed in more detail below.

*\*Students have the right to make a report to Crouse Health Security, local law enforcement and/or the New York State Police or to choose not to report. Students also have the right to report the incident to College officials, to be protected by the College from retaliation for reporting and to receive appropriate assistance and resources from the College.*

### **How to make a report:**

1. **Reporting to local or New York State law enforcement** – students may (but are not required to) report a complaint to local law enforcement and/or the New York State Police for the purpose of documentation. Contact information for campus, local and state law enforcement agencies is found below. Students may also (but are not required to) report the incident to local law enforcement and/or the New York State Police so that they may investigate the matter and identify an offender. Students have the further option (but are not required to) to pursue the case through the criminal justice system, where they will be assisted by the District or State’s Attorney’s office, the local or state police department, and the support and advocacy services of their choice. Those who need assistance in notifying the local or state law enforcement should contact Crouse Health Security, who will assist in doing so.
  - Crouse Health Security  
Crouse Hospital – Memorial Basement | Phone: 315-470-7826
  - Syracuse Police | Abused Persons Unit | Phone: 315-435-3016
  - Onondaga County Sheriffs | Abused Persons Unit | Phone: 315-435-3014
  - New York State Police | Campus Sexual Assault Victims Unit | Phone: 1-844-845-7269
  - Emergency | 911
2. Students may pursue simultaneously a report with the College under this policy and with state or local law enforcement; in that circumstance: (i) the College may need to briefly suspend its investigation at the request of law enforcement while the law enforcement agency is in the process of gathering evidence; (ii) the College will promptly resume its investigation as soon as notified by the law enforcement agency that it has completed the evidence gathering process; and (iii) the College will not delay its investigation until the ultimate outcome of the criminal complaint.
3. **Reporting to Crouse Health Security** – students may (but are not required to) report a violation of this policy to Crouse Health Security officials. Crouse security officers are required to report the incident to the Title IX Coordinator but will otherwise maintain privacy. This may trigger the College investigative and disciplinary process, which may provide interim protective measures (see below). It also assists the College in complying with federal requirements under the Clery Act for reporting offenses occurring on campus, even if you do not wish to consent to an investigation of your report.
4. **Reporting to Title IX Coordinator or Compliance Officer** – students may also (but are not required to) report the incident to the Title IX Coordinator or a Compliance Officer, all of whom are identified previously in the policy. Students have the right to emergency access to the Title IX Coordinator or a Compliance Officer, who can provide information regarding options to proceed, and, where applicable, the importance of preserving evidence and obtaining a sexual assault forensic examination as soon as possible; and can explain that the criminal justice process utilizes different standards of proof and evidence from the internal College process and that any questions about whether a specific incident violated the penal (criminal) law should be addressed to state or local law enforcement or to the district or state’s attorney. The Coordinator or Compliance Officer will also explain whether they are authorized to offer confidentiality or privacy and will explain other reporting options.

**Assistance to Reporting Individuals** – The College will assist with academic, housing, transportation, employment, and other reasonable and available accommodations regardless of reporting choices.

**Reminder of Confidential Alternatives** – in addition to, or in lieu of, reporting an incident to one or more of the above, students are reminded that they may make a confidential report to certain professionals as described above (HelpPeople, Crouse Emergency Services and/or Vera House, Inc.). These people/agencies can assist in obtaining services, even if the student has decided not to report the incident to law enforcement or the College.

### **Determination That Report Requires an Institutional Investigation:**

Once a reporting individual has reported a possible violation of this policy, the Title IX Coordinator will make a determination as to whether an investigation is necessary. If the Title IX Coordinator determines that an investigation is required, the Title IX Coordinator will notify the reporting individual and College administration will take immediate action as necessary to protect the individual, including, but not limited to, the implementation of interim measures as discussed below.

**Consent to Investigate** – if the Title IX Coordinator determines that an investigation is required, the College will seek consent from the reporting individual prior to conducting an investigation. If consent is not given to the College's request to initiate an investigation, the Title IX Coordinator will weigh the request against the College's obligation to provide a safe, nondiscriminatory environment for all members of its community. The College will honor a request to decline to consent to an investigation, unless it determines in good faith that failure to investigate does not adequately mitigate a potential risk of harm to the reporting individual or other members of the campus community, based on the Title IX Coordinator's consideration of factors that include, but are not limited to, the following:

- Whether the respondent has a history of violent behavior or is a repeat offender
- Whether the incident represents escalation in unlawful conduct on behalf of the respondent from previously noted behavior
- The increased risk that the respondent will commit additional acts of violence
- Whether the respondent used a weapon or force
- Whether the reporting individual is a minor
- Whether the College possesses other means to obtain evidence such as security footage
- Whether available information reveals a pattern of perpetration at a given location or by a particular group

Honoring a request to decline consent to an investigation may limit the College's ability to meaningfully investigate and pursue conduct or other action against a respondent. In the event that the College determines that it cannot honor the reporting individual's request not to investigate, the College will step into the role of the reporting individual and conduct an investigation. The College will not require a reporting individual to participate in an investigation, hearing or disciplinary proceeding.

All College proceedings are conducted in compliance with the requirements of the Family Educational Rights and Privacy Act (FERPA), the Clery Act, Title IX, Violence Against Women Act (VAWA), Article 129-B of the New York Education Law, and other applicable state and local laws and College policies.

### **On and Off-Campus Support Services Following a Report:**

The College recommends that reporting individuals seek the assistance of trained professionals after an incident of sexual misconduct and will assist reporting individuals to receive this assistance, including information on sexually transmitted infections and sexual assault forensic examinations.



## **Other Protections and Reasonable Accommodations:**

### **Interim Measures Following a Report**

1. **No Contact Order** – when the respondent is a student, the College will issue a “no contact order” consistent with College policies and procedures whereby: (1) continued intentional contact with the reporting individual would be a violation of this policy subject to additional conduct charges; and (2) if the respondent and the reporting individual observe each other in a public place, it is the responsibility of the respondent to leave the area immediately and without directly contacting the reporting individual. The no contact order may include an appropriate schedule for the respondent’s access applicable buildings and property of the College/Crouse Health at a time when such buildings and property are not being accessed by the reporting individual; additional arrangements enabling both parties to access necessary academic and other resources; or such other arrangements as are necessary to protect the rights of both the reporting individual and the respondent.

Upon request, the respondent and the reporting individual are entitled to a prompt review, reasonable under the circumstances, of the need for and terms of the no contact order, including potential modification, in which they are allowed to submit evidence in support of the request.

2. **Court Order of Protection or Equivalent Order** – victims of sexual misconduct may have a right to obtain a court order to protect themselves from the perpetrators. Upon request, students will be assisted by Crouse Health Security, if applicable, or by local or state law enforcement, in obtaining an order of protection or equivalent protective or restraining order. The College will provide the respondent and the reporting individual a copy of any order of protection or equivalent that the College receives. The College will also provide the respondent and the reporting individual an opportunity to meet or speak with a representative of the College, or other appropriate individual, who can explain the order and answer questions about it, including information from the order about the respondent’s responsibility to stay away from the protected person or persons. The College will provide the respondent and the reporting individual an explanation of the consequences of violating these orders, including but not limited to arrest, additional conduct charges if the respondent is a student, and interim suspension. The College will also call on and assist local law enforcement in effecting an arrest when an individual violates an order of protection, subject to law enforcement jurisdiction and procedures.
3. **Mandatory Interim Suspension** – when the respondent is a student who is determined by a College official in their discretion to present a continuing threat to the health and safety of the College community, the respondent will be subject to an interim suspension pending the outcome of the investigation and/or disciplinary process under this policy. Upon request, and consistent with College policies and procedures, The College will provide the respondent and the reporting individual a prompt review, reasonable under the circumstances, of the need for and terms of an interim suspension, including potential modification, in which the requesting student requesting review is allowed to submit evidence in support of the request.
  - a. When the respondent is an employee who has been determined by a College/Crouse Health official in their discretion to present a continuing threat to the health and safety of the College, the respondent will be subject to such interim measures, if any, as are determined by the College/Crouse Health in its sole discretion.
4. **Additional Interim Measures** – the College reserves the right to implement and/or offer such reasonable and available interim measures and accommodations that effect a change in academic, housing, employment, transportation, or other applicable arrangements, as it deems appropriate under the circumstances in order to help ensure safety, prevent retaliation, and avoid an ongoing

hostile environment. The respondent and the reporting individual shall, upon request and consistent with the College's policies and procedures, be afforded a prompt review, reasonable under the circumstances, of the need for and terms of any such interim measure or accommodation that directly affects the student requesting review, in which the student requesting review is allowed to submit evidence in support of the request.

**Rights of All Reporting Individuals:**

1. The right to make a report to Crouse Health Security, local or state law enforcement, or to choose not to report; to report the incident to the College; to be protected by the College from retaliation for reporting an incident; and to receive reasonable assistance and resources from the College.
2. The right to make a report of sexual assault, domestic violence, dating violence, and/or stalking and the right to consult the Title IX Coordinator or a Compliance Officer for information and assistance. Such a report shall be investigated in accordance with this policy and your identity shall remain private at all times if you wish to maintain privacy.
3. The right to emergency access to the Title IX Coordinator or a Compliance Officer, who will be available upon the first instance of disclosure to provide information regarding options to proceed and, where applicable, the importance of preserving evidence and obtaining a sexual assault forensic examination as soon as possible; and explaining that the criminal justice process utilizes different standards of proof and evidence from the internal College process under this policy and that any questions about whether a specific incident violated the penal (criminal) law should be addressed to law enforcement or to the district attorney. The Title IX Coordinator or Compliance Officer will also explain whether they are authorized to offer confidentiality or privacy and will inform you about other reporting options.
4. The right to disclose confidentially the incident and obtain services from the local or state government.
5. The right to disclose confidentially the incident to the Title IX Coordinator or a Compliance Officer, who may offer confidentiality pursuant to applicable laws and can assist in obtaining services.
6. The right to receive assistance/guidance from appropriate College representatives and/or employees in initiating legal proceedings in family court or civil court.
7. If the respondent is a Crouse Health employee, you have the right to report the incident to the Hospital's Human Resources Department, or to request that a person who is able to maintain confidentiality and/or privacy assist in reporting to the Human Resources Department.
8. The right to withdraw your report and/or to withdraw from involvement in the College process under this policy at any time.
9. If you report the incident to the Title IX Coordinator, a Compliance Officer or Crouse Health Security, you will be provided with a copy of this policy.

**Additional Rights of Reporting Individuals and/or Respondents Who Are Students:**

**Students' Bill of Rights** – all students have the right to:

1. Make a report to local law enforcement and/or state police.

2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously.
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution.
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard.
5. Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available.
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations.
7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident.
8. Be protected from retaliation by the institution, any student, the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution.
9. Access to at least one level of appeal of a determination.
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process.
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

**All students engaged in the process outlined in this policy also have the following rights:**

1. If the respondent is a student, the reporting individual has a right to request that student disciplinary charges be filed against the respondent in proceedings under this policy and/or the College's disciplinary procedures.
2. The right to a process in all student disciplinary proceedings where a student is accused of sexual misconduct, as defined in this policy, that may otherwise violate the student disciplinary code, that includes, at a minimum: (i) notice to a respondent describing the date, time, location and factual allegations concerning the violation, a reference to the specific code of conduct provisions or provisions of this policy alleged to have been violated, and possible sanctions; (ii) an opportunity to offer evidence during an investigation, and to present evidence and testimony at a hearing, where appropriate, and have access to a full and fair record of any such hearing, which shall be preserved and maintained for at least five years from such a hearing and may include a transcript, recording or other appropriate record; and (iii) access to at least one level of appeal of a determination before a panel, which may include one or more students, that is fair and impartial and does not include individuals with a conflict of interest. In order to effectuate an appeal, a respondent and reporting individual in such cases shall receive written notice of the findings of fact, the decision and the sanction, if any, as well as the rationale for the decision and sanction. In such cases, any rights provided to a reporting individual must be similarly provided to a respondent and any rights provided to a respondent must be similarly provided to a reporting individual.

3. Throughout proceedings involving such an accusation of sexual assault, domestic violence, dating violence, stalking, or sexual activity that may otherwise violate the institution's code of conduct, the right: (i) for the respondent and the reporting individual to be accompanied by an advisor of choice, who may assist and advise the reporting individual or respondent throughout the disciplinary process including during all meetings and hearings related to such process. Rules for participation of such advisor are described below.
4. To a prompt response to any complaint and to have the complaint investigated and adjudicated in an impartial, timely, and thorough manner by individuals who receive annual training in conducting investigations of sexual violence, the effects of trauma, impartiality, the rights of the respondent, including the right to a presumption that the respondent is "not responsible" until a finding of responsibility is made pursuant to the provisions of this article and the College's policies and procedures, and other issues including, but not limited to domestic violence, dating violence, stalking or sexual assault.
5. To an investigation and process that is fair, impartial and provides a meaningful opportunity to be heard; that is not conducted by individuals with a conflict of interest.
6. To have the College disciplinary process run concurrently with a criminal justice investigation and proceeding, except for temporary delays as requested by external municipal entities while law enforcement gathers evidence. Temporary delays should not last more than ten days except when law enforcement specifically requests and justifies a longer delay.
7. To review and present available evidence in the case file, or otherwise in the possession or control of the College, and relevant to the disciplinary case, consistent with institution policies and procedures.
8. To exclude their own prior sexual history with persons other than the other party in the disciplinary conduct process and their own mental health diagnosis and/or treatment from admittance in the institution disciplinary stage that determines responsibility. Past findings of domestic violence, dating violence, stalking, or sexual assault may be admissible in the disciplinary stage that determines sanction.
9. To receive written or electronic notice, provided in advance pursuant to College policy and reasonable under the circumstances, of any meeting they are required to or are eligible to attend, of the specific rule, rules or laws alleged to have been violated and in what manner, and the sanction or sanctions that may be imposed on the respondent based upon the outcome of the disciplinary process, at which time the designated hearing or investigatory officer or panel shall provide a written statement detailing the factual findings supporting the determination and the rationale for the sanction imposed.
10. To make an impact statement during the point of the proceeding where the decision maker is deliberating on appropriate sanctions.
11. To simultaneous (among the parties) written or electronic notification of the outcome of the disciplinary process, including the sanction or sanctions.
12. To be informed of the sanction or sanctions that may be imposed on the respondent based upon the outcome of the disciplinary process and the rationale for the actual sanction imposed.
13. To choose whether to disclose or discuss the outcome of the disciplinary process.

14. To have all information obtained during the course of the disciplinary process be protected from public release by the College until a final determination is made of any appeal, unless otherwise required by law.

### **Amnesty from College Disciplinary Process for Violations of College Student Policies on Alcohol and/or Other Drug Use:**

The College strongly encourages the reporting of incidents of sexual misconduct and sexual harassment to institution officials. The health and safety of every student at the College is of utmost importance. The College recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking, or sexual assault occurs, may be hesitant to report such incidents due to fear of potential consequences for their own conduct.

A Bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to College officials or law enforcement will not be subject to the College's student disciplinary code for violations of alcohol and/or other drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault. The College reserves the right to provide students with amnesty under additional circumstances in its sole discretion.

## **INVESTIGATION AND DISCIPLINARY PROCEDURES**

### **When the respondent is a student:**

1. The Title IX Coordinator will make an initial assessment regarding whether the information received from the reporting individual is sufficient enough to institute an investigation under this policy. An intake form/incident report will be completed.
2. If the Title IX Coordinator determines that the information received from the reporting individual is sufficient enough to institute an investigation under this policy, they will notify the respondent and the reporting individual via electronic mail and will designate a trained investigator to carry out a fair, impartial, timely and thorough investigation. If the Title IX Coordinator or other designated investigator has a conflict of interest, an alternate investigator shall be designated by the Title IX Coordinator.
3. The notice to the respondent by the Title IX Coordinator shall describe (i) the date, time, location and factual allegations concerning the alleged violation; (ii) the specific provision(s) of this policy alleged to have been violated; (iii) the possible sanctions for the violation; (iv) the right to participate in the investigation; (v) the deadline for responding in writing; and (vi) notice that the investigation may proceed without the participation of either party. The notice also shall also notify the respondent of the respondent's right to be accompanied by a support person or advisor of respondent's choice to be present throughout the process, including any meeting, conference, hearing or other procedural action; provided, however, that such person shall not be entitled to advocate, or be entitled to ask questions, raise objections, make statements, or otherwise communicate to the investigator or other persons involved in the investigation or decision-making other than counseling and communicating with the party who has chosen them as support person or advisor.
4. The reporting individual shall receive a copy of the notice to respondent and will also be advised of the reporting individual's right to: (i) participate in the investigation; and (ii) be accompanied by

a support person or advisor of the reporting individual's choice to be present throughout the process, including any meeting, conference, hearing or other procedural action; provided, however, that such person shall not be entitled to advocate, or be entitled to ask questions, raise objections, make statements, or otherwise communicate to the investigator or other persons involved in the investigation or decision-making other than counseling and communicating with the party who has chosen them as support person or advisor. The notice also shall state that the investigation may proceed without the participation of either party.

5. The time necessary to complete an investigation will vary depending upon the facts of a particular case. Best efforts will be made to have investigations completed within 60 calendar days of receipt of a report (not to include appeals, if any), except in unusual circumstances for legitimate reasons and with written notice to all parties.
6. The investigator shall:
  - a. Provide the reporting individual and the respondent with copies of this policy
  - b. Provide the reporting individual and the respondent with an opportunity to meet with the investigator on reasonably advance written or electronic notice
  - c. Provide the reporting individual and respondent with equal opportunities to identify witnesses and present evidence supporting their respective positions at these meetings
  - d. Provide the reporting individual and respondent with the same opportunities for a support person or advisor of their choice to be present throughout the process, including any meeting, conference, hearing or other procedural action; provided, however, that such person shall not be entitled to advocate, or be entitled to ask questions, raise objections, make statements, or otherwise communicate to the investigator or other persons involved in the investigation other than counseling and communicating with the party who has chosen them as support person or advisor
  - e. Provide the reporting individual and respondent with the opportunity to exclude from the investigator's consideration, when determining responsibility for a violation: (1) their own prior sexual history with persons other than the other party in the disciplinary process and (2) their own mental health diagnosis and/or treatment
7. The investigator may attempt, where the investigator deems appropriate and the reporting individual and the respondent agree, to resolve the report by exploring and suggesting possible informal solutions to the problem with all involved parties. In addition, either the reporting individual or the respondent may end at any time the informal process and proceed to the process set forth below, by notifying the investigator.
8. If informal resolution is not reached the investigator shall make written findings of fact and a determination, by a preponderance of the evidence (more likely than not), whether a violation of this policy has occurred and forward such written findings and a recommended determination and sanction/s to the Dean.
9. The Title IX Coordinator will provide the investigator's written findings/determination and recommended sanctions to the reporting individual and the respondent via electronic mail attachment. A mandatory conduct meeting will be scheduled with the respondent and the Assistant Dean for Faculty/Conduct Officer.
10. The respondent may choose to accept the determination and sanctions at the mandatory conduct meeting with the Assistant Dean for Faculty/Conduct Officer or decline them in which case a Title IX hearing will be scheduled.

11. The Title IX Coordinator shall give the parties sufficient notice of the time and place of such Title IX hearing, at which each party is permitted, but not required, to appear in person and make an oral statement; present evidence in writing; and present a statement or argument in writing. If a party appears in person, the party shall be subject to questioning by the hearing panel and the Dean, who will serve as the hearing chairperson. The parties shall not be required to be present in the same room at the same time. The hearing panel and Dean may also review such other evidence or hear such testimony, including without limitation interviewing the investigator, as the Dean may deem appropriate. Neither the reporting individual nor the respondent may cross-examine each other or any witnesses produced or questioned by the hearing panel or Dean (or designee) during the entirety of the hearing. The Dean will permit either party to exclude from the hearing panel's consideration, when determining responsibility for a violation: (1) their own prior sexual history with persons other than the other party in the disciplinary process and (2) their own mental health diagnosis and/or treatment.
12. The Title IX hearing panel shall be composed of five faculty/professional staff members. The Dean shall serve as the hearing chairperson. In instances where five panel members are not present, three faculty/professional staff members will constitute a quorum. The sanctioning ability of the Title IX hearing panel shall include all sanctions noted in this policy, including suspension or expulsion from the College.
13. The Title IX hearing panel shall determine, by a preponderance of the evidence, whether a violation has occurred or not and impose appropriate sanction/s. The panel may consider past findings of domestic violence, dating violence, stalking, or sexual assault when determining sanction/s. The reporting individual and respondent each have the right to make an "impact statement" to the hearing panel with regard to potential sanction/s or other remedial action to be imposed. Such "impact statement" may be provided orally or in writing, or waived, at the participant's option. The Dean shall issue simultaneously to the reporting individual and the respondent, electronic written notice of the Title IX hearing panel's decision and the rationale for such decision and shall also notify all parties of their right to appeal the determination, as set forth below.

### **Appeals Process**

An appeal to the Dean may be filed in writing with the Title IX Coordinator by either the reporting individual or the respondent within five (5) business days of the date of the decision of the Title IX hearing panel. The only grounds for appeal are as follows:

1. A procedural error occurred that significantly impacted the outcome of the investigation; or
2. New evidence unavailable during the original investigation may substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included in the appeal; or
3. The sanctions imposed are substantially disproportionate to the severity of the violation.

The appeal will be decided by an Appeals Panel appointed by the Title IX Coordinator and will be decided on written submissions only, unless otherwise determined by the Coordinator. The decision on appeal is final, except in the case of suspension or expulsion of a student, in which case the student may appeal **the sanction only** to the Dean in writing within five (5) business days of the date of the decision of the Appeals Panel. Both the reporting individual and the respondent shall be permitted to make a written submission to the Dean on appeal. The Dean shall decide the appeal in such manner as the Dean shall determine. The decision of the Dean is final.

### **Sanctions and Remedial Measures**

Sanctions shall be imposed pursuant to the decision of the investigator, other decision-maker or Title IX hearing panel in the individual case, as provided above. Sanctions for students may include, but are not limited, to the disciplinary penalties set forth below. Sanctions for employees shall be as determined in the individual case and may include dismissal from employment.

### **Student Respondent Sanctions**

- a. Warning - a notice in writing to the respondent that the respondent is violating or has violated institutional regulations
- b. Probation - a written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the respondent is found to be violating any institutional regulations during the probationary period
- c. Loss of privileges - denial of specified privileges for a designated period of time
- d. Restitution - compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement
- e. Discretionary sanctions - work assignments, service to the College or other related discretionary assignments
- f. Residence hall suspension - separation of the respondent from the residence hall for a definite period of time, after which the respondent is eligible to return. Conditions for return may be specified
- g. Residence hall expulsion - permanent separation of the respondent from the residence hall without the ability to return
- h. College suspension - separation of the respondent from the College for a definite period of time, after which the respondent is eligible to return. Conditions for readmission may be specified in the sanction
- i. College expulsion - permanent separation of the respondent from the College without the ability to return
- j. Mandated counseling - counseling or a counseling program can be recommended and/or required by the College
- k. Withholding degree - the College may withhold awarding a degree otherwise earned until the completion of the process set forth in this policy, including the completion of all sanctions imposed, if any

In addition to any sanctions upon the respondent, the College will also take such other remedial measures as it may deem necessary or appropriate, including without limitation measures to prevent such future conduct or to correct personnel or academic decisions related to the prohibited conduct. Other measures may include, but are not limited to, continuing or commencing any of the previously listed interim measures, in addition to any interim measures that may have been provided prior to the conclusion of the investigation. Such measures may be requested by the reporting individual.

Sanctions will be in effect during any appeal; however, a request may be made to the Dean for special consideration in exigent circumstances. Convocation, graduation or clinical do not in and of themselves constitute exigent circumstances and students may not be able to participate in those activities during an appeal.

### **Prohibition of Retaliation**

It is a violation of federal and state law and this policy to retaliate against any student or employee for exercising any rights under the Violence against Women Act, the Clery Act, Title IX, Title VII or state anti-discrimination laws, and/or this policy. This includes retaliating against a student or employee who reports in good faith an incident of sexual misconduct or sexual harassment or who furnishes information or



participates in any manner in an investigation of such a report. Retaliation includes conduct directed at someone because he or she engaged in such protected activity that might deter a reasonable student or employee from making or supporting such a report.

Any employee or student who believes the employee or student has been subjected to retaliation as a result of a report or participation in the investigation of a report should report this to the Title IX Coordinator immediately.

### **Confidential Information in Related Proceedings**

In any proceeding brought against the College which seeks to vacate or modify a finding that a student engaged in sexual misconduct, the College (1) will treat the name and identifying biographical information of any student as presumptively confidential, and (2) will not include this information in the pleadings and other papers in such proceeding absent a waiver or cause shown as determined by the court; and (3) will identify student witnesses only as numbered witnesses.

### **Notation on Student Transcripts**

If a student is found responsible for a crime of violence, including but not limited to sexual violence, defined as crimes that meet the reporting requirements pursuant to the federal Clery Act, the College is required by law to make a notation on the student's transcript that the student was "suspended after a finding of responsibility for a code of conduct violation" or "expelled after a finding of responsibility for a code of conduct violation." If a student withdraws from the College while such conduct charges related to crimes of violence as described above are pending against the student, and declines to complete the disciplinary process, the College is required by law to make a notation on the student's transcript that the student "withdrew with conduct charges pending."

These transcript notations may be appealed in writing to the Dean within five (5) business days of receipt of Title IX decision letter. Transcript notations for violence-related suspensions shall not be removed prior to one year after conclusion of the suspension. Transcript notations for violence-related expulsions shall never be removed from a student's transcript. If a finding of responsibility is vacated for any reason, however, the transcript notation shall be removed.

### **Violation of Law; Employee Personal Liability**

Engaging in sexual misconduct or sexual harassment may also lead to civil and/or criminal action under New York State, or federal law. In addition, any employee who engages in sexual misconduct or sexual harassment in violation of this policy is acting outside the scope of his or her employment and may be personally liable for such actions and their consequences. In the event legal proceedings are commenced against such an employee, the College may decline to provide legal, financial, or other assistance.

### **Memoranda of Understanding**

If on-campus resources are not available, the College will, to the extent practicable, enter into memoranda of understanding or collaborative partnerships with existing community-based organizations, to refer students for assistance or make services available to students, including counseling, health, mental health, victim advocacy, and legal assistance, which may also include resources and services for a respondent.

The College will also propose and endeavor to execute memoranda of understanding in partnership with:

1. A local rape crisis center, to provide victim advocacy and support services to victims of sexual violence; and
2. Local law enforcement authorities, regarding the protocols and procedures for referring allegations of sexual violence, relationship violence, and stalking, sharing information and conducting contemporaneous investigations regarding such allegations.

### **Sexual Offender Registry**

The federal Campus Sex Crimes Prevention Act enacted in 2000 went into effect October 28, 2002. The law requires institutions of higher education to issue a statement advising the campus community where law enforcement agency information provided by a State concerning registered sex offenders may be obtained. It also requires sex offenders required to register in a State to provide notice, as required under state law, of each institution of higher education in that State at which the person is employed, carries on a vocation, or is a student.

New York State Division of Criminal Justice Services is responsible for maintaining New York's Sex Offender Registry, which provides New Yorkers information about sex offenders living in their communities. There are three levels of sex offenders – Level 1 (low risk of re-offense), Level 2 (medium risk of re-offense) and Level 3 (high risk of re-offense); risk level is set by a judge after a court hearing. By law, only Level 2 and Level 3 sex offenders are listed on the public directory.

The public directory can be found online here – <http://www.criminaljustice.ny.gov/nsor/>

### **Campus Climate Surveys**

The College will conduct a biannual anonymous survey of students and employees to examine (1) the prevalence and incidence of sexual assault, relationship violence, and stalking, (2) the perceptions of the campus climate, (3) the general awareness and knowledge of students and employees about the provisions of the New York Enough is Enough law, and (4) student experience with and knowledge of reporting and college adjudicatory processes. Participation in the survey shall be voluntary but is encouraged.

The climate survey will be developed using standard and commonly recognized research methods, and includes questions covering the following topics:

1. The Title IX Coordinator's role
2. Campus policies and procedures addressing sexual assault
3. How and where to report domestic violence, dating violence, stalking or sexual assault as a victim, survivor or witness
4. The availability of resources on and off campus, such as counseling and health services
5. The prevalence of victimization and perpetration of domestic violence, dating violence, stalking, or sexual assault on and off campus during a set time period
6. Bystander attitudes and behavior
7. Whether reporting individuals disclosed to the institution and/or law enforcement, experiences with reporting and institution processes, and reasons why they did or did not report
8. General awareness of the difference, if any, between the institution's policies and the penal law
9. General awareness of the definition of affirmative consent

The College will take steps to ensure that answers to climate assessments remain anonymous and that no individual is identified. The College will publish a summary of the climate assessment survey results on the College website, provided that no personally identifiable information or information which can reasonably lead a reader to identify an individual is shared.

### **Education and Training for Students and College Employees**

It is the policy of the College to offer multiple methods of educational programming to all students and employees each year to help prevent relationship violence, sexual assault (including stranger and known offender assaults), and stalking. The College has adopted a comprehensive student onboarding and ongoing education campaign to educate members of the College community about domestic violence, dating violence, stalking, and sexual assault, in compliance with applicable federal laws.

As part of this education and training campaign, The College requires all new students who enroll to receive training, during the course of their onboarding, on the following topics, using a method and manner determined by the College:

1. Sexual and interpersonal violence including resources to any victims and survivors of such violence and administrative/conduct action regarding any accused individual within the jurisdiction of the institution
2. Relevant definitions including, but not limited to, the definitions of sexual assault, domestic violence, dating violence, stalking, confidentiality, privacy, and consent
3. The equal application of policies regarding of sexual orientation, gender identity, or gender expression
4. The role of the Title IX Coordinator, Crouse Security, and other relevant offices that address domestic violence, dating violence, stalking, and sexual assault prevention and response
5. Awareness of violence, its impact on victims and survivors and their friends and family, and its long-term impact
6. Bystander intervention and the importance of taking action to prevent violence when one can safely do so
7. Risk assessment and reduction including, not limited to, steps that potential victims, perpetrators, and bystanders can take to lower the incidence of violations, which may contain information about the dangers of drug and alcohol use, including underage drinking and binge drinking, involuntary consumption of incapacitating drugs and the danger of mislabeled drugs and alcohol, the importance of communication with trusted friends and family whether on campus or off campus, and the availability of institution officials who can answer general or specific questions about risk reduction
8. Consequences and sanctions for individuals who commit these crimes and code of conduct violations

### **Annual Reporting**

Reports of certain crimes occurring in specific geographic locations are included in the College's annual security report (ASR), in an anonymous manner that identifies neither the specifics of the crime nor the identity of the reporting individual.

The College is obligated to issue timely warnings of crimes enumerated in the Clery Act occurring within relevant geography that represent a serious or continuing threat to students and employees, except in those circumstances where issuing such a warning may compromise current law enforcement efforts or when the warning itself could potentially identify the reporting individual. A reporting individual shall not be identified in a timely warning.

FERPA allows the College to share information with parents when (i.) there is a health or safety emergency, or (ii.) when the student is a dependent on either parent's prior year federal income tax return. Generally, however, the College will not share information about a report of domestic violence, dating violence, stalking, or sexual assault with parents without the permission of the reporting individual.

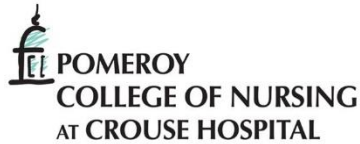
### **Policy Compliance**

Any person with a concern about the College's handling of a particular sexual misconduct matter should contact the Title IX Coordinator or if necessary, the U.S. Department of Education, Office of Civil Rights (OCR) which serves as the federal agency responsible for ensuring compliance with Title IX matters.

U.S. Department of Education | Office of Civil Rights  
400 Maryland Avenue, SW  
Washington, DC 20202-1100  
Phone: 1-800-421-3481



## APPENDIX A | PROGRAM PLANS OF STUDY



### PROGRAM PLAN OF STUDY Fall & Spring Traditional Day Option *Students entering January 2020 and after*

First Year			
First Semester			Credit Hours
Nursing	NUR 105	Foundations of Nursing Practice	8
General Education	BSC 201	Human Anatomy and Physiology I	4
	PSY 101	Introductory Psychology	3
	WRT 101	Critical Writing	3
			<b>Total Credit Hours: 18</b>

Second Semester			Credit Hours
Nursing	NUR 131	Cognitive and Maladaptive Behaviors	4
	NUR 132	Homeostasis, Oxygenation and Regulation	6
General Education	BSC 202	Human Anatomy and Physiology II	4
	PSY 220	Human Lifespan Development	3
			<b>Total Credit Hours: 17</b>

Second Year			
Third Semester			Credit Hours
Nursing	NUR 215	Individual and Family Nursing	8
	NUR 245	Pharmacology	3
General Education	BSC 205	Basic Microbiology	4
			<b>Total Credit Hours: 15</b>

Fourth Semester			Credit Hours
Nursing	NUR 265	Homeostasis, Oxygenation and Regulation II	7
	NUR 275	Professional Development	5
General Education	BSC 203	Nutrition	3
			<b>Total Credit Hours: 15</b>

<b>Total Curriculum Credit Hours</b>	<b>65</b>
--------------------------------------	-----------

**PROGRAM PLAN OF STUDY**  
 16 Month Evening/Weekend Option  
*Students entering January 2020 and after*

First Year			
First Term (January – April)			Credit Hours
Nursing	NUR 105	Foundations of Nursing Practice	8
General Education	BSC 201	Human Anatomy and Physiology I	4
	PSY 101	Introductory Psychology	3
	WRT 101	Critical Writing	3
			<b>Total Credit Hours: 18</b>

Second Term (April – August)			Credit Hours
Nursing	NUR 131	Cognitive and Maladaptive Behaviors	4
	NUR 132	Homeostasis, Oxygenation and Regulation	6
General Education	BSC 202	Human Anatomy and Physiology II	4
	PSY 220	Human Lifespan Development	3
			<b>Total Credit Hours: 17</b>

Second Year			
Third Term (August – December)			Credit Hours
Nursing	NUR 215	Individual and Family Nursing	8
	NUR 245	Pharmacology	3
General Education	BSC 205	Basic Microbiology	4
			<b>Total Credit Hours: 15</b>

Fourth Term (January – April)			Credit Hours
Nursing	NUR 265	Homeostasis, Oxygenation and Regulation II	7
	NUR 275	Professional Development	5
General Education	BSC 203	Nutrition	3
			<b>Total Credit Hours: 15</b>

<b>Total Curriculum Credit Hours</b>	<b>65</b>
--------------------------------------	-----------

*\*Note – Evening/Weekend option applicants are strongly encouraged to complete general education courses prior to enrollment*

**PROGRAM PLAN OF STUDY**  
Fall & Spring Traditional Day Option  
*Students entering prior to January 2020*

First Year			
First Semester			Credit Hours
Nursing	NUR 101	Introduction to Professional Nursing	3
	NUR 102	Holistic Health Assessment	2.5
	NUR 103	Health Concepts I	5
General Education	BSC 201	Human Anatomy and Physiology I	4
	WRT 101	Critical Writing	3
			<b>Total Credit Hours: 17.5</b>

Second Semester			Credit Hours
Nursing	NUR 131	Cognitive and Maladaptive Behaviors	4
	NUR 132	Homeostasis, Oxygenation and Regulation	4
	NUR 135	Pharmacology I	1.5
General Education	BSC 202	Human Anatomy and Physiology II	4
	PSY 101	Introductory Psychology	3
			<b>Total Credit Hours: 16.5</b>

Second Year			
Third Semester			Credit Hours
Nursing	NUR 213	Protection and Movement	4
	NUR 214	Reproduction and Family	4
General Education	BSC 205	Basic Microbiology	4
	ENG 310	Literature and Culture	3
	PSY 220	Human Lifespan Development	3
			<b>Total Credit Hours: 18</b>

Fourth Semester			Credit Hours
Nursing	NUR 235	Pharmacology II	1
	NUR 265	Homeostasis, Oxygenation and Regulation II	7
	NUR 275	Professional Development	5
General Education	BSC 203	Nutrition	3
			<b>Total Credit Hours: 16</b>

<b>Total Curriculum Credit Hours</b>	<b>68</b>
--------------------------------------	-----------

## APPENDIX B | COURSE DESCRIPTIONS

### Required Nursing Courses

#### **NUR 105: Foundations of Nursing Practice (8 credits; Students entering January 2020 and after)**

This course is designed to prepare the learner for nursing practice. The nursing process will be taught as the framework to provide safe care. The focus of this course is to provide the learner with an introduction to the concepts of cellular regulation, cognition, comfort, elimination, fluid & electrolyte balance, gas exchange, grief & loss, infection, inflammation, intracranial regulation, mobility, nutrition, pain, perfusion, sensory-perception, thermoregulation, and tissue integrity within the domain of the individual. The course is designed to expand the learner's knowledge related to the concepts of: communication, health promotion, and professionalism within the domain of the nurse; ethics, health care law, and healthcare policy within the healthcare domain. This course is designed to develop the learner's skill in providing fundamental nursing care, and selected psychomotor skills. Threaded within this course are the themes of caring, nursing judgment, holism, health/wellness, and teaching/learning. Clinical hours: 90

**Pre/Co-Requisites:** BSC 201, PSY 101, WRT 101

Course offered: Fall and spring semester for traditional option; 1<sup>st</sup> term for evening/weekend option

#### **NUR 131: Cognition and Maladaptive Behaviors (4 credits)**

This course is designed to allow the learner to apply nursing concepts related to psychosocial and physiologic needs of the individual. This course will expand the learner's knowledge related to the concepts of communication and therapeutic relationships in the domain of the nurse. This course is also designed to expand the learner's knowledge related to the concepts of addiction, cognition, interpersonal violence, mood & affect, self, and stress & coping within the domain of the individual. Health care law and ethical aspects of mental health care nursing will also be examined. Learners will also explore culturally-specific considerations as they relate to the individual/family response to alterations in the specific concepts. Collaborative management of individuals with alterations in the specific concepts will be examined. Threaded within this course are the themes of caring, nursing judgment, holism, health/wellness, and teaching/learning. Clinical hours: 45

**Prerequisites:** NUR 105, BSC 201, PSY 101, WRT 101

**Pre/Co-Requisites:** BSC 202

Course offered: Fall and spring semester for traditional option; 2<sup>nd</sup> term for evening/weekend option

#### **NUR 132: Homeostasis, Oxygenation, and Regulation (4 credits; students starting prior to January 2020)**

This course is designed to expand the learner's knowledge related to the concepts of gas exchange, perfusion, cellular regulation, elimination, acid-base balance, fluid and electrolyte balance, and metabolism within the domain of the individual. Examination of the nurse's role will include application of nursing process across the lifespan as well as teaching-learning specific to the concepts. Learners will also explore culturally-specific considerations as they relate to the individual/family response to alterations in the specific concepts. Collaborative management of individuals with alterations in the specific concepts will be examined. Threaded within this course are the themes of caring, nursing judgment, holism, health/wellness, and teaching/learning. Clinical hours: 90

**Prerequisites:** NUR 101, NUR 102, NUR 103, BSC 201, WRT 101

**Pre/Co-Requisites:** BSC 202, PSY 101

Course offered: Fall and Spring semester/terms for traditional option; Fall semester for Evening option

#### **NUR 132: Homeostasis, Oxygenation, and Regulation (6 credits; Students entering January 2020 and after)**

This course is designed to expand the learner's knowledge related to the concepts of acid-base balance, cellular regulation, elimination, fluid & electrolyte balance, gas exchange, glucose regulation, immunity,



and perfusion within the domain of the individual. Examination of the nurse's role will include application of nursing process across the lifespan as well as teaching-learning specific to the concepts. Learners will also explore culturally-specific considerations as they relate to the individual/family response to alterations in the specific concepts. Collaborative management of individuals with alterations in the specific concepts will be examined. This course is designed to allow the learner to apply selected psychomotor skills. Threaded within this course are the themes of caring, nursing judgment, holism, health/wellness, and teaching/learning. Clinical hours: 135

**Prerequisites:** NUR 105, BSC 201, PSY 101, WRT 101

**Pre/Co-Requisites:** BSC 202

Course offered: Fall and spring semester for traditional option; 2<sup>nd</sup> for evening/weekend option

**NUR 135: Pharmacology I (1.5 credits; students starting prior to January 2020)**

This course provides a focused review of pharmacology and medication administration in commonly occurring alterations in health. The pharmacokinetics and pharmacodynamics of specific medications are discussed. Learners focus on the application of the concepts of safety and health care law during medication administration using nursing process. The course also focuses on identification of selected drug classifications and their use in patient care. This course strengthens the learner's ability to correlate theory to clinical practice in related nursing courses.

**Prerequisites:** NUR 101, NUR 102, NUR 103, BSC 201, WRT 101

**Pre/Co-Requisites:** BSC 202, PSY 101

Course offered: Fall and Spring semester/term for traditional option; Fall semester/term for Evening option.

**NUR 213: Protection and Movement (4 credits; students starting prior to January 2020)**

This course is designed to expand the learner's knowledge related to the concepts of sensory perception, inflammation, immunity, infection, mobility, tissue integrity, intracranial regulation, palliation, spirituality and comfort within the domain of the individual. Examination of the nurse's role will include application of nursing process across the lifespan. Collaborative management of individuals and families with alterations in the specific concepts will be examined. Threaded within this course are the themes of caring, nursing judgment, holism, health/wellness, and teaching/learning. Clinical hours: 90

**Prerequisites:** NUR 101, NUR 102, NUR 103, NUR 131, NUR 132, BSC 201, BSC 202, PSY 101, WRT 101; NUR 135 for students entering Fall 2016 or after

**Pre/Co-Requisites:** PSY 220

Course offered: Fall and Spring semester/terms for traditional option; Spring semester/term for Evening option

**NUR 214: Reproduction and Family (4 credits; students starting prior to January 2020)**

This course will expand the learner's knowledge related to the concepts of thermoregulation, reproduction, sexuality, family dynamics, grief and loss, development, perfusion, gas exchange, and metabolism within the domain of the individual. Examination of the nurse's role will include application of nursing process across the lifespan as well as teaching-learning specific to the concepts. Collaborative management of individuals with alterations in the course's concepts will be examined. Threaded within this course are the themes of caring, nursing judgment, holism, health/wellness, and teaching/learning. Clinical hours: 90

**Prerequisites:** NUR 101, NUR 102, NUR 103, NUR 131, NUR 132, BSC 201, BSC 202, PSY 101, WRT 101; NUR 135 for students entering Fall 2016 or after

**Pre/Co-Requisites:** PSY 220

Course offered: Fall and Spring semester/terms for traditional option; Fall semester/term for Evening option.

**NUR 215: Individual and Family Nursing (8 credits; Day and Evening/Weekend Students only starting January 2020 and after)**

This course introduces the learner to individual and family concepts of nursing practice. The course explores dynamic concepts across the lifespan including development, elimination, family dynamics, gas

exchange, immunity, infection, inflammation, intracranial regulation, metabolism, mobility, perfusion, reproduction, sexuality, and thermoregulation within the domain of the individual. Examination of the nurse's role will include application of nursing process as well as teaching-learning specific to the concepts. Collaborative management of individuals with alterations in the course's concepts will be examined. Threaded within this course are the themes of caring, nursing judgment, holism, health/wellness, and teaching/learning. Clinical hours: 180

**Prerequisites:** NUR 131, NUR 132, BSC 201, BSC 202, PSY 101, WRT 101

**Pre/Co-Requisites:** NUR 245, BSC 205, PSY 220

Course offered: Fall and spring semester for traditional option; fall term for evening/weekend option

**NUR 225: Individual and Family Nursing (6 credits; Degree in Three Students only)**

This course introduces the learner to individual and family concepts of nursing practice. The course explores dynamic concepts across the lifespan including development, elimination, family dynamics, gas exchange, immunity, infection, inflammation, intracranial regulation, metabolism, mobility, perfusion, reproduction, sexuality, and thermoregulation within the domain of the individual. Examination of the nurse's role will include application of nursing process as well as teaching-learning specific to the concepts. Collaborative management of individuals with alterations in the course's concepts will be examined. Threaded within this course are the themes of caring, nursing judgment, holism, health/wellness, and teaching/learning. Clinical hours: 90

**Prerequisites:** NUR 131, NUR 132, BSC 201, BSC 202, PSY 101, WRT 101

**Pre/Co-Requisites:** NUR 245, BSC 205, PSY 220

Course offered: Spring semester for Degree in Three students only

**NUR 235: Pharmacology II (1 credit; students starting prior to January 2020)**

This course continues the focus on nursing aspects of pharmacology, building on concepts learned in Pharmacology I. The learner will focus on the application of nursing process in the pharmacological management of individuals with complex alterations in health. The learner will also consider use of nursing process in the pharmacological management of specific populations such as the child-bearing and pediatric individual. This course strengthens the learner's ability to correlate theory to clinical practice in nursing courses with a focus on care of complex patients.

**Prerequisites:** NUR 101, NUR 102, NUR 103, NUR 131, NUR 132, NUR 135, BSC 201, BSC 202, WRT 101, PSY 101

**Pre/Co-Requisites:** PSY 220

Course offered: Fall and Spring semester/terms for traditional option; Spring semester/term for Evening option

**NUR 245: Pharmacology (3 credits; students starting January 2020 and after)**

This course provides a focused review of pharmacology and safe medication administration. The pharmacokinetics and pharmacodynamics of specific medications are discussed. The learner will focus on the application of nursing process in the pharmacological management of individuals with health alterations. The learner will also consider use of nursing process in the pharmacological management of individuals across the lifespan. The course focuses on identification of selected drug classifications and their use in patient care. This course strengthens the learner's ability to correlate theory to clinical practice in nursing courses.

**Prerequisites:** NUR 131, NUR 132, BSC 201, BSC 202, PSY 101, WRT 101

**Pre/Co-Requisites:** NUR 215/225, BSC 205, PSY 220

Course offered: Fall and spring semester for traditional option; fall term for evening/weekend option

**NUR 265: Homeostasis, Oxygenation, Regulation II (7 credits)**

This course is designed to expand the learner's knowledge related to the concepts of gas exchange, perfusion, cellular regulation, fluid & electrolytes, gas exchange, intracranial regulation, metabolism, mobility, perfusion, and tissue integrity within the domain of the individual. The course is also designed to

expand the learner's knowledge related to the concept of managing care within the domain of the health care environment. Learners will have the opportunity to apply the nursing process focusing on the above concepts across the lifespan. Threaded within this course are the themes of caring, nursing judgment, holism, health/wellness, and teaching/learning. Clinical hours: 157.5

**Prerequisites:** NUR 215, NUR 245, BSC 201, BSC 202, BSC 205, PSY 101, PSY 220, WRT 101

**Pre/Co-Requisites:** BSC 203

Course offered: Fall and spring semester for traditional option; spring term for evening/weekend option

### **NUR 275: Professional Development (5 credits; Day and Evening/Weekend Students only)**

This course is designed to expand the learner's knowledge related to the concepts of health promotion and professionalism within the domain of the nurse. This course is also designed to expand the learner's knowledge related to the concepts of health care quality, health care systems, management of care, and ethics within the domain of the health care environment. Threaded within this course are the themes of caring, nursing judgment, holism, health/wellness, and teaching/learning.

In the clinical component of this course the student will participate in a culminating capstone experience. Students will have the opportunity to integrate concepts and skills in the professional work environment, strengthening their sense of competence, and accountability and professional development. Clinical hours: 67.5

**Prerequisites:** NUR 215, NUR 245, BSC 201, BSC 202, BSC 205, PSY 101, PSY 220, WRT 101

**Pre/Co-Requisite:** NUR 265, BSC 203

Course offered: Fall and spring semester for traditional option; spring term for evening/weekend option

### **NUR 285: Transition into Nursing Practice (2 credits; Degree in Three Students only)**

This course is designed to expand the learner's knowledge related to the concepts of health promotion and professionalism within the domain of the nurse. Threaded within this course are the themes of caring, nursing judgment, holism, health/wellness, and teaching/learning. In the clinical component of this course the student will participate in a preceptor experience where the student is given the opportunity to manage, delegate and prioritize care for multiple patients. Students will integrate concepts and skills in the professional work environment, strengthening their sense of competence, accountability and professional nursing development. Clinical hours: 45

**Prerequisites:** NUR 225, NUR 245, BSC 201, BSC 202, BSC 205, PSY 101, PSY 220, WRT 101

**Pre/Co-Requisite:** NUR 265, BSC 203

Course offered: Fall semester for Degree in Three students only

## **Le Moyne College General Education Courses**

### **BSC 201. Human Anatomy & Physiology I. 4 Credit Hours.**

This course is the first in a two-semester sequence providing a study of anatomy and physiology in the human body. Initial portions of the course will include terminology, cell biology, biological chemistry, and tissues. Body systems covered include the skeletal, muscle, nervous, and integumentary. The cat is the primary dissection specimen in the laboratory. Dissection required. Pre-requisites: none. Three hours of lecture and two hours of laboratory per week. Does not carry biology major credit.

### **BSC 202. Human Anatomy & Physiology II. 4 Credit Hours.**

This course is the second in a two-semester sequence providing a study of anatomy and physiology in the human body. Topics covered include the special senses, and the endocrine, circulatory, immune, respiratory, digestive, urinary and reproductive systems. Dissection required. Pre-requisites: a grade of C or better in **BSC 201**. Three hours of lecture and two hours of laboratory per week. Does not carry biology major credit.

**BSC 203. Nutrition. 3 Credit Hours.**

This course is designed to reinforce anatomy and physiology principles to further the understanding of nutrition's effect across the life cycle. It includes the study of nutrition as it relates to growth, development, general health, and disease conditions. It will include basic biological functions, classes of nutrients, and the key role nutrition plays in the prevention and treatment of disease.

Prerequisites: BSC 201, 202. Does not carry biology major credit; does not fulfill Core Natural Science requirement.

**BSC 205. Basic Microbiology. 4 Credit Hours.**

This course is a survey of microbial life with special emphasis on those organisms of clinical interest. Laboratory exercises emphasize the isolation, identification and control of microorganisms. Three hours of lecture and two hours laboratory per week. Prerequisite or co-requisite: **BSC 201, 202**. Does not carry biology major credit.

**WRT 101. Critical Writing. 3 Credit Hours.**

Practice in the skills of critical thinking, critical reading, and especially critical writing. Students will analyze selected essays and articles in conjunction with frequent writing assignments. Students will be expected to gain and demonstrate college-level proficiency in critical reading, critical writing, and standard English grammar and usage.

**ENG 310. Literature and Culture. 3 Credit Hours.**

This interdisciplinary course explores a period or movement in intellectual and/or cultural history. It may also focus upon transformative texts, events, or characters as they engage these movements and moments. This course will invite students to engage in a dialogue between disciplines and ideas using literary texts both as the primary source for inquiry and the medium through which ideas are imagined, articulated, and contested. Students will explore the ideas, events, and literary genres that frame the particular intellectual issue or historical moment, while also engaging the varied contexts that inform a work of literature.

Prerequisites: **WRT 101**

**PSY 101. Introductory Psychology. 3 Credit Hours.**

A one semester broad overview of contemporary psychology-its diverse approaches to the understanding of behavior and the basic principles and research findings associated with each of these approaches. Specific areas of psychological inquiry discussed include physiological, cognitive and social psychology; learning, sensation and perception; emotion and motivation; personality and psychopathology. This course is a prerequisite for most psychology courses.

**PSY 220. Human Life Span Development. 3 Credit Hours.**

This course is a general introduction to human development. The study of human development is a scientific analysis of patterns of change and growth across the entire lifespan from conception through very old age. The course will include the investigation of essential questions of human experience including, inherited factors, attachment to caregivers, mastery of the human body and the environment, meaningful social relationships, achievement, occupational choice, impact of societal expectations, the formulation of values and goals, the concept of generativity, and death and dying. The course will analyze human development from a biopsychosocial perspective looking closely at basic patterns of normal development.

Prerequisite: **PSY 101**

**Nursing Electives**

Various support/elective courses may be offered each semester/term.

**NUR 001: Study Strategies (1 credit)**

This course is designed to complement the nursing curriculum while providing students with effective strategies for reviewing assignments, processing course material, preparing for exams, and completing assignments. Other strategies to be discussed include time management, using library resources, expanding critical thinking and effective communication skills, strategies for textbook reading, note taking, and organizing study groups. Enhancing concentration, memory, and retention will also be discussed. Additionally, goal setting, motivation, personal responsibility, and stress reduction will be talked about.

Prerequisites: None

**NUR 003: Medical Terminology (1 credit)**

Content includes the study of prefixes, suffixes, and root words that form common medical terms. Spelling and pronunciation of terms are reviewed. Content will also include abbreviations used in the health care setting.

Prerequisites: None

**NUR 017: Power of Nursing (1 credit)**

The *Power of Nursing* is a 15-hour elective course for nursing students consisting of five evening sessions spaced two weeks apart. Each three-hour session is divided into a large-group and small-group experience. Both course directors and nurses recruited from nursing school faculty and the larger nursing community facilitate small groups. The course is a seamless process, each session building upon the insights and content of the previous session. The five session topics are:

- 1 -Remembering Authenticity and Wholeness
- 2 – Disappointment, Loss and Grief: Experiencing your Healing Presence
- 3 – Discovering Your healing Lineage and Personal Healing Qualities
- 4 – The Courage to Make Your Power and Perspective Visible
- 5- Calling and Commitment: Finding your Voice, Living your Values

**NUR 094 Clinical Elective (Mental Health Nursing) (1 credit)**

This elective course provides students an additional opportunity to build on previously learned skills of nursing practice related specifically to psychosocial needs. Students develop learning objectives in collaboration with faculty prior to beginning the clinical experience. The course may be offered in a variety of formats; one week (five day) blocks, three (two day) weekends, or day and evening schedules. Clinical: 45 hours

Prerequisites: NUR 131, current health, CPR, OSHA and other requirements of the clinical agency.

**NUR 095 Clinical Elective (Pediatric Nursing) (1 credit)**

This elective course provides students an additional opportunity to build on previously learned skills of nursing practice related to the needs of the pediatric patient and his/her family. Students develop learning objectives in collaboration with faculty prior to beginning the clinical experience. The course may be offered in a variety of formats; one week (five day) blocks, three (two day) weekends, or day and evening schedules. Clinical: 45 hours

Prerequisites: Current health, CPR, OSHA and other requirements of the clinical agency.

Pre/co requisite: NUR 214 or permission of instructor

**NUR 096 Clinical Elective (Obstetrics Nursing) (1 credit)**

This elective course provides students an additional opportunity to practice nursing in the Obstetrical Unit. The student has the opportunity to practice, expand and enhance previously learned clinical skills. In addition, the student will explore the role of the specialty nurse. Students develop learning objectives in collaboration with faculty prior to beginning the clinical experience. The course is offered in a variety of formats and time frames; one week (five day) blocks, three (one to two days) weekends, or day and evening schedules. Clinical: 45 hours

Prerequisites: Current health, CPR, OSHA and other requirements of the clinical agency.

Prerequisite: NUR 214

**NUR098 Clinical Elective (Critical Care Nursing) (1 credit)**

This elective course provides students with the opportunity to practice nursing in Critical Care settings. Critical care settings are defined as the Intensive Care Unit, the Neonatal Intensive Care Unit, and the OR/PACU. The student has the opportunity to practice, expand and enhance previously learned clinical skills. In addition, the student will explore the role of the specialty nurse. Clinical hours: 45

Prerequisites: Current health, CPR, OSHA and other requirements of the clinical agency.

Pre/Co-Requisites for NICU: NUR 214

Pre/Co-Requisites for Adult ICU: NUR 265

Pre/Co-Requisites for OR/PACU: NUR 213

**NUR 099: Medical-Surgical Clinical Elective (1 credit)**

This elective course provides students an additional opportunity to build on previously learned skills of nursing practice. Students develop learning objectives in collaboration with faculty prior to beginning the clinical experience. The course may be offered in a variety of formats; one week (five day) blocks, three (two day) weekends, or day and evening schedules. Clinical: 45 hours

Prerequisite: NUR 101, NUR 102, NUR 103, current health, CPR, OSHA, and any other requirements of the clinical agency.

## APPENDIX C | ACADEMIC CALENDAR



### ACADEMIC CALENDAR | FALL 2020 Day Option & Third Term Evening/Weekend

#### Full Semester Nursing Courses

New Student Welcome	August 12-14
Last Day to Drop ( <i>no grade - remove from transcript</i> )	August 14
Nursing Courses Begin	August 17
Labor Day – No Classes	September 7
Last Day to Drop or Request Personal LOA ( <i>with WD grade</i> )	October 20
Spring Course Registration	November 9-11
Last Day of Classes	November 24
Thanksgiving Break – No Classes	November 25-29
Final Exams	November 30-December 3
Grades Due to the Registrar ( <i>by 12:00pm/noon</i> )	December 4
Progression Meeting	December 7
Graduation Date	December 21

#### Le Moyne College General Education Courses

Courses Begin	August 31
Last Day to Drop ( <i>no grade – remove from transcript</i> )	September 7
Last Day to Drop ( <i>with W grade</i> )	November 13
Last Day of Classes	November 24
Thanksgiving Break – No Classes	November 25-29
Final Exams (delivered remotely)	December 2-8
Grades Due to the Registrar ( <i>by 12:00pm/noon</i> )	December 14

#### NUR 235 and NUR 265 – Day Option

Last Day to Drop ( <i>no grade - remove from transcript</i> )	August 14
Courses Begin	August 17
Labor Day – No Classes	September 7
Last Day to Drop or Request Personal LOA ( <i>with WD grade</i> )	October 8
Last Day of Classes	November 6
Final Exams	November 9-12
Grades Due to the Registrar ( <i>by 12:00pm/noon</i> )	November 13









**POMEROY COLLEGE OF NURSING AT CROUSE HOSPITAL**  
765 Irving Avenue | Syracuse, New York 13210 | 315-470-7481