

**HUNTER COLLEGE OF
CITY UNIVERSITY OF NEW YORK**

**Hunter-Bellevue
School of Nursing**



**Student
Handbook**

**Revised Fall 2008
Policy and Student Affairs Committee**

Welcome to the Hunter-Bellevue School of Nursing,

Congratulations on your admission to the Hunter-Bellevue School of Nursing. The courses that you will be taking in nursing will be exciting and challenging but we admitted you into the program because we believed that you would succeed.

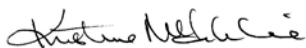
For some of you, this is your first step into the profession of nursing; for others this is one more step upward in a lifetime of learning and growing in the profession. Your professional education includes many types of learning: classroom lecture, discussion groups, electronic learning modules and practice sessions in the College Laboratory practice with patients/clients in several different hospitals and community agencies, as well as library research, papers, and examinations.

You will see patients, families, social networks, and community members in a wide range of settings. This handbook is designed to answer many of your questions and make our expectations clear. Your professional obligation includes: adherence to regulations established by the State and other official bodies, as well as by Hunter College.

All members of our Faculty look forward to working with you to make your experience at Hunter-Bellevue rewarding, stimulating and fun.

I join them in wishing you every success.

Sincerely,

A handwritten signature in cursive script, appearing to read "Kristine M. Gebbie".

Kristine M. Gebbie, Dr.PH, RN
Joan Grabe Dean (acting) School of Nursing

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INTRODUCTION

The Student Handbook of the School of Nursing is designed to inform students about the policies, procedures, and services specific to the School of Nursing. In addition, all students should be familiar with Hunter College catalogue, which includes policies governing all programs, services available to all students and statements of students' rights and responsibilities.

STATEMENT OF NONDISCRIMINATION

Hunter College is an Equal Opportunity and Affirmative Action Institution. The College does not discriminate on the basis of age, sex, sexual orientation, transgender, religion, race, color, alienage, citizenship status, national or ethnic origin, physical or mental disability, genetic predisposition or carrier status, veteran or marital status in its student admissions, employment, access to programs, and administration of educational policies.

The Dean for Diversity and Compliance and Special Assistant to the President for Campus Relations, ***John T. Rose***, is responsible for compliance with the College's statement of nondiscrimination. Dean Rose's office is located in the Office of the President, 1700 Hunter East. He can be reached at [212] 772-4242.

Complaints concerning College employees including faculty and staff should be made, preferably in writing, directly to Dean Rose. Dean Rose is also the coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs.

Complaints about other students should be made to Associate Dean of Students, ***Michael Escott*** at Hunter College. He can be reached at [212] 772-4876.

Tamara Green, Professor and Chair of Classical and Oriental Studies, is the College Coordinator for the Americans with Disabilities Act and Section 504, which prohibits discrimination on the basis of disability. Her office is located in 1425A Hunter West, her telephone number is [212] 772-5061. E-mail: tamara.green@hunter.cuny.edu. Reference the section to the Office of Accessibility later in the document.

Information about these and other student services can be located at <http://www.hunter.cuny.edu/student-services/staff>.

DRUG-FREE SCHOOLS AND CAMPUSES

Hunter College is in compliance with the Drug Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). For further details, see the current Undergraduate Catalog

http://registrar.hunter.cuny.edu/subpages/undercatalog07_10quickdownload.shtml
or the current Graduate Catalog.

<http://registrar.hunter.cuny.edu/subpages/collegecatalog.shtml>

THE HUNTER COLLEGE NO SMOKING POLICY

For a full explanation of the Hunter College Smoking Policy, See the current Undergraduate Catalog or the current Graduate Catalog.

For a full statement on Student Regulations and Rights refer to the Hunter College current Undergraduate Catalog or the current Graduate Catalog or the Hunter College website www.hunter.cuny.edu.

WHERE TO CALL

Main Campus

Security	772-4447
Emergency.....	772-4444, 45 or 46
Medical Office.....	772-4801
Ombudsman	772-5203
Bursar	772-4400
Registrar	772-4500
Financial Aid	772-5960
Student Services	772-4878
Disabled Students Services	772-5476
Counseling Services	772-4882
General Information	772-4000

Brookdale Campus

Security	481-4374, 4444
Facilities	481-4300
Residence Hall.....	481-4310
Library.....	481-5117
School of Nursing	
Office of the Dean.....	481-7596

Graduate Program	481-4465
Undergraduate Program	481-7598
Nursing Skills Lab	481-5162
Health Professions Education Center (HPEC)	481-5129

HISTORY OF THE HUNTER-BELLEVUE SCHOOL OF NURSING

Hunter College has been involved in nursing education since 1943. The School of Nursing was structured as a Department of Nursing Education within the Division of Programs in Education. In 1955, Hunter College admitted its first class of students enrolled in the Basic Collegiate Nursing Program which led to the awarding of the Bachelor of Science (Nursing) degree. In the fall of 1961, a limited number of students were admitted to the Master of Science (Nursing) Program.

The Hunter College Department of Nursing was moved to the educational facility of the Bellevue School of Nursing at East 25th Street by resolution of the Board of Higher Education of the City University of New York in June, 1969. The primary purpose in moving the Hunter College Nursing Department was related to the phasing out of the Bellevue Hospital School of Nursing. This move enabled the Hunter College School of Nursing to enlarge its facilities and expand its enrollment.

In June 1974 the Board of Higher Education approved the establishment of the Division of the Schools of the Health Professions of Hunter College of the City University of New York. The Division included the Hunter-Bellevue School of Nursing, and the School of Health Sciences. In 2008 The School of Nursing was re-established as an independent school within Hunter College.

Hunter-Bellevue has become one of the largest and most prestigious programs of nursing in the United States. Located in the center of Manhattan, the School is in close touch with the latest in nursing practice at some of the world's largest and most advanced medical centers, hospitals and community agencies. Graduates serve throughout the world and are making major contributions to health care. Many are employed in the five boroughs and help meet the demands of the city for more professional nurses to serve the population. The cultural diversity, faculty expertise and abundant and varied facilities available in the city provide support for the excellent opportunities available to all students.

The Undergraduate Program includes the Generic Pathway and the Registered Nurse Pathway. The Graduate Program provides you with advanced specialized knowledge in nursing and prepares you to practice as a clinical nurse specialist, nurse practitioner, nurse administrator, nurse educator, or clinical nurse leader with a variety of clients and settings.

All programs are accredited by the American Association Colleges of Nursing, Commission on Collegiate Nursing Education (CCNE) and approved by the New York State Department of Education. Degree requirements and student policies are in accord with those of Hunter College.

Hunter College Mission Statement

Hunter College is a comprehensive teaching, research and service institution, long committed to excellence and access in the education of undergraduate and graduate students in the liberal arts and sciences, as well as in several professional fields: education, health sciences, nursing and social work.

Founded in 1870, Hunter is one of the oldest public colleges in the country, dedicated from its earliest days to serving a student body, which reflects the diversity of New York City. Hunter takes pride in the success it has had over the years in enabling the people of New York to combine the strengths of their varied experiences with the skills they need to participate effectively in the wider society. Committed to the achievement of a pluralistic community, Hunter College offers a curriculum designed to meet the highest academic standards while also fostering understanding among groups from different racial, cultural and ethnic backgrounds.

The goal of a Hunter College education is to encourage the fullest possible intellectual and personal growth in each student. While preparation for specific careers is an important objective of many programs, the fundamental aim of the college experience as a whole is to develop a student's rational, critical and creative powers. Such development involves the abilities to conceptualize and analyze, to relate the concrete and particular to the abstract and general, and to think and write logically and coherently. It also includes a broadening and deepening of outlook; an awareness of one's own and other cultures as well as of the enduring questions and answers concerning being, purpose, and value that confront humanity. Finally, the educational experience at Hunter is intended to inspire a zest for learning as well as to bring the recognition that learning is pleasurable and knowledge is useful.

While teaching and research are its primary missions, community service is also an essential goal of the College. Hunter faculty seeks to generate new knowledge and to design programs to address the myriad cultural, social and

political needs of New York City and the world.

Hunter-Bellevue School of Nursing Mission Statement

The Hunter-Bellevue SON is committed to excellence and access in the education of baccalaureate and masters students based on the core values of professional nursing education: human dignity, altruism, integrity, autonomy, and social justice (AACN). We prepare professional nurses to integrate critical thinking, evidence-based practice, leadership, technology and advocacy in providing culturally competent care in response to the complex health care needs of our multinational, diverse, underserved urban consumers and communities in New York and world-wide. The faculty seek to generate new nursing knowledge and to create a climate among students, faculty and colleagues that enhances personal and professional growth, including caring for self, mentorship, and a commitment to life-long learning.

The Hunter-Bellevue SON is dedicated to serving a student body which reflects the diversity of New York City. The faculty is committed to preparing professionals for service, leadership, and activism in a pluralistic community. The curriculum is designed to meet the highest professional standards while preparing nurses who provide culturally competent care to people from diverse backgrounds.

The goal of the Hunter-Bellevue SON education is to encourage intellectual, personal, and professional growth in each student. The fundamental aim is for the student to use rational, critical, and creative powers in the delivery of healthcare. Faculty and students, together with our community of interest, share the responsibility for creating a climate conducive to freedom of thought, creative and independent inquiry, and open communication. Professional practice requires a commitment to lifelong learning in response to changes in nursing and healthcare. While teaching and research is the primary mission of the Hunter-Bellevue school of Nursing, community service is an integral component provided within the context of the professional experience. The comprehensive undergraduate and graduate programs offered by the School of Nursing, the scholarly activities of its faculty and the myriad community agencies affiliated with the School all demonstrate the School's congruence with the Hunter College teaching, research, and service missions.

Hunter-Bellevue School of Nursing Goals

The Goals of the School of Nursing are to:

1. provide excellence and access in the education of baccalaureate and masters students in nursing;
2. prepare professionals from diverse backgrounds for service, leadership, and activism in providing culturally competent care in response to the health care needs of our diverse, multi-national, underserved urban consumers and communities;
3. create a climate which fosters growth, self-care, mentorship and a commitment to lifelong learning;
4. integrate critical thinking, evidence-based practice, transdisciplinary collaboration, innovative technology, and advocacy as essential dimensions of our teaching, research, and service missions;
5. generate new nursing knowledge and to design professional educational programs that address the multiple, complex health care needs of our local and global communities.

Program Outcomes – Baccalaureate

Purposes:

1. To prepare nurses generalists who deliver services for health promotion and illness management, health teaching and enhancing the self-care of clients (individuals, groups, families, and communities).
2. To foster a commitment to lifelong learning in our students.

The baccalaureate graduate will:

1. Synthesize knowledge from nursing and the arts and sciences to provide a theoretical framework for a humanistic, caring, and comprehensive approach to promotion of wellness, prevention of illness, and holistic management of health problems across the life span.
2. Use the nursing process as a guide in providing the range of health promotion, maintenance, and restoration activities needed to assist clients in achieving optimal wellness.
3. Demonstrate personal and professional accountability in providing global health care to people from diverse backgrounds.
4. Demonstrate activism and advocacy in health care and health care policy on behalf of human and environmental health.
5. Use nursing research as a basis for improving nursing care and advocating for changes in health policy evidence-based.
6. Evaluate management and leadership processes with individuals, families, groups and communities in a comprehensive approach to health promotion and holistic management of health problems (across the life span).
7. Use appropriate teaching strategies in educating clients for knowing participation in their own health and wellness.
8. Participate in inter-disciplinary activities to plan, implement, and evaluate health care for all client systems.
9. Continually demonstrate commitment to personal growth and lifelong learning through the active pursuit of knowledge and diverse life experiences.

Program Outcomes – Graduate Program

Purpose:

1. To prepare with advanced education nurses who are competent to meet current and future challenges in the health care system.
2. To provide a foundation for continued professional and personal development, lifelong learning, and doctoral study.

The graduates of the masters programs will:

1. Synthesize knowledge from nursing and the arts and sciences to provide a theoretical framework for advanced nursing practice.
2. Evaluate specialized knowledge and skills needed to deliver care to clients and design programs to meet the health care needs of specific groups and communities.
3. Use the research process to systematically investigate ways to enhance nursing practice, improve delivery of health care services, and recommend innovative health policy initiatives.
4. Foster client participation and shared decision-making in health care and health care policy to maximize health and wellness for humans and the environment.
5. Demonstrate activism, advocacy, and leadership in the health care environment and in the nursing profession.
6. Generate a philosophy and definition of advanced nursing practice that emphasized the right to the full range of health services for all members of society, affirms the worth and dignity of every human being, and demonstrates a humanistic caring approach that values diversity.
7. Collaborate with clients in managing their health-illness status through the advanced nursing practice roles.

THE BACHELOR OF SCIENCE IN NURSING

The undergraduate division consists of 2 parts: lower division (general education) and upper division (professional education). Students are considered for admission to the Generic Pathway program for the fall semester only, and only after completing lower division courses. RN Pathway students are admitted for both fall and spring. Although a college GPA of 3.0 is the minimum requirement for consideration of an application, **IT DOES NOT GUARANTEE ADMISSION INTO THE SCHOOL OF NURSING**. Students are advised to check current program fact sheets, which reflect changes in admission criteria. A minimum grade of "C" must be attained for all required science, mathematics and nursing courses. Credit/No Credit grades will not be accepted in required pre-requisite courses to the nursing MAJOR.

Graduates are awarded a BS (Nursing) degree and are eligible to take the National Council Licensing Examination (NCLEX)*. Hunter-Bellevue graduates are prepared to give first-level professional nursing care in all areas of nursing practice. The program also provides a foundation for graduate study at the master's level, which is also offered in the School of Nursing.

For a description of lower division General Education Requirements for the nursing major, refer to a current undergraduate catalog (<http://registrar.hunter.cuny.edu/subpages/collegecatalog.shtml>). The nursing courses, which are all in the **upper division**, are as follows:

A. Nursing

1. Generic Pathway (48cr)
NURS 200, 310, 312, 331, 332, 380, 410, 412, 419, 421, Nursing electives (6) credits.
2. RN Pathway (45cr)
24 cr of nursing by Regents College Exam (for Non-CUNY graduates), plus NURS 379, 380, 381, 384, 480, 482, Nursing electives (9) credits.
Graduates of CUNY Associate Degree Programs automatically transfer 24 credits of nursing.

B. Nursing Electives

Elective offerings vary from semester to semester. Students should consult each semester's Schedule of Classes (All Undergraduate Students are advised to check the Generic and RN Pathway Nursing Fact Sheets and the college catalogue for current information).

C. Graduate Courses

Selected graduate nursing elective courses are open to qualified seniors in the Generic Program and to RN pathway students. Permission to enroll in these courses must be obtained from the Program Directors. Course offerings may vary and are posted each semester.

*a student who has been convicted of a felony or misdemeanor will have to undergo investigation by the Office of Professional Discipline, which might result in licensure being withheld

Academic Policies for Undergraduate Students

Satisfactory performance in the nursing major requires that students:

1. Achieve a grade of "C" or above in all Nursing courses.
2. Complete all required courses according to designated pre/co-requisites and sequence.
3. Maintain a minimum cumulative average of 2.0.
4. Students who fail a core pre-requisite course in the nursing sequence may not proceed to the next course in the sequence without repeating the failed course. In order to be allowed to continue in the nursing major, students must receive minimum grades of "C" in all required nursing courses.

A student is eligible to repeat one required nursing course **ONLY ONCE**

This policy applies to the following courses

Generic Pathway: NURS 200, 310, 312, 331, 332, 380, 412, 419, 421

RN Pathway NURS 379, 380, 381, 384, 480 & 482).

Students who fail a second required nursing course in the sequence may not repeat that course and may not continue in the nursing major, and do not qualify to graduate. This policy applies during the grade appeal process.

5. Successfully complete the theory and clinical in all courses with a clinical component.

Policy on Leave of Absence

All students who cannot attend the School of Nursing for medical or other personal reasons for one semester or longer should apply for a leave of absence in the office of the respective program director. A reserved placement in a clinical/field placement course will be held for the student for only one year from the date of the Leave of Absence. The School of Nursing cannot guarantee the placement for any longer period of time.

It is the responsibility of the student to submit to the Undergraduate Program Director a Letter of Intent to return , one semester prior to returning to the program and enrolling in the course (April 1st for a Fall course and Sept. 1st for a Spring course). Students who fail to follow this procedure release the School of Nursing from reserving a clinical/field placement in a course for the student.

Policy For Clinical Lateness:

Clinical time is limited and active participation in pre-conference is a mandate for all clinical placements. Therefore, clinical lateness is not acceptable. In the event the student arrives late to the clinical setting, the student is at risk for being sent home at the discretion of the faculty. This action will result in the loss of a clinical day and a clinical absence, which puts the student at risk for not meeting the requirements of both the course and program.

Policy for Clinical Absence

Clinical time is limited; therefore no clinical absences are permitted. In the event of a clinical absence due to an emergency or personal illness, the student must submit a written explanation along with appropriate documentation. The student who has any clinical absences will be at risk for not meeting the requirements of both the course and the program.

Exam Review Policy:

Examinations will be reviewed in class by course faculty.

Faculty identify in class (or by other means, i.e. posting or course web page) an area (s) missed by a high number of students as indicated by item analysis.

Individual students who score below a 72.5% on an examination may request an appointment with the professor to review the incorrect answered questions. However, it is the student's responsibility to request the examination review. Other students may request a review, the faculty member reserves the right to limit the time for test review and to request students with lower grades be given priority to early review opportunities.

DRESS CODE

The following dress code has been developed by the faculty of the Hunter-Bellevue School of Nursing. All students enrolled in the Generic Pathway Program are expected to comply with this code.

1. All students are required to wear the Hunter-Bellevue School of Nursing uniform made of the specified fabric (purchased from an authorized uniform company).
2. A name pin containing the first initial and last name is to be worn on the uniform at all times.
3. Closed white leather (not cloth) nursing shoes are to be worn at all times in the clinical setting. Sneakers, pumps and clogs are NOT acceptable footwear. Footwear must not bear colored trade names or logos.
4. Men and women should wear white hosiery (socks or stockings) with no ornamentation (no decorations, textures, colored stripes, etc.).
5. Undergarments must be white. Women wearing a dress as uniform are to wear a white slip. Males are to wear a solid white crew neck T-shirt under their uniform top.
6. Hair is to be worn off the collar. In addition, men are to be clean-shaven or have a neatly trimmed beard, and/or mustache.
7. Nails are to be short and, if polished, only clear polish.
8. Stud earrings may be worn with the uniform; no rings with stones (other than wedding rings), bracelets, or visible chains are to be worn. No body jewelry including studs or rings in eyebrows, lips, noses, tongues or navels may be worn. The uniform or other coverings must cover body art of any kind (tattoos) during clinical practice.
9. Students must wear a watch with a second hand; have their own stethoscope, bandage scissors and penlight.
10. Students who fail to adhere to the dress code will be told to leave the clinical area.

Students who fail to adhere to the Dress Code will be told to leave the Clinical Area and the Day will be counted as a Clinical Absence/Unsatisfactory.

THE MASTER OF SCIENCE IN NURSING

The School of Nursing offers an American Association of College of Nursing, Commission on Collegiate Nursing Education (CCNE) accredited program leading to the Master of Science degree. The program provides an advanced body of nursing knowledge that builds on the knowledge and competencies of baccalaureate education in nursing.

All graduate students complete 4 core courses that are foundational to the specialization courses. An additional 3 advanced practice core courses (Health Assessment, Pharmacology, and Pathophysiology) are required of students in all programs except for Community/Public Health Nursing and Nursing Administration. Students are prepared for different roles in advanced nursing practice: clinical nurse specialist, nurse practitioner, nurse administrator, nurse educator, or clinical nurse leader. Although there is a Director of the Graduate Program, students interact most often with the Specialization Coordinator of their chosen program. Acceptance into one graduate specialization does not mean that the student can transfer between different specializations. To change specialization program, a student should meet with the Specialization Coordinator and complete a transfer program form and pay any college or university required fees; there is no guarantee that the student will be accepted into the alternate program. All graduate programs are 42 credits. Graduates of these programs meet the educational requirement for certification by the American Nurses Association Credentialing Center and the specialty organization.

The two Clinical nurse specialist programs are: a) Adult Health and b) Community/Public Health Nursing. Students in the Community/Public Health Nursing specialization program complete a different advanced practice core and have the option of completing a dual Masters in Public Health for an additional 15 credits (total=57 credits).

The Nurse Administrator/MPA program is a dual degree with Baruch (total=57 credits) and these students also complete a different advanced practice core.

The 3 Nurse Practitioner programs are: a) Adult Nurse Practitioner; b) Gerontological/Adult Nurse Practitioner; and c) Psychiatric/Mental Health Nurse Practitioner. These programs are registered with the New York State Education Department and graduates are eligible to apply for New York State Certification as NPs as well as to specialty organizations for national certification. We encourage graduates to complete the certification examination.

The Clinical Nurse Leader program is in partnership with clinical agencies including the New York Harbor Veterans Affairs Medical Center and the New York City Health and Hospital Corporation. In addition, arrangements can be made on a case-by-case basis with clinical partners as long as we have a contract for

clinical placement.

There are two post-masters certificate programs for students with masters in nursing: a) Psychiatric/Mental Health Nurse Practitioner and b) Nursing Education.

Students can also complete a subspecialty in the Nursing of Persons with HIV/AIDS or Complementary modalities. Students interested in pursuing a specific topic can approach a nursing faculty member, develop a contract and register for a 1 to 3 credit independent study elective.

Admission Requirements

In addition to the graduate admission requirements of Hunter College, students seeking matriculation in the School of Nursing must meet the following requirements:

1. Completion of an accredited baccalaureate program in nursing with a GPA of 3.0.
2. License and current registration to practice professional nursing in New York State.
3. Completion of a basic undergraduate statistics course or its equivalent. Applicants not fulfilling this requirement may be admitted on condition that they complete a statistics course during their first semester.
4. Professional references and applicant statement of purpose, and curriculum vita.

Additionally, students seeking matriculation in the dual degree program must meet admission requirements for the MPH and MPA Programs including the Graduate Record Examination. Applicants to NP programs must meet requirements for relevant clinical practice.

Some students who do not meet the GPA requirement can be admitted as non-matriculated students and complete up to 12 credits of core courses. If they maintain a GPA of 3.0 or higher in graduate study, they are encouraged to apply to a specialization program. These students should meet each semester with the Graduate Director for advisement.

Degree Requirements

1. Completion of approved program of study consisting of a minimum of 42 credits for all degree programs (except 57 credits in the dual-degree option MS/MPH and MS/MPA programs).
2. Completion of the program of study within five years from the date of matriculation.
3. A grade of B or better in NURS 750 (Pharmacotherapeutics for Advanced Practice Nursing) and NURS 751 (Health Assessment) must

achieved by students enrolled in the adult nurse practitioner, psychiatric mental health nurse practitioner and gerontological/adult nurse practitioner programs

4. Professional portfolio leading to a capstone project.

Course requirements for the master's degree are divided into four components: nursing core, advanced practice core, specialization, and cognate-electives. Core courses, which are required of all students and prerequisite for the specialization courses address with social, theoretical, research, practice and ethical issues affecting nursing and healthcare delivery. The advanced practice core for all but community/public health nursing and nursing administration provides required content in health assessment, medication prescription and management, and knowledge of body systems, normal and abnormal functioning. The specialization component includes advanced knowledge and clinical practice in nursing and completion of between 500 and 630 clinical hours. The elective component, drawn from nursing and other disciplines, supports scholarly inquiry, practicums, and research in nursing. These courses are selected from the offerings of other graduate programs at Hunter College as well as from nursing.

As a requirement for graduation, all graduate students will complete a professional portfolio that leads to a capstone project. Upon admission into the graduate nursing program, and through discussion with their specialization coordinators, students will identify a general area of concern related to advanced nursing practice. Starting in the first core-nursing course, students will begin compiling a professional portfolio. Each of the four nursing core courses will have an assignment identified on the syllabus designed to help build the depth and breadth of the portfolio, as will the first two advanced nursing practice specialization courses. Students will show their expanding portfolios to specialization faculty in those courses and to core nursing faculty. During the last specialization course, students will complete the culminating capstone project, which will be part of the Methods of Evaluation for that course. The capstone project incorporates all aspects of acquired knowledge throughout graduate work and must be completed by the end of the course and graded by that course instructor. By completing assignments related to the focus area within differing perspectives of the core courses (theoretical framework, research utilization, determinants of wellness, urban health systems) along with their specialization courses, students will develop a strong knowledge base in their selected areas of specialization.

OTHER ACADEMIC POLICIES, REGULATIONS AND PROCEDURES

Grading System –

The grading system of the School of Nursing is consistent with that of Hunter College and is as follows:

<u>Grade</u>	<u>GPA Value</u>	<u>"Cumulative Grade Earned"</u>
A+	4.0	97.5-100%
A	4.0	92.5-97.4%
A-	3.7	90.0-92.4%
B+	3.3	87.5-89.9%
B	3.0	82.5-87.4%
B-	2.7	80.0-82.4%
C+	2.3	77.5-79.9%
C	2.0	70.0-77.4%
D	1.0	60.0-67.4%
F	0	0 - 59.9%

In graduate courses, grades are reported as above with the exception that grades C and below are F. All courses earn a letter grade; none are taken on a Credit/No-Credit basis.

A grade of INC may be assigned by the instructor, meaning that work (examinations, assignments, class work, lab work, clinical work) was not completed for a valid reason discussed with the instructor. For undergraduate students: All work must be submitted by the end of the semester following the one in which the incomplete was given, but the instructor is free to set an earlier due date. If the missing work is not completed, the grade will become FIN on your permanent record. For graduate students: If the INC is not changed to a letter grade within the one year, the INC grade will become permanent. Students in graduate and undergraduate programs are encouraged to routinely review the catalogue for any changes or revisions to these policies.

Grade Appeals

When a student considers a final course grade unsatisfactory, the student should first confer with the instructor regarding the accuracy of the grade received. This conference should be held within the first 3 weeks of the semester following receipt of the grade. At this time, errors may be corrected. If the grade is not an error, the student and instructor must together review all class material pertinent to the grade. If the student is not satisfied, or if the instructor does not confer with the student within the first 3 weeks of the semester, the student should promptly contact

the Dean of the School of Nursing by submitting a written appeal, consisting of a statement giving that includes basis for the complaint and supporting facts. The student has the right to request in writing that the Dean appoint a student as a member to the department/school Grade Appeals Committee. This appeal at the department/school level must be submitted within the first 5 weeks of the semester following receipt of the grade, in accordance with the "College-wide Grade Appeals Procedures" adopted by the Senate, fall 1985 and updated 5/4/2005. Grade appeals for major nursing courses with clinical components must be filed immediately upon receipt of the grade. Registration and progression in the program is dependent upon the outcome of the appeal process.

All grade appeals are reviewed by the Policy and Student Affairs Committee. The duties of the committee are to hear, review and make decisions regarding appeal of grades at the School of Nursing level.

Appeals procedure for graduate students on probation

1. Student appeals shall be made in writing to the Dean of the School of Nursing, who will forward copies to the appropriate graduate advisor. Appeals must be received no later than the first day classes of the following semester.
2. Upon receipt of this written letter of appeal, the Dean shall convene a probation appeals committee composed of representatives from the graduate programs in the appropriate school, to include the graduate advisor from the appropriate program or a comparable program representative.
3. The specifically constituted probation appeals committee shall meet to review each case and shall produce a written report stating the ground for its decision. Copies of this report shall be sent to the student, to the Director, and to the student's file. The decision of this committee is final. If the appeal is successful, the committee shall send official notification to the registrar that the student will be retained on probation and allowed to register.
4. Student appeals which are received by the first day of classes shall be handled with dispatch in order that the student may register within the period of late registration without payment of late registration fee.

Advisors

Students are assigned a faculty advisor. In most cases, the student maintains the same advisor until graduation. Advisors are available during office hours and by appointment. Their roles include academic advising, assisting with pre-registration and student guidance. Students should actively seek out their advisors at least twice a term; at the beginning of the semester and again in planning pre-registration program.

Graduate students are assigned to specialization coordinators for program planning, advisement and registration. Students should plan on meeting with their specialization coordinator at least once a semester. Non-matriculated students should plan on meeting with the Director of the Graduate Program and/or Specialization Coordinator of the specialization to which they would like to be considered.

Teacher Evaluation

At the end of each semester and after each clinical rotation, students have the opportunity to evaluate their faculty's teaching performance. In addition, student feedback is solicited for course evaluation. Comments regarding readings, assignments, sequence of content, films or other aspects of course content are welcome. **This process is an important student responsibility.**

Students participate in the evaluation of teaching by distributing the questionnaires for this purpose to their classmates. The members of the Evaluation of Teaching Committee recommend that you read this description of the purpose of the evaluation of teaching and discuss it with students before they complete the evaluations.

1. The evaluation of teaching is required by the Board of Directors of the City University of New York (Bylaws, Article 18) and by the school of Nursing.
2. All students are provided the opportunity to give their opinion about the teaching of each instructor. The summary and mean for each question on the questionnaire make up the report of the teaching evaluation and the results are; on reserve in the library, sent to the Dean of the School of Nursing, and sent to the instructor/faculty. Evaluations are an important mode of communication which serves to enhance the quality of education.
3. The results of this evaluation process, particularly question #16 (what is your judgment of the instructor's overall teaching effectiveness?) are an important part of all decisions regarding the reappointment, tenure and promotion of faculty.

**HUNTER COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
THE BROOKDALE HEALTH SCIENCE CENTER
HUNTER-BELLEVUE SCHOOL OF NURSING**

HEALTH REQUIREMENTS AND CLINICAL PRACTICE CLEARANCE

Establishment of a health record on all students entering the nursing program, Graduate and Undergraduate (Generic and RN Pathways), is required. The purpose of this health requirement and clinical practice clearance is to protect students as well as the clients with whom they will be working. It is also important to determine that the student is able to fulfill the objectives of the educational programs. As requirements are changed periodically to meet the public health and clinical practice facilities requirements forms for completing the health clearance are available at the School of Nursing or on-line as a separate file at the SON web site. The minimum requirements include 3 (three) documents fully completed:

1. Personal Medical Record Information
2. Health History and Physical Form
3. Immunizations and Titers Records

MEASLES

All students must provide proof of immunity to measles. The requirement is for TWO doses or a positive antibody titer. The dose must be after 12 months of age and, at least one month apart. They must be given after 1/1/68.

RUBELLA

One immunization, a positive antibody titer, or documented history of the disease (positive rubella titer by lab report).

VARICELLA (Chicken Pox)

Proof of positive Varicella antibody or two doses of vaccine given at least one month apart (if immunized after 13 years of age) meet the requirement.

TETANUS-DIPHTHERIA

Primary series with DtaP or DTP and booster with Td within the past ten years

HEPATITIS B

Vaccine is required, consisting of the series of three immunizations and post-vaccination positive Hepatitis B surface antibody titer. Students who have not completed the 3 series vaccine must sign a declination form.

TUBERCULOSIS

A current PPD within the past year otherwise a two-step PPD test should be done. History of BCG is NOT a contraindication to PPD testing. Persons with a history of a positive PPD (TB skin test) must provide documentation of the test, your chest X-ray report, and details of prophylaxis medication if applicable.

All students are also required to submit proof of health insurance, malpractice insurance, and BCLS Certification. RN Pathway and Graduate students are required to submit a copy of New York State RN License and current Registration. Students are advised to make copies of all submitted documents.

Please return all forms to the secretary of the Undergraduate Program (Room 501) or the secretary of the Graduate Program (Room 508) Hunter-Bellevue School of Nursing, 425 East 25th Street, New York, NY 10010-2590.

All materials are to be submitted to the School of Nursing by July 15 for Fall semester start or December 1 for Spring semester start. Students will not be permitted to begin courses with clinical components if these materials are NOT filed.

Junior and Senior Undergraduate Generic Pathway Students:

Fall Semester

1. Physical Examination
2. All Lab tests listed
3. Additional requirements required by affiliating agencies
4. Health Insurance
5. Malpractice Insurance \$1,000,000 / \$3,000,000 (minimum requirement)
6. Certification Basic Cardiac Life Support for Health Care Workers

Junior and Senior Undergraduate RN Pathway Students:

Annual (Fall or Spring Semester)

1. Physical Examination
2. All Lab tests listed
3. Additional requirements required by affiliating agencies
4. Health Insurance
5. Malpractice Insurance \$1,000,000 / \$3,000,000 (minimum requirement)
6. New York State RN License and current registration
7. Certification Basic Cardiac Life Support for Health Care Workers

Graduate Students:

Annual (Fall or Spring Semester)

and prior to Clinical Specializations Courses

1. Physical Examination
2. Additional requirements required by affiliating agencies
3. Health Insurance
4. Malpractice Insurance \$1,000,000 / \$3,000,000
5. New York State RN License and current registration
6. Certification Basic Cardiac Life Support for Health Care Workers.
7. HIPPA Certificate of Completion and Background Check

Preparation for Graduation

To prepare for graduation undergraduate students must:

1. Complete and submit a Graduation Audit Form. This can be obtained at the Registrars Office, 68th Street Campus or online at <http://registrar.hunter.cuny.edu/forms/Degreeaudt/undergradGER.htm> This is done in early fall or spring of senior year depending on the semester of graduation. Make an appointment with Student Services (68th St. to review Liberal Arts and General Education Requirements/Pluralism and Diversity. When completed, submit the audit to the Undergraduate Nursing Secretary with both sides of the audit completely filled out. The Undergraduate Director will then forward the audit to the Registrar.
2. File an Application for the State Board Licensing Examination. The application for this examination and licensure is obtained online at <http://www.op.nysed.gov/applicationbooks/NursingApplicationPacket-October07.pdf>. Published by the New York State Department of Education, Division of Professional Licensure this site contains information on dates, fees and other eligibility requirements for admission to the licensure exam.
3. Following the application process and the receipt of the appropriate fees the graduate is notified by NYSED that an appointment for the NCLEX Exam may be scheduled. Sites for this testing are contracted by the NYSED and the National Council of the State Boards of Nursing. These technology centers are located through out the US and the metropolitan New York area.
4. An application for a permit to practice before licensure and the regulations for this limited practice are also available at the NYSED/Division of Professional Licensure. The graduate must complete a permit form in order to work prior to passing the licensing examination. This form must be signed by your Employer at the time you are ready to begin employment, thereby permitting the unlicensed new graduate the opportunity to work under the supervision of a registered nurse.
5. Pick up a Reference Packet from the Career Development Office (Rm. 812 East, or 1119 East). Forms for reference are available in this packet. Students should seek letters of recommendation for employment using these forms and have the forms placed on file with this office for future job or graduate school applications.

Graduate students must complete a graduation audit form to be signed by specialization coordinator or Graduate Program Director and file in the Office of

the Registrar during the scheduled registration period in the semester in which the student expects to receive a degree.

STUDENT SERVICES

Academic Support Services

Academic Support Services are now shared by a number of staff and faculty

Each Generic and RN pathway student is assigned a Faculty Advisor upon entering the nursing program. This advisor will work with the student for the entire two years of the program and will assist in pre-registration advisement, course approvals and program progression.

In the Graduate Program, Specialization Coordinators and the Director of the Graduate program are available for advisement, registration and review of graduation audit. Advisement hours are posted on the Graduate Bulletin Board (5th Floor).

Tutoring

Students work independently with faculty on academic problems, which require tutoring. In addition, group tutoring is available for under the Learning Enhancement Opportunity (LEO) Project. Contact the undergraduate office regarding the schedule for this service and the availability of the tutor. Free tutoring is available in many entry-level courses at the Main Campus (H.C. East, 802). Assistance is also provided to eligible students through the federally funded Special Services Program located at the Main Campus (H.C. East, 817). The Study Skills Resource Center (H.C. North, C001) is designed to provide students with the opportunity to develop and enhance their study methods. The Reading/Writing Center also offers tutorial assistance. The Center is located on the 4th Floor, Thomas Hunter Hall.

Health Professions Education Center – HPEC

The Health Professions Education Center (HPEC) serves the instructional technology needs of the Hunter College School of Nursing and School of Health Sciences (planned School of Public Health) as well as the Center for Community and Urban Health, the Brookdale Center for Healthy Aging and Longevity, the Center for Occupational and Environmental Health, and the Center for Communication Disorders.

The HPEC is organized into six functional units:

- The Learning Center
- Electronic Resource Lab
- Evaluation and Review- Beta Testing
- Health Professions Media Library
- Audio Visual Services
- The Office of Research and Grant Support (ORGS)

The Learning Center

The HPEC meets the complex learning needs of students at different instructional levels using audiovisual and computer materials as a primary teaching strategy. Our staff works with faculty members on integration of instructional technologies into their curriculums and the development of on-line test materials – a necessity to prepare students for licensing exams. The HPEC also provides support to many grant related programs including the *Becoming Excellent Students in Transition (BEST)* program. This program provides pre-entry preparation and retention activities for students interested in careers in nursing and the health professions. The Center also supports the *Learning Enhancement Opportunities (LEO)* project. *LEO* consists of a multifaceted approach to enhance learning opportunities for nursing students studying for the nursing certification exam (NCLEX). This project includes a series of online tests, computer tutorials and advisement sessions.

Electronic Resource Lab

The HPEC features hundreds of health-related, computer assisted instructional packages (CAI's), interactive video discs (IVD's), and multimedia CD –ROMS. Our staff works closely with students in the use of these resources – especially prior to licensing or certification exams. The center also supports faculty and students from the chemistry and biology departments providing a large array of models, visual and computing aides.

Evaluation and Review – Beta Testing

The HPEC serves as a beta test site for numerous film, video and computer software developers, providing producers with critical feedback on program content and instructional design. A software integration specialist works with faculty incorporating new materials into the nursing and health sciences curriculum. Students may preview any materials under current review the center's staff.

Health Professions Media Library

The HPEC maintains a valuable library of learning resources, housing the largest video collection of health-related titles within CUNY. The Center provides learning resources to faculty from SHP, 68th Street, and the School of Social Work. Patrons may use materials in screening rooms and study carrels, and are assisted and monitored by HPEC staff in the use of these resources.

Audio Visual Services

The HPEC provides AV, Smart Classroom and Computer Classroom support services to the entire Brookdale Campus. Staff conducts purchasing, maintenance and faculty training on all projection and production equipment as well as faculty training and maintenance for all stationary equipment in the smart computer classrooms. The HPEC also provides media duplication services for faculty and student projects.

The Office of Research and Grant Support (ORGS)

The ORGS creates and provides critical research technologies and shared resources for faculty in SHP. A computer consultant, research statistician and field representative from the Research Foundation of CUNY maintains offices in the HPEC and are available for consultation. The ORGS also appoints Student Fellows to work on special projects as funding permits.

Select members of HPEC staff work with faculty on fulfilling their research related media objectives.

For additional information and complete list of services please visit

<http://www.hunter.cuny.edu/schoolhp/centers/hpec/>

Hours of Operation: The HPEC maintains regular office hours throughout the academic year.

Monday through Thursday: 9am – 9pm

Fridays: 9am – 5pm

Contact information:

E-mail: Education Center edcenter@hunter.cuny.edu

The Nursing Skills Laboratory

The Nursing Laboratory is located on the 2nd floor West of the Brookdale campus, and is staffed by a full-time manager and 1 additional lab technician. Operating hours vary according to scheduled classes and changing program needs. The lab contains a classroom (225) and a simulated hospital floor with 10 bed units (224-a The Joyce M. Hope Clinical Nursing Lab). Another practice area is a simulated ambulatory care unit (224-b, more commonly known as The Middle Exam Room) with 5 stations fully equipped for physical assessment skills practice. The Nursing Lab also contains the Viola Shifrin Advanced Practice lab which offers 7 practice stations and an Internet wired classroom/conference area. All areas are used by master's level nurse practitioner students and UG generic and RN Pathway programs.

The Nursing Lab boasts state of the art electronic learning systems. Laptops are available for students to practice computerized bedside documentation. The entire lab is wired for Internet access and multiple projection systems are available. Computerized patient simulators allow students to learn heart, lung & bowel sounds, pulses, and blood pressure measurement. The lab offers the most sophisticated technology available in the field of medical simulation, including the multifunctional Laerdal SimMan, Nursing Anne VitalSim, and the Noelle Maternal & Neonatal Birthing System. These simulation systems and others such as advanced task trainers and haptic training devices enable hands-on experiential simulation training in a variety of clinical fields. Each unit in the Hospital lab room contains equipment students would find in the hospital (patient bathing kit, bedpan, suction, etc.) and diagnostic wall units provide blood pressure and temperature measurement practice. Standard multi-purpose patient models are available for all nursing procedures. Infant and pre-natal models are on hand for pediatric variations. Specialized models can be used to practice tracheal care, intravenous therapy, injections, catheterization, and so forth. Medical equipment provided for students include sphygmomanometers, simulated medications, injection equipment, IVs and pumps, restraints, respiratory supplies, EKG monitor, pulse oximeter.

The physical assessment component of the Nursing Laboratory spans all programs. Faculty and students have access to diagnostic scope sets, tuning forks, percussion hammers, neuro-sensory test kits, and sophisticated eye, ear, breast, pelvic, and prostate models to practice specific techniques.

Outside of scheduled classes, students are encouraged to make appointments to facilitate course related assignments or to practice with a student partner or patient model. Certain equipment can be borrowed for clinical use or practice outside the lab. Students also consult with the lab manager when planning group

teaching projects and health fairs. A Lab Guide describes the current resources. Laboratory personnel can be contacted at (212) 481-5162 for planning these projects and events.

The Health Professions Library (HPL)

The Health Professions Library is a branch library of Hunter College Libraries, consisting of the main Wexler Library and the Art Slide Library at the 68th St. Campus, the School of Social Work Library at 79th St. & Lexington and HPL at the Brookdale Campus. HPL is located on the second and third floors of the West building, with entrance on the second floor. Telephone: (212)481-5117. Hours during the semester are: Monday-Thursday 10 a.m.-11:00p.m., Friday 9 a.m.-5:00p.m., and Saturday 12 noon-5:00 p.m. Hours, including holiday, intersession and summer schedules are posted on the bulletin board in the lobby, at the library entrance and on the library home page (<http://library.hunter.cuny.edu>). The library's home page gives access to all kinds of information from hours to services, to lists of CUNY and Hunter licensed electronic resources, and specialized subject guides.

The Health Professions Library supports the programs offered at the Brookdale Campus by the School of Nursing and the School of Health Sciences (Communication Sciences, Community Health Education, Environmental & Occupational Health & Safety, Medical Laboratory Sciences, Nutrition, Physical Therapy and Urban Public Health). It houses the nursing collection and all kinds of health related information both in print and in electronic format. The circulating books are in the book stacks on the third floor. The Main Reading Room on the second floor has the Reserve Collection of books and journal articles, placed on reserve by faculty, and arranged by program and course number. These are kept behind the Circulating books can be checked out for 4 weeks, 5 books per day, and if not wanted by anyone else, can be renewed for an additional 4 weeks either in person or by e-mail.

The Reference Collection of dictionaries, encyclopedias, handbooks, specialized medical books, etc. is in the middle of the Reading Room. Print journals owned by the library are arranged by title at the back of the Reading Room. All these can be used only in the library. There are many networked workstations in the Reading Room. These provide access to the CUNY-wide online catalog (which is a list of all the books, journals, and other materials, including electronic products, owned by all the CUNY libraries, including HPL), to indexes and abstracts on CD-ROMs, and to the Internet. Through the library home page access is provided to numerous licensed databases and full-text products. Many CUNY-licensed electronic resources are also available to students from home or distant

locations via their library barcode. Others, licensed by Hunter, are available through Hunter's proxy server.

Assistance in the use of all these resources, and in general, help in finding information for papers and projects is provided at the Reference Desk where a librarian is on duty during daytime and some evening hours. Feel free to ask questions. The librarians also provide library instruction upon request by the nursing faculty. These programs are held on the Computer Lab, and some include hands-on experience. There are also a number of printed instructional and resource guides available at a display stand. There are photocopiers on two floors, a vending card machine and a change machine.

The second floor of the Library also houses a Computer Lab with 32-networked workstations, an instructor's workstation, and printers. The workstations have word processing software, spreadsheets, statistical software, e-mail access, access to CUNY+, to the CD-ROM LAN, and to the Internet via Netscape. The Lab is open on a first come first served basis during all the hours the Library is open. A Student Aide can provide assistance in the use of these resources. Students need to bring their own diskette; Printing is available from two dot matrix printers (fee) and one laser printer (for a fee).

Students who want to use the library have to fill out a registration form at the Circulation/Reserve Desk. They will then get a barcode attached to their valid Hunter ID card. This will allow them open access and full user privileges at all the Hunter as well as other CUNY libraries. When needed, the Library also does referrals to other hospital, medical, etc. libraries. Graduate students can request materials not owned by the library through the Interlibrary Loan Service.

Eating, drinking, smoking and the use of cell phones is not permitted at any time in the library.

Financial Aid

Scholarship aid is available from the School of Nursing for undergraduate students enrolled in the Generic Pathway. Awards are need-based. To be considered, students must be matriculated fulltime and must have and maintain a minimum GPA of 2.50. Students must also have on file with the Hunter College Office of Financial Aid a Free Application for Federal Student Aid (FAFSA) and a CUNY Financial Aid Form (CUNY FAF). The federally funded, Scholarships for Disadvantaged Students (SDS), also requires that students provide proof of parents' income. This applies to both dependent and independent students. In addition to financial need, some scholarships may have other eligibility requirements. Scholarship applications are distributed in the beginning of the fall semester for the Undergraduate Program Office, Room 501 at the Brookdale Campus.

Limited scholarship aid is available to graduate students through a grant from the Rudin Foundation. Federally funded nurse traineeships are also available. You may obtain an application from the Graduate Program secretary located in Room 508, West, Brookdale Campus.

Information on other sources of aid may be obtained from the Hunter College Office of Financial Aid website at www.hunter.cuny.edu/finaid/forms

Office of AccessABILITY for Students with disabilities

Support services and accommodations are available to provide students with disabilities greater accessibility to the academic environment. For a full description of these services refer to the Undergraduate Catalog, page 20 (http://registrar.hunter.cuny.edu/pdf_folders/undergraduate07_10catalog/catalog_2007-10_GenInfo.pdf) or the Graduate Catalog, p. 19 (http://registrar.hunter.cuny.edu/pdf_folders/completegraduatecatalog2006_2009.pdf). The Office of AccessABILITY is located at the Main Campus H.C. East, 1124; telephone 212-772-4857.

Student Housing

Limited dormitory space is available at the Residence Hall, Brookdale Campus. For more information, contact the Residence Hall Office, B.C. North 117, telephone 481-4310.

The Hunter College Book Store

The Hunter College Book Store is located at the main campus, telephone # 650-3970. They will open a small outlet on the Brookdale Campus during the early weeks of each semester. They stock required, supplementary and recommended textbooks.

Student TV Room

There is a Student TV Room at the Brookdale Campus. For information on the use of the TV Room, call the Residence Hall Office, 481-4310.

For additional information on student services provided by the College refer to the Undergraduate & Graduate Catalogues.

ACADEMIC HONORS AND AWARDS

Sigma Theta Tau 212-481-4445

Office 516, West, Brookdale

Sigma Theta Tau is the International Honor Society in Nursing. The mission of the Society is the continued improvement of nursing practice through scholarship, leadership and research throughout the world. The Hunter College Chapter, Alpha Phi was chartered on February 22, 1970 and continues to be an integral part of the School of Nursing.

Eligible candidates for membership include:

- a. Senior nursing students in the undergraduate generic program with a cumulative Grade Point Average (GPA) of 3.2 or above.
- b. RN Pathway students who have completed a minimum of 96 credits with a GPA of 3.2 or above.
- c. Graduate students who have completed a minimum of 30 credits with a 3.5 or better (GPA).

Membership is also open to registered nurses who hold a BSN and have been active in the profession for a minimum of three years. Evidence of advanced clinical practice is required. Two members of the faculty act as counselors for potential applicants. Their names and office numbers are posted on the Sigma Theta Tau, bulletin board on the 5th floor of the Brookdale Campus, Room 516, the Sigma Theta Tau office.

Applications are available from faculty counselors. An information "Tea" is held every October, and all students are invited to attend. Applications are also distributed at the "Tea". The deadline for applications is mid-December. An induction ceremony is held yearly in April.

Academic Honors

DEAN'S LIST The academic deans issue a list of undergraduate students with excellent academic records. The rules for inclusion in the Dean's List are available in the Office of Student Services. Students should note, however, that they cannot

be considered for the Dean's List for a semester during which they have received an INC grade.

GRADUATION WITH GENERAL COLLEGE HONORS An undergraduate student who has completed 60 credits of traditional letter grades at Hunter College may be considered for graduation honors. Undergraduate students with a cumulative GPA of 3.900 or higher will be graduated Summa Cum Laude. Students with a GPA from 3.750 to 3.899 will be graduated Magna Cum Laude. Students with a GPA from 3.500 to 3.749 will be graduated Cum Laude.

GRADUATION WITH DEPARTMENT HONORS On recommendation of any department or interdepartmental field, students with at least 24 credits in the department or field may be graduated "With Honors" in that department or field, provided they graduate in the term for which they file for honors. Of these credits, 21 (or in exceptional cases 18) must be taken at Hunter. Students who participate in the Study Abroad Program or the Exchange Program within the United States may be considered for departmental honors even if they have earned fewer than 18 credits at Hunter in courses approved for the major.

Students are eligible for departmental honors if their GPA in the major or field is not less than 3.5 and if their cumulative GPA is not less than 2.8 at the time of graduation. The student must also elect at least 2 credits (but no more than 6 credits) in honors courses offered in that department or field and present to the department's Committee on Honors a piece of independent work. Honors courses include seminar, laboratory, reading, and tutorial courses and independent study project established for the instruction of honors students.

Academic Awards to Graduating Students

I. EXCELLENCE IN ACADEMICS AWARDS

Certificate of Merit Awards for all graduating students in all programs with a final cumulative index of 3.8, 3.9, 4.00.

II. DEAN'S PRIZE FOR THE OUTSTANDING STUDENT IN EACH PROGRAM

Selected by the Dean upon the recommendation of Program Directors.

III. AWARDS FOR EXCELLENCE IN CLINICAL PRACTICE

The award for outstanding clinical practice is given to one graduating student in each of the three programs (Generic, R.N. Pathway, and Graduate Programs) who consistently demonstrates outstanding commitment to nursing practice, the core professional values of nursing, evidence based practice and institutes innovative clinical practices. Awardees will be nominated by faculty and students of the respective programs. The nominee must possess a minimum 3.0 cumulative index for undergraduate students and a minimum 3.5 for graduate students.

IV. AWARDS FOR LEADERSHIP

The award for school leadership is given to one graduating student in each of the undergraduate programs (Generic, R.N. Pathway).

Awardees will be nominated and selected by faculty of the respective programs. The award is presented to an outstanding student who consistently demonstrates excellence

1. by making contributions toward facilitating student participation in School, College and University by holding class offices, committee membership, engaging in fundraising activities, and problem resolution.
2. acting as liaison between administration, faculty and students.
3. participating in debate on social and ethical issues in the school and college.
4. through a positive contribution to the social milieu of the School by participation in orientations, planning affairs, parties, dormitory activities, and shows and informal exchanges.

B. The award for community leadership is given to one graduating student in each program (Generic, R.N. Pathway, Graduate).

Awardees will be nominated by faculty students of the respective programs. The award is presented to an outstanding student who consistently demonstrates excellence by

1. volunteering services to community-based groups and organizations.

2. serving as a community advocate.
3. participating in developing public policy as a citizen and health professional.

C. The award for professional leadership is given to one graduating student in each program (Generic, R.N. Pathway and Graduate). Awardees will be nominated and selected by faculty of the respective programs. The award is presented to an outstanding student who consistently demonstrates excellence by

1. participating and contributing to nursing and interdisciplinary professional groups and activities at the local, state, national and global level.
2. having membership in Sigma Theta Tau.
3. disseminating ideas through publications and professional presentations.

V. AWARDS FOR CREATIVE AND SCHOLARLY PROJECTS

This award is presented by the Alpha Phi Chapter of Sigma Theta Tau to the individual or group in each program (Generic, R.N. Pathway, Graduate) who has developed an outstanding creative or scholarly project significant to nursing or health care in its impact on the target population and its potential usefulness in a clinical setting. Awardees will be nominated and selected by faculty of the respective programs.

VI. ANN DILLON AWARD FOR CARING

This award is presented by the Alumni Association to the individual in each undergraduate program (Generic, R.N. Pathway) who demonstrates caring. Awardees will be nominated by faculty and students of the respective programs.

VII. SERVICE LEARNING LEADERSHIP AWARD

The Service-Learning Leadership Award recognizes exemplary work created by a graduate student who engaged in a partnership between a community agency and the School of Nursing to improve higher education, civic engagement, and the overall health of communities.

The intent of the award is to highlight the power and potential of community-campus partnerships as a strategy for social justice. The award recognizes a student who through a partnership has or is striving to achieve the systems and policy changes needed to overcome the root causes of health, social and economic inequalities.

The Service-Learning Leadership Award recognizes work being done by a student within a community-campus partnership to:

1. solve major health, social and/or economic challenges facing our society through the knowledge, wisdom and experience in communities and in academic institutions.
2. build capacity of communities and higher educational institutions to engage each other in authentic partnerships.
3. develop partnerships that balance power and share.
4. ensure that community-driven social justice is central to service-learning and community-based participatory research.

Awards are monitored by the Policy and Student Affairs Committee, based on these policies students may self-nominate or nominate other students for all student awards. The following criteria apply for self and student nomination:

The award candidate is responsible for:

1. Meeting all appropriate deadlines.
2. Writing a letter of request to be considered for specific award.
3. Submitting evidence substantiates qualifications
Examples of evidence.
 - a. letter from agencies
 - b. graded papers from faculty
 - c. recommendations from faculty
 - d. clinical evaluations.

Potential graduates must submit all necessary documentation to the Chair of the Policy and Student Affairs Committee by mid April prior to June graduation.

STUDENT ORGANIZATIONS AND ACTIVITIES

Participation in student activities is considered an integral component of education and professional socialization. These involvements are invaluable and provide opportunities to develop a sense of responsibility, leadership, management skills and encourage interaction with other peers, staff and faculty.

Students are encouraged to participate in student associations and on School of Nursing committees. Student representatives are self-elected or elected by their peers to represent the Generic Pathway, R.N. Pathway and Master's programs. They have full voting privileges. Committees open to students include the following: Recruitment and Admission, Academic Standing and Awards, Curriculum, Policy, Evaluation of Teaching, Resources, Facilities and Services.

The Student Nurse Association and R.N. Pathway Association are the student organizations of the school. These groups play an essential role in the life of the School.

Information on regulations and procedures related to student government activities is available at the Main Campus in the Offices of the Day Session Student Government Rm. 121 HN, the Evening (SGS) Government Thomas Hunter Rm. 102 and the Graduate Student Government, Thomas Hunter Rm. 320.

Elections for Generic Pathway class officers take place at the beginning of the spring semester of the junior year. This gives the incoming class an opportunity to identify potential leaders. These officers continue to represent their class throughout senior year.

Organizations

NATIONAL STUDENT NURSES' ASSOCIATION

<http://www.NSNA.ORG>

The National Student Nurses' Association (NSNA) is the national organization for students in programs preparing them for registered nurse licensure. The purpose of the NSNA is to assume responsibility for contributing to nursing education in order to provide for the highest quality health care; to provide programs representative of fundamental and current professional interests and concerns and to aid in the development of the whole person, his or her professional role and responsibility for the health care of all people.

All students in the School of Nursing, whether R.N.s or non-R.N.s, are eligible for active membership. Upon joining the NSNA the student automatically becomes a member of the New York Nursing Students' Association. Applications

and more information are available in the School of Nursing. Imprint, the official magazine of the NSNA, is issued four times during the academic year and sent to each student. In addition, members can also take advantage of discounts to the American Journal of Nursing as well as reduced rates to the NSNA and the American Nurses' Association conventions.

555 West 57th Street
New York, New York
212-581-2211
E-mail: NSNA@NSNA.ORG

AMERICAN NURSES' ASSOCIATION

<http://www.NURSINGWORLD.ORG>

The American Nurses' Association (ANA) is the professional association for registered nurses in the United States. Membership is open only to registered nurses. The purposes of the ANA are to foster high standards of nursing practice, and to promote the professional and education advancement of nurses to the end that all people may have better nursing care. The American Journal of Nursing is the official monthly magazine of the ANA. As members of the National Student Nurses' Association, students can subscribe to the AJN at reduced rates.

American Nurses' Association
600 Maryland Ave. Suite 100 West SW
Washington, DC 20024-2571
1-800-274-4ANA

NEW YORK STATE NURSES' ASSOCIATION

<http://www.NYSNA.ORG>

The New York State Nurses' Association is one of 53 state or territorial associations within the ANA. The NYSNA is composed of nine constituencies. Generally, a nurse joins at this local level and automatically becomes a member of the state association and the ANA. The NYSNA adheres to the purposes of the national organization. Each constituency holds monthly or bi-monthly business and educational meetings, which students may attend. Students may also attend (often at reduced rates) the state convention held every fall.

New York State Nurses' Association
11 Cornell Road
Latham, NY 12110
518-782-9400

NATIONAL LEAGUE FOR NURSING

<http://www.NLN.ORG>

The primary function of the National League for Nursing (NLN) is to work with agencies concerned with nursing education and service, with state boards of nursing and with community agencies to improve nursing care. Services offered by the NLN are accreditation, consultation, testing, continuing education, research and publication. The NLN links the interests of nursing with those of the community through its membership of individuals, drawn from all ranks of nursing personnel, other health professions and interested lay people, and of agencies, both education and service oriented. The official publication of the NLN is Nursing Outlook.

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AMERICAN ASSOCIATION OF COLLEGES OF NURSING (AACN)

<http://www.aacn.nche.edu/contactus/inquiry.htm>

The American Association of Colleges of Nursing (AACN) is the national voice for America's baccalaureate-and higher-degree nursing education programs.

AACN's educational, research, governmental advocacy, data collection, publications, and other programs work to establish quality standards for bachelor's- and graduate-degree nursing education, assist deans and directors to implement those standards, influence the nursing profession to improve health care, and promote public support of baccalaureate and graduate education, research, and practice in nursing—the nation's largest health care profession.

The American Association of Colleges of Nursing (AACN) is the only national organization dedicated exclusively to furthering baccalaureate and graduate nursing education.

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