



**Mount
Sinai
Phillips School
of Nursing**



School Catalog and Student Handbook 2023-2024

Acknowledgements

Receipt of School Catalog and Student Handbook

All students acknowledge the receipt of the Mount Sinai Phillips School of Nursing School Catalog and Student Handbook. Each student is responsible for reading and abiding by the information contained within the School Catalog and Student Handbook, which contains important information needed during student experiences at Mount Sinai Phillips School of Nursing. Students must sign the Letter of Understanding form to acknowledge the receipt of the Catalog and submit it to the Office of Student Services before the beginning of their program at the School.

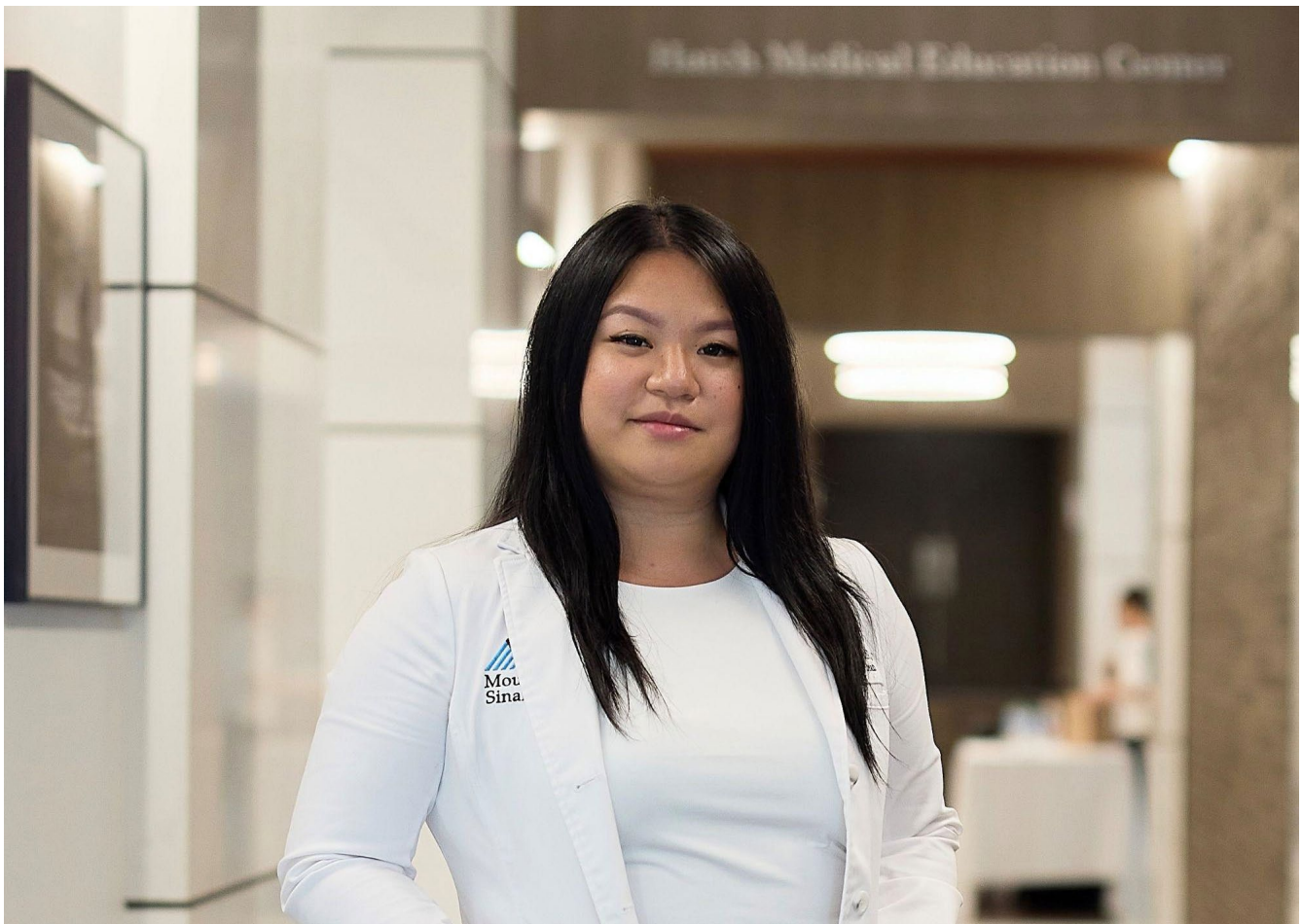
Notification of Policy Change

Any change in PSON policies and School Catalog and Student Handbook will be shared electronically with students and posted on the School learning management system Moodle under Student Resources.

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Message from the Interim Dean

Nursing has been named the most trusted profession for 21 years in a row according to a recent Gallup poll. For more than 120 years, the Mount Sinai Phillips School of Nursing (PSON) has been a key contributor to the profession by preparing and graduating thousands of nurses who are collectively upholding the values and ethics of nursing and caring for the diverse populations and communities that we serve. You too can be a part of this impactful journey.

At PSON, we continue to embrace our diverse student body and remain committed to upholding the principles of diversity, equity, inclusion, and anti-racism. Every student who comes to PSON has their own unique journey and story to tell. We give students the resources, knowledge, and experiences they need to succeed and thrive as nurses. We recognize from the beginning the challenges related to this transition. Our Pre-Entry Immersion Program aims to acclimate and assist our students as they step into the role of student nurses.

We are also fortunate to be a part of the Mount Sinai Health System and to be able to offer high-quality experiential learning throughout the system's eight hospitals and hundreds of ambulatory sites. Throughout your clinical experiences, you will have the opportunity to establish relationships with nurses and nurse leaders within the Health System that will propel your career. Our state-of-the-art simulation center, featuring multi-level fidelity simulators coupled with facilitation by our esteemed

faculty, offers our students additional hands-on experience and the opportunity to develop critical thinking, clinical decision-making, clinical judgment, and time management skills in a low-stakes environment.

We also have a variety of academic practice partnerships with the Mount Sinai Health System—notably our student nurse internships in specialties where there is great demand, such as emergency nursing and oncology. In addition, we have our unique Phillips Fellows evidence-based practice and quality improvement program, where selected fellows are able to develop, implement, and disseminate findings even before they become nurses.

In four semesters, our goal is to help every student learn to think like a nurse. Beyond the clinical knowledge, we want to help you develop the personal skills you'll need to thrive. The skill to adapt is vitally important—both as a nurse and as a student. As a student, you'll have a demanding schedule, and every semester is different. And as a practicing nurse, you will often encounter new and challenging situations.

We want your journey at PSON to be life-changing in the sense that you are not just coming here to learn how to be a nurse, but to grow as an individual in ways you couldn't imagine. We hope to help you discover an even deeper appreciation of life, your purpose, meaning, gratification, and joy.

For most, it's a calling, not just a job. The Mount Sinai Phillips School of Nursing is an extraordinary place to learn and fulfill your calling. I say all this with gratitude and excitement as I am a proud graduate of PSON. I've studied here, I've taught here, and now as Interim Dean, I want your experience here to be as rich and rewarding as mine has been and continues to be. I welcome you to embark on this transformational journey with us.

A handwritten signature in black ink, appearing to read "V. Lien". The signature is fluid and cursive, with a large initial "V" and a long, sweeping underline.

Vivian Lien, MSN, RN, CNE
Interim Dean and Assistant Professor

History

The earliest mission of Beth Israel Medical Center (now Mount Sinai Beth Israel), founded in December 1889, was to meet the desperate health care needs of the new wave of Jewish immigrants to America. By February 1890, the Beth Israel Hospital Association had 249 members and \$4,586—enough to establish a makeshift dispensary in an old loft on New York City’s Lower East Side.

Several months later, the hospital association opened as a fully operational outpatient dispensary with twelve volunteer doctors in a rented building on Henry Street. In 1891, its capabilities expanded again to encompass a 20-bed inpatient unit where Jewish religious and dietary laws were followed.

The hospital was formally established as a 115-bed inpatient facility at Jefferson and Cherry Streets in 1902, the same year that the Beth Israel School of Nursing enrolled its first class. Because it attracted young women from among the foreign-born population, patients were able to describe their symptoms and concerns in their own language and were treated in a friendly and supportive manner. Students, ranging in age from eighteen to thirty-five, were required to have only the ability to read and write for admission into the school.

Throughout the years, the school’s curriculum has evolved to meet the changing role of the nurse and healthcare needs of society. In 1978, the School of Nursing received approval to grant the degree of Associate in Applied Science with a major in Nursing. In 2014, the school introduced an RN-BSN program for registered nurses who have graduated from associate degree or diploma programs. In 2017, the School initiated its ABSN program, a 15-month accelerated pre-licensure baccalaureate program for students with a prior bachelor’s degree in another discipline. In 2022, the school introduced an Upward Mobility program (RN-BSN) that offers an innovative path for associate degree and diploma nurses to gain their BSN while working within the Mount Sinai Health System. The baccalaureate degree program in nursing at Mount Sinai Phillips School of Nursing is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20002, 202-887-6791. The School is currently in candidate for accreditation status with the Middle States Commission on the Higher Education (MSCHE) an institutional accrediting agency recognized by the U.S. Secretary of Education and the council for Higher Education Accreditation (CHEA).

A Board of Trustees Committee on the School of Nursing was composed of representatives from the Board of Trustees, Medical Board faculty, and community advisory members. That Committee evolved into the current Board of Mount Sinai Phillips School of Nursing.

Today, the Mount Sinai Phillips School of Nursing continues to be a leader in preparing students to meet the demands of a dynamic health care system. With an enrollment of approximately three hundred students, composed of a wide range of ages and backgrounds, the present nursing classes reflect the diverse population of New York City. Students bring a wealth of life experiences with them which enhances the learning environment for all.

Mission

The mission of the Mount Sinai Phillips School of Nursing is to provide an exceptional nursing education to a diverse student body in an inclusive, equitable environment that will advance the delivery of outstanding healthcare to local and global communities.

Vision

The vision of Mount Sinai Phillips School of Nursing is:

- To actively respond to society's need for caring, knowledgeable, and skilled nursing professionals.
- To use and develop evidence-based research as the foundation for contemporary education and clinical practice.
- To be a leader in nursing education.

Diversity Statement

Supporting our foundational mission to provide an exceptional nursing education to a diverse student body in an inclusive, equitable environment, the Mount Sinai Phillips School of Nursing (PSON) is committed to promoting and supporting diversity, inclusion, and social justice throughout our teaching, scholarship, and service pillars among students, faculty, and staff. Our vision is to embrace these principles in our quest for equity and to advance the delivery of outstanding health care to local and global communities.

Philosophy

The philosophy of Mount Sinai Phillips School of Nursing reflects the beliefs of the faculty regarding individuals, society, nursing, education, and the role of the nurse within the health illness continuum.

The faculty's belief is embodied in the recognition that human beings possess physical, social, psychological, spiritual, and cultural qualities. Inherent in this belief is that human beings are endowed with self-worth and dignity and have a right to have their basic needs met. The human experience is dynamic throughout the life cycle and an individual's behavior reflects continuous interaction with the total environment.

Society is comprised of individuals, diverse in their cultures, customs and behaviors, whose interactions occur through membership in family and community groups. The School of Nursing, as part of the community, prepares graduates to make vital contributions to society. This is achieved through provision of care to individuals and groups of individuals in varied health care settings and by participation in health-related community activities.

Health is a dynamic state with levels of wellness existing along a continuum. Optimal health is a state of physical, mental, and social well-being and not merely the absence of illness. Illness is manifested by compromised functioning and diminished capacity to meet one's needs.

Nursing is a dynamic, interactive process between the nurse, patient, family, and significant others whereby goals are mutually established in order to meet compromised patient needs. Nursing practice is caring and humanistic, aimed at assisting patients to achieve their highest level of functioning. Adult education is an interdependent process between teacher and learner. The educator functions as a facilitator, resource person and role model who encourages students to develop the knowledge and critical thinking skills necessary to deal with challenges. The learner is a motivated individual who internalizes and applies new principles, concepts, and skills as evidenced by modification of attitude, ideas, and behavior. Inherent in this process is the development of the learner's self-awareness,

independent decision-making, and accountability. Optimal learning occurs in an interactive environment where mutual respect and freedom of inquiry are fostered.

Nursing education provides the graduate with the competencies necessary to implement nursing care based upon current knowledge and concepts of the biological, social and behavioral sciences, nursing concepts, current technology and healthcare trends. The ultimate goal is to graduate nurses who deliver competent and compassionate health care, both locally and globally, and who participate in professional activities and demonstrate a commitment to lifelong learning.

Graduates are prepared to function in a collaborative role with other health care practitioners when providing and managing preventative, restorative and supportive care to individuals. They practice in a variety of health care settings utilizing established protocols within an ethical and legal framework.

The School and Its Resources

Study at a Major Medical Health Care System

The Mount Sinai Health System is an integrated health care system providing exceptional medical care to our local and global communities. Encompassing the Icahn School of Medicine at Mount Sinai and eight hospital campuses in the New York metropolitan area, as well as a large, regional ambulatory footprint, Mount Sinai is internationally acclaimed for its excellence in research, patient care, and education across a range of specialties. The Health System is designed to increase efficiencies and economies of scale, improve quality and outcomes, and expand access to advanced primary, specialty, and ambulatory care services throughout a wide clinical network.

The Health System includes more than 7,200 primary and specialty care physicians and thirteen freestanding joint venture centers. Mount Sinai also features a robust and continually expanding network of multispecialty services, including more than 410 ambulatory practices throughout the five boroughs of New York City, Westchester, and Long Island. With an extraordinary array of resources for the provision of compassionate, state-of-the-art care, the Mount Sinai Health System is poised to identify and respond to the health-related needs of the diverse populations it serves.

Extensive Academic Resources

In 2020, the school moved to 148 East 126th Street between Lexington and Third Avenues. The neighborhood, known as “East Harlem,” has enjoyed a resurgence in popularity caused by its easy access to transportation and the opening of new luxury developments, excellent restaurants, and national-brand stores.

This new, modern facility encompasses two floors of bright and airy space designed to respond to today’s technology-driven nursing curricula. The facilities include:

- A state-of-the-art simulation center featuring hospital inpatient, primary care, homecare, and operating room settings utilizing the latest in high fidelity manikins and other hospital equipment;
- A multi-purpose auditorium;
- A student lounge (equipped with vending machines, refrigerator, microwave, and hot/cold water machines) located in the atrium;
- A study center;
- Several classrooms, conference rooms, and administrative and faculty offices;

- An Information Commons Area staffed by a Reference and Instruction Librarian who is available for information and literacy-related consultations and other reference requests.

The Mount Sinai Health System Libraries provide PSON with remote electronic access to an array of digital resources consisting of a diverse collection of medical and nursing journals, databases, e-books, mobile applications, and other clinical sources.

A Diverse Student Body

We are proud of the diversity to be found at PSON. Students, primarily from the greater metropolitan area, are enrolled in the School and range in age from their 20's to 50's. Our students reflect the multiplicity of race, religion, sexual orientation, and ethnic origin, cultural and economic backgrounds that one finds in a large city.

International Initiatives

The School's global footprint is growing rapidly and is enthusiastically embraced by faculty and students alike. Currently, PSON has official Memorandums of Understanding (MOUs) with the Taiwan Nurse Practitioners Association, The Dayeh University, Taiwan; Colombia Adventist University, Medellin, Colombia, Centre de Formation Pour Les Secteurs Infirmier, Brussels, Belgium, Bharathi Vidyapeeth University, Pune, India, University of Malaya, Kuala Lumpur, Malaysia, and the Kathmandu University School of Medical Sciences and Dhulikhel Hospital, Nepal. These international experiences, which provide students with an awareness of global nursing issues, are offered in the winter, spring, and summer sessions. The learning model focuses on four major learning themes: educational, cultural, clinical, and collaborative. Nursing students and faculty who participate in these learning opportunities enjoy greater personal and professional growth.

Campus Information

School Campus

Address: 148 E. 126th Street, New York, N.Y. 10035

Telephone: (212) 614-6110

Building Access

The School is open for classes/clinicals weekdays from 7:00am to 6:00pm and weekends for limited hours, depending on the course.

Office hours are Monday through Thursday from 9:00am to 4:30pm and Friday from 9:00am to 2:30pm. Appointments with administration can be made during regular business hours. Hours are subject to change.

Security services are available while the building is open, and classes are in session. There is no access to the school at other times without the explicit permission of school administration. Students are required to show their ID cards to Security each time the student enters the building and IDs must be worn at all times while on the premises of PSON.

In the event of a serious security emergency on the premises, Security must be notified immediately. The situation will then be referred to MSHS Security or 911.

For safety purposes, all students must exit the school premises prior to the last faculty. Fifteen minutes before closing, Security will complete a final walkthrough to ensure that no one is on the premises.

Campus Crime Statistics

Upon written request, all campus crime statistics, as reported to the United States Department of Education, are available through The Office of Student Services.

In order to ensure that our faculty and students are provided with a safe and healthy learning environment, the School complies with all federal and state laws and regulations for campus safety including: the Clery Act, the Violence Against Women Act, Title IX, and most recently, legislation on Campus Sexual Assault.

Emergency School Closing

If it becomes necessary to cancel and/or close the school due to emergency situations, students will be informed via an emergency text message. All students are automatically enrolled in the text messaging service utilizing their contact information provided to the Office of Student Services.

To Subscribe: Text the phrase PSON to 313131 and you will be enrolled in the PSON Text Messaging Service.

When you subscribe to PSON Text Messaging Service, you will receive this message: "Thank you for joining PSON Text Alert. Message and data rates apply."

Error Message: If you receive "Service Access Denied" message, short codes may be blocked by your service provider. Please call your service provider to activate short codes for your cell phone.

All students, staff and faculty are expected to subscribe to the PSON Text Messaging Service in order to receive emergency and important messages.

Neighborhood Information

A Vibrant Neighborhood, Easy to Reach

Long known as "The City That Never Sleeps," Manhattan offers a wide variety of cultural activities to enjoy, including theater, movies, opera, and numerous community functions. Visit the deck of the Empire State Building, ride the Staten Island Ferry, or visit Times Square offering many Broadway shows at half-price the day of the performance. Movie theaters are plentiful in the city and show first-run films, indie movies, and revival houses featuring film classics.

In Harlem, see a show at the Apollo Theatre, explore Northern Central Park, or tour the Cathedral Church of St. John the Divine. Harlem's rich immigrant history is reflected in nearby cultural institutions such as el Museo del Barrio, The Hispanic Society, The Museum City of New York, and Julio de Burgos Center.

Mount Sinai Phillips School of Nursing is located at 148 East 126 St., between Lexington Avenue and Third Avenue in Upper Manhattan's East Harlem neighborhood. The School is just a few blocks away from: New York Public Library located on 224 E 125th Street, New York, NY 10035, restaurants, Apollo Theater, Marcus Garvey Memorial Park, local shops and more.

Transit

The School is conveniently located to various transit options, including:

- Train:
 - Take 4, 5 and 6 to East 125th Street Station
- Buses:
 - The M101 (3rd Avenue route) to East 125th St and Third Ave
 - The M15-SBS (Select, 1st Avenue route) to East 126th St and Second Ave
 - The M60-SBS (Select, along Broadway) to East 125th St and Second Ave)
- Metro North:
 - Harlem Line to 125th St & Park Avenue
 - Hudson Line to 125th St & Park Avenue

Parking Garages

- 162 E 126 St, New York, NY 10035 garage: 1 minute walk
- 160 E 125th St. Garage, 177 E 124th St., New York, NY 10035: 1-minute walk
- 68 E 126th St. parking, 68 E 126th St. New York, NY 10035: 3-minute walk

Religious Institutions

- Pilgrim Cathedral of Harlem – 15 W 126th New York NY 10027(212) 426-2888
- All Saints Roman Catholic Church-52 E 129th St, New York NY 10035(212) 987-1930
- Greater Refuge Temple Church - 2081 Adam Clayton Powell Jr. Blvd.,7th Ave. (212) 866-1700
- Greater Calvary Baptist Church – 55 W 124th St Suite 55, New York, NY 10027 (212) 348-6132
- Saint Paul Church – 113 E 117th St, New York, NY 10035 (212) 534-4422

Fitness Institutions

- Planet fitness Gym- 208 W 125th St. Harlem, NY 10027 (212)497-2644
- Harlem YMCA -180 W 135th St, New York, NY 10030(212)-912-1200
- Harlem Yoga Studio - 44 W 125th St Ste 3R, New York, NY 10027(917)-538-0457

Volunteer Opportunities

There are numerous volunteer opportunities at Mount Sinai Beth Israel. The time commitment is a minimum of two hours per week for six months. Please call 212- 420-2733.

Upward Mobility (RN-BSN)

Program Overview

Length of Program: 4 semesters (dependent upon transfer credits upon admission)

Application Open: Applications Accepted Year-Round

Classes Begin: Fall, Spring and Summer Semesters

The Upward Mobility (RN-BSN) program is designed to meet the ever-changing needs of today's nurses. The Upward Mobility (RN-BSN) program is a fast-track, blended program with entry in the Fall, Spring and Summer semesters. The program is perfect for RNs committed to earning their BSN in just four semesters (based on the number of transfer credits approved upon admission and schedule of classes). This smooth and flexible model addresses the needs of working RNs and the health care systems they serve. The curriculum includes a blend of clinical, online, and classroom education. Hands-on care (with preceptors) is an integral part of the curriculum; students' clinical experiences enable them to learn how to provide unmatched patient care in a complex health care environment.

Student Learning Outcomes

Upon completion of the program, the graduate will be able to:

1. Develop nursing knowledge and clinical skills in a specialty practice setting in order to improve patient outcomes.
2. Apply evidence-based research.
3. Utilize technology and information literacy skills in the systematic process of inquiry, research, and analysis to support evidence-based practice.
4. Communicate across disciplines to provide and maintain delivery of culturally sensitive health care.
5. Demonstrate leadership and management skills that utilize critical and creative thinking, ethical decision-making, and the ability to manage ambiguity in a rapidly changing healthcare environment.
6. Promote and maintain a culture of mutual respect, upholding the rights, beliefs, and values of all individuals in local or global communities in the delivery of accessible, cost-effective, safe, and quality patient care.
7. Analyze the issues of an aging community and the impact on the provision of health care.
8. Analyze the provision of care across the health-illness continuum with attention to public policy and advocacy.
9. Demonstrate accountability for nursing practice and commitment to ongoing professional, educational, and clinical development.

Program Goals/Outcomes

1. A minimum of 75% of students will complete the RN-BSN program within three years of enrollment.
2. A minimum of 95% of graduates will state that the program provided them with the knowledge for evidence-based, clinically competent professional practice in the care of individuals, groups, and families in a specialty practice setting.

3. A minimum of 95% of graduates will evaluate the leadership and management opportunities as positive learning experiences.
4. A minimum of 95% of graduates will rate the opportunities for inter-professional activities positively.

RN- BSN Actual Program Outcomes

Program Outcome 1: A minimum of 75% of students will complete the RN-BSN program within three years of enrollment.

Year	Percentage students graduated within 3 years
2017	100%
2016	100%
2015	93%
2014	86%

Program Outcome 2: A minimum of 95% of graduates will state that the program provided them with the knowledge for evidence-based, clinically competent professional practice in the care of individuals, groups, and families in a specialty practice setting.

Year	Percentage Satisfied
2019	100%
2018	100%
2017	95%
2016	100%

Program Outcome 3: A minimum of 95% of graduates will evaluate the leadership and management opportunities as positive learning.

Year	Percentage Satisfied
2019	100.00%
2018	100.00%
2017	100.00%
2016	100.00%

Program Outcome 4: A minimum of 95% of graduates will rate the opportunities for inter-professional activities positively.

Year	Percentage Satisfied
2019	100.00%
2018	100.00%
2017	100.00%
2016	100.00%

Admissions Philosophy and Policy

Applicants are selected following a holistic review of their application, which includes but is not limited to their previous academic achievement and potential aptitude and recommendations. Students are admitted without regard to age, race, color, sex, religion, ethnic origin, marital status, sexual orientation, gender identity, gender expression, veteran status, qualified disability, or any other characteristic protected by law.

Today, more than ever, nurses need a BSN degree to compete in the job market and to deliver safe, equitable patient care. The Upward Mobility Program is an innovative path for RNs to earn their BSN while working.

Graduation requirement: 122 credits

Credits for prior RN Licensure and transfer courses; 87-95 credits

Residency requirement: 27 credits

Application Deadline: **Rolling Admissions for Spring, Summer, and Fall Semesters**

ADMISSIONS REQUIREMENTS

- RN Licensure (Unrestricted and unencumbered current license and current registration to practice as a registered nurse in New York State)
- Official transcripts (all transfer credit requests will be considered on a case-by-case basis)
- Current resume
- Current Basic Life Support (BLS) for Healthcare Providers Certification (AHA only)
 - *Note: Student admissions are conducted on a case-by-case basis.*

Transfer Credit Policy

- 30 semester hours of nursing credit granted for prior learning validated by the successful completion of the NCLEX-RN exam and RN licensure.
- Minimum residency requirement – 27 nursing credits.
- Maximum number of credits transferable – 90 credits.
- Comparable liberal arts and science courses accepted for transfer credit on a case-by-case basis.
- National Certification in a Specialty may be accepted in lieu of “Nursing in a Clinical Specialty,” (NSG 404/5 credits). A list of eligible certifications follows later in this section. Note that

certification must be documented on admission and prior to enrollment; otherwise, the Nursing in a Clinical Specialty course (NSG 404) must be taken.

- Official transcripts from all schools attended must be submitted with the application or sent directly to the Office of Student Services for review. A Transfer Credit Assessment Form will be generated for each student accepted into the program. Prior to enrollment, students must review the Transfer Credit Assessment Form, indicate any courses in progress, and sign off on the form, acknowledging that the form includes all of the transfer credits awarded to the student by PSON. The Transfer Credit Assessment Form will be revised accordingly when official, updated transcripts are received by PSON. Once a student is enrolled, it is expected that all courses required for the degree will be completed at the School. Students should be aware of the financial aid implications of taking a challenge exam for course exemption.

Acceptance

- Applicants are selected following a comprehensive assessment of their previous academic achievement and personal and professional experiences.
- Based upon an evaluation of the candidate's academic credentials and past achievement, all candidates will receive a decision from the Admissions Committee in writing. All accepted candidates must:
 - Complete all required courses for the degree at the School;
 - Possess a laptop computer to be used during the program;
 - Successfully complete a required health clearance from the Department of Employee Health; and successfully complete a background investigation and drug screening.

Admission Deferment

Students unable to register for classes in the semester for which they are accepted may opt to postpone their admission into the program. Admission deferment requests should be submitted in writing to the Chairperson of the Admissions Committee. Candidates who have been accepted for admission and deferred their entry into the program must reactivate their portfolios and submit a re-entry request in writing at least three months prior to the start of the semester for which they seek admission.

Students employed with the Mount Sinai Health System may require additional permissions in order to defer their admission.

The Upward Mobility (RN-BSN) Program

(Bachelor of Science for Registered Nurses)

Curriculum

The curriculum is designed to be completed in four semesters. The curriculum is continuously updated to reflect changes in nursing education, practice and research. It is the student's responsibility to complete all courses necessary for the Bachelor of Science in Nursing (RN-BSN) Degree. In addition, the School may offer elective and/or independent study courses on a semester-by-semester basis. Students will be notified of the availability of such courses prior to registration deadlines. The School reserves the right to cancel a class due to insufficient enrollment.

Academic Calendar

The academic calendar is posted on the School's website.

Upward Mobility Master Curriculum

<u>YEAR ONE</u>		
<u>SEMESTER 1</u>		
<u>Session 1</u>		
NSG 406	Interprofessional Communication*	3
NSG 405	Applied Ethics in Nursing	3
SPE 201	Public Speaking*	3
<u>Session 2</u>		
NSG 302	Pathophysiology*	3
NSG 303	Health Assessment	3

	Total =	9-15
<u>SEMESTER 2</u>		
<i><u>Session 1</u></i>		
INL 302	Information Literacy and Technology*	3
NSG 305	Pharmacology*	3
<i><u>Session 2</u></i>		
NSG 301	Nursing Research and Evidence-Based Practice	3
NSG 307	Geopolitics and Health Care Policy	3
PSY 200	Group Dynamics*	3
	Total =	9-15
<u>SEMESTER 3</u>		
<i><u>Session 1</u></i>		
NSG 401	Nursing Issues in Caring for At-Risk Communities	5
MAT 331	Statistics*	3
<i><u>Session 2</u></i>		
PSY 300	Abnormal Psychology*	3
NSG 404	Nursing in a Clinical Specialty*	5

	Total =	10-16
<u>YEAR TWO</u>		
<u>SEMESTER 1</u>		
<i><u>Session 1</u></i>		
NSG 402	Nursing Leadership and Management	4
ENG 301	Professional Writing*	3
<i><u>Session 2</u></i>		
NSG 409	Nursing Capstone Course	3
SPA 100	Spanish for Healthcare Professionals*	3
	Total =	7-13

*Course available for transfer credit

Program length: 15 months / 4 semesters

Graduation requirement: 122 credits

*Eligible for transfer credit.

**National Certification in a Specialty Area may be eligible for transfer credit for NSG 404

- 15 hrs. Theory = 1 credit
- 30 hrs. Lab/Clinical = 1 credit
- Students are required to take a minimum of six credits per semester.
- Residency Requirement: 27-32 nursing credits in nursing

Credit for Experience

The School will award baccalaureate nursing degree credits for the following nursing certifications, up to a maximum of five credits. Credits earned by certification are accepted for NSG404 Specialty Nursing Course. Evidence of successful national certification must be submitted to the Office of Student Services as part of the enrollment application and prior to beginning the curriculum.

Phillips Beth Israel School of Nursing | Evaluating Professional Nursing Experience for Credit

Group	Certification Received	Credits Awarded
<p>Academy of Medical-Surgical Nurses Comprehensive standardized exam and a minimum of two calendar years as a registered nurse (RN) in a medical-surgical setting and have accrued a minimum of 2,000 hours within the past three years of practice in a medical-surgical setting</p>	<p>Certified Medical-Surgical Nurse</p>	<p>5</p>
<p>AACN Certification Corporation Comprehensive</p> <p>3-hour exam and requires 1,750 hours in direct bedside care of acutely and/ or critically ill patients during the previous two years, with 875 of those hours accrued in the most recent year preceding application.</p>	<p>Certification for Adult Critical Care Nurses</p> <p>(CCRN Adult)</p>	<p>5</p>
	<p>Certification for Neonatal Critical Care Nurse (CCRN Neonatal)</p>	<p>5</p>
	<p>Certification for Pediatric Critical Care Nurses (CCRN Pediatric)</p>	<p>5</p>
	<p>Certification for Progressive Care Nurses</p> <p>(PCCN)</p>	<p>5</p>
	<p>(PCCN)</p>	

<p>American Association of Diabetes Educators Comprehensive standardized examination and minimum of 15 clock hours of continuing education activities applicable to diabetes within the two (2) years prior to applying for certification and a minimum of 1000 hours of DSME experience with a minimum of 40% of those hours (400 hours) accrued in the most recent year preceding application.</p>	Certified Diabetes Educator	5
<p>Association of Perioperative Nursing Comprehensive standardized exam and working full-time or part-time in perioperative nursing in the area of nursing education.</p>	Certified Perioperative Registered Nurse	5

Group	Certification Received	Credits Awarded
administration, research or clinical practice and completion of a minimum of 2 years and 2,400 hours of experience in perioperative nursing, with a minimum of 50% (1,200 hours) in the intraoperative setting		
<p>American Board of Neuroscience Nursing Comprehensive standardized exam and 2 years of full-time (or 4,160 hours) experience in either direct or indirect neuroscience nursing practice during the past 5 years.</p>	Certified Neuroscience Registered Nurse Certification (CCRN)	5
<p>American Board for Occupational Health Nurses, Inc. Comprehensive standardized exam, and 3,000 hours in occupational health in the past five years; OR a completion of a certificate program in occupational health nursing for academic credit.</p>	Occupational Health Nursing Case Management Specialty Extension of the COHN Certification	5 5
<p>American Board of Perianesthesia Nursing Certification, Inc. ABPANC Comprehensive standardized exam, and a minimum of 1,800 hours of direct perianesthesia clinical experience during the two (2) years prior to application.</p>	Certified Post Anesthesia Nurse (CPAN) Certified Ambulatory Perianesthesia Nurse (CAPA)	5

<p>American Nurses Credentialing Center Comprehensive standardized exam and a minimum of 2,000 hours of clinical practice in the specialty area of nursing within the last 3 years and two years full-time as a registered nurse and have completed 30 hours of continuing education in the nursing specialty within the last 3 years</p>	<p>Certified Gerontological (ADN) Nurse</p> <p>Psychiatric and Mental Health Nurse Generalist and other certifications that meet similar ANCC requirements</p>	<p>5</p> <p>5</p>
<p>Association of Rehabilitation Nurses Comprehensive standardized exam and at least one of the following at the time of application: within the five years preceding the examination, completion of two years of practice as a registered professional nurse in rehabilitation nursing; OR within the five years preceding the examination, completion of one year of practice as a registered professional nurse in rehabilitation nursing and one year of advanced study (beyond baccalaureate) in nursing.</p>	<p>Certified Rehabilitation Registered Nurse (CRRN)</p>	<p>5</p>
<p>National Board for Certification of Hospice and Palliative Nurses Comprehensive standardized exam and at least 2 years of experience (recommended) in hospice and palliative nursing practice</p>	<p>Certified Hospice and Palliative Nurse (CHPN)</p>	<p>5</p>
<p>Board of Certification for Emergency Nursing, Emergency Nurses Association Comprehensive standardized exam and two years of experience in emergency nursing (recommended)</p>	<p>Certified Emergency Nurse (CEN)</p>	<p>5</p>
<p>National Certification Corporation</p> <p>Comprehensive standardized exam and two years (24 months) of experience comprised of at least 2000 hours of practice time in one of the specialties offered.</p>	<p>Inpatient Obstetrics Nursing (RNC-OB)</p> <p>Maternal Newborn Nursing (RNC-MNN)</p> <p>Low Risk Neonatal Nursing (RNC-LRN)</p>	<p>5</p> <p>5</p> <p>5</p>

	Neonatal Intensive Care Nursing (RNC-NIC)	5
Oncology Nursing Certification Corporation Comprehensive standardized exam and a minimum of one year (12 months) of experience as an RN within the three years (36 months) prior to application, and a minimum of 1,000 hours of adult oncology nursing practice within the two-and-one-half years (30 months) prior to application, and completed a minimum of 10 contact hours of	Oncology Certified Nurse (OCN) Certified Oncology Nurse (CPON)	5 5

Group	Certification Received	Credits Awarded
continuing nursing education or an academic elective in oncology nursing within the three years (36 months) prior to application.		
Pediatric Nursing Certification Board Comprehensive standardized exam and 1800 hours of pediatric clinical practice within the past 24-month period in a pediatric nursing specialty	Certification in Pediatric Nursing (CPN)	5

Course Descriptions

NSG 405 - Applied Ethics in Nursing - 3 Credits (Class 45 hours)

This course provides both the student and practicing registered nurse with a foundational knowledge of ethics, ethical principles, ethical reasoning, and decision-making strategies to navigate the ethical situations encountered on a daily basis. This will build upon the student's basic knowledge and principles of ethics and philosophy. Decision-making models, rationales for decisions, and various topics about ethical patient care are provided in this course.

SPE 201 - Public Speaking - 3 Credits (Class 45 hours)

This course focuses on the development of public speaking skills in general with an emphasis on conducting presentations in the health care setting. Students will strengthen their abilities in speaking in front of a group and learn how to tailor their oral message to different audiences. Issues related to the delivery of speech, such as pitch, articulation, pauses, and volume will be highlighted. Non-verbal communication, clarity, and simplicity of expression will also be incorporated.

NSG 406 - Interprofessional Communication - 3 Credits (Class 45 hours)

This course focuses on the communication needs of Interprofessional Health Care professionals. The course offers a study of Team and Group Development, Relationship-Centered Leadership, and

Building and Sustaining Collaborative Interprofessional Teams. Underlying these concepts throughout, the course brings forth the communication strategies to do this building. In this course, students will focus on the professional requirements of the Nursing Profession and the relationships among all the Health Care Professionals forming health care teams. The Inter-professional Communication and Practice course considers the ramifications of effective communication in all areas of health care teams and offers strategies and concrete ideas to improve this communication, which research shows to be directly correlated to improved and more effective patient outcomes. The perspective of this course is that everyone in health care can have influence in patient outcomes no matter what professional role they have. Further, leadership can arise from any professional contributor within the organization given effective communication and the building of collaborative health care teams.

NSG 302 - Pathophysiology - 3 Credits (Class 45 hours)

This course focuses on the physiologic changes that participate in disease production. These alterations are examined at the cellular, organic, and systemic levels. Emphasis is also placed on the body's attempt to compensate for these changes.

NSG 303 - Health Assessment - 3 Credits (Class 45 hours)

Students will be introduced to basic nursing and health assessment skills through identifying and applying basic facts, principles, and concepts. Students will develop basic assessment skills and learn to conduct a thorough health history and physical exam, including recognizing normal variations, common abnormalities, and potential problems.

INL 302 - Information Literacy & Technology - 3 Credits (Class 45 hours)

This course builds upon the concepts of information and technology usage previously developed in the curriculum. The course provides an overview of information literacy defined by the Association of College and Research Libraries as the set of abilities to recognize when information is needed and the skills to locate, evaluate, and to use information effectively. Challenges faced by nursing students/professionals include the rapid explosion of nursing and medical literature requiring one to develop the skills in which to critically apply this information. The principles of fundamental research, evidence-based nursing/practice, and proper usage of the appropriate citation style are explored in depth. The course uses the recommendations of the Association of College and Research Libraries, the Middle States Commission on Higher Education, The National League for Nursing, and of other academic institutions. Information literacy skills will be integrated with strategic searching, evaluative research, and communication endeavors.

NSG 205 - Pharmacology - 3 Credits (Class 45 hours)

A major emphasis is on principles of pharmacology to provide the student with a basis for understanding the actions and effects of drugs. Selected categories of drugs, including autonomic, cardiovascular, analgesic, antimicrobial, and psychotherapeutic, are surveyed to acquaint the student with the utilization of drug knowledge in the safe and effective administration of pharmacologic agents.

NSG 301 - Research and Evidence-Based Practice - 3 credits (Class 45 hours)

This course provides an overview of how evidence is developed from research, clinical expertise, inter-professional perspectives and from patient input. The steps of the research process are presented to provide students with a basis for evaluating research, designing research projects, and understanding the application of research in clinical practice. Levels of evidence for evaluating research approaches are presented. Analysis and critique of research articles address the quality and usefulness of the findings. Formulation of a research problem, with identification of the elements of the research process and approach, integrates learning with a chosen identified clinical problem. Legal, ethical, and political issues of research are discussed. An overview of the role of institutional review boards and their importance in protecting human research participants is provided. Students engage in debates on these issues to provide a balanced perspective. Special emphasis is placed on the role of research related to quality initiatives, patient satisfaction, and issues of diversity.

NSG 307 - Geopolitics and Health Care Policy - 3 credits (Class 45 hours)

This course will examine the social, political, historical, and economic events that have shaped healthcare from the late 1800's to the present in this country and abroad. Additionally, it will address the connections between a society's wellness (that is, its physical, emotional, mental, spiritual, interpersonal, and environmental state of being) and its ability to function and co-exist amicably with other citizens of the world. Students will explore how well healthcare is meeting the needs of not just one country, but the planet, as we are all implicated in each other's well-being, whether or not we are healthcare providers.

PSY 200 - Group Dynamics - 3 credits (Class 45 hours)

This course provides an overview of the group dynamics inherent in small group interactions. Didactic and experiential techniques are used to explore the stages of group development, decision making techniques, group problems and problem-solving, resolution skills, group norms, structures, leadership authority, cultural sensitivity and the intra- and interpersonal dynamics that occur within small groups.

NSG 401 - Nursing Issues in Caring for At-Risk Communities - 5 credits (Class 45 hours; Clinical 60 hours)

This course focuses on how community health nurses use concepts from nursing and public health to develop strategies to provide comprehensive, continuous, preventive health care thereby promoting health for communities, populations at risk, groups, families, and individuals. Emphasis will be placed on identifying challenges within selected at-risk communities to seek methods to overcome such challenges as enhancing health promotion, disease prevention, illness care, restoration, rehabilitation, health counseling, education, spiritual care, and client advocacy. The framework of primary, secondary, and tertiary levels of prevention is utilized in the provision of community and population-based care. Students will use critical thinking skills to formulate healthcare strategies, which consider the biopsychosocial, cultural, ethical, legal, and economic issues impacting the community as a client. Clinical activities will focus on assessments of the client as individuals, families, groups, and populations with diverse needs in a variety of modalities.

MAT 331 - Statistics - 3 credits (Class 45 hours)

This foundation course aims to equip students with the basic knowledge of the principles of statistical analysis. The concepts of data analysis including probability, hypothesis testing and regression intervals will be explored. Students will utilize these concepts to master statistical problems related to health care policy, genetics, bioinformatics, and other related topics.

PSY 300 - Abnormal Psychology - 3 credits (Class 45 hours)

This course provides an overview of various forms of psychopathology, including addictive, anxiety, childhood, dissociative, impulse control, mood, organic, personality, psychophysiological, schizophrenic, and sexual disorders. Based on a review of contemporary research findings, discussion will focus on relevant theories and approaches for understanding, diagnosing, and treating psychological disorders.

NSG 404 - Nursing in a Clinical Specialty - 5 credits (Class 45 hours; Clinical 60 hours)

This course builds upon the nursing theory and practice learned in basic nursing education. The course provides an opportunity for students to advance their knowledge and clinical skills in the focused area of a clinical specialty. Specialty options may include Critical Care/ED, Perioperative Nursing, and Community/Home. Students provide direct patient care under the supervision of nurse preceptors who guide their development.

NSG 402 - Nursing Leadership and Management - 3 credits (Class 45 hours)

This course will provide the student with knowledge of leadership and management theories and processes that are critical to the creation of a work environment that is efficient, cost-effective, and

committed to quality nursing care. The focus is on understanding the key attributes and skills of highly successful nurse leaders/managers such as effective intra-disciplinary and interdisciplinary communication, critical thinking, conflict resolution, successful delegation, team building, resource utilization, quality improvement, and leading change in a variety of community and healthcare settings. The goal is to integrate leadership concepts and theories into the various roles of the professional nurse and promote professional development.

ENG 301 - Professional Writing - 3 credits (Class 45 hours)

This foundation course will fine-tune the nurses' basic writing skills and prepare them for the types of writing necessary for registered nurses. Writing as both a conceptual activity and a mechanical act will be jointly addressed.

NSG 409 - Nursing Capstone - 3 credits (Class 45 hours)

The Capstone course requires the student to demonstrate the competencies consistent with the program outcomes. Students will have the opportunity to display their knowledge and expertise in selected areas of nursing, including but not limited to specialty clinical nursing practice, nursing leadership, nursing education, and community health nursing. Course requirements will include an evidence-based project that is selected by the student. The completed project will be displayed as a poster presentation followed by a paper describing how the outcomes were attained.

SPA 100 - Spanish for Healthcare Professionals - 3 credits (Class 45 hours)

This course empowers nursing students with Spanish literacy skills so that they may communicate with Spanish speaking patients, their families, and other health care providers. Organized by medical systems addressing patients' chief complaints, the course content will integrate Spanish grammar and vocabulary knowledge into communicatively focused activities. The stress, intonation, rhythm, and articulation patterns of Spanish will also be highlighted.

The Accelerated Bachelor of Science in Nursing (ABSN)

Program Overview

Length of Program: 4 semesters

The Accelerated Bachelor of Science in Nursing (ABSN) is designed to meet the ever-changing needs of today's nurses. The ABSN is a fast track, blended program with start dates in the Summer, Fall and Spring semesters. The program is perfect for students committed to earning their BSN in 15 months of full-time study. The curriculum includes a blend of clinical and classroom education to ensure that our ABSN students are well-prepared for the licensing examination (NCLEX-RN) and for clinical practice. Hands-on clinical practice is an integral part of the curriculum.

Student Learning Outcomes

Upon completion of the program, the graduate will be able to:

1. Achieve a liberal education by applying principles from the sciences, arts, and humanities to patient-centered nursing practice.

2. Apply knowledge and skills in basic organizational and systems leadership, quality improvement and patient safety, to provide high quality health care.
3. Demonstrate scholarship for evidence-based practice by integrating best current evidence with clinical expertise in delivering safe, quality care to diverse individuals, families, and communities.
4. Implement health care information technologies in the management of quality patient care.
5. Define the current healthcare policy, finance, and regulatory environments and how these entities influence the nature and functioning of health care systems and consideration for practice.
6. Demonstrate effective interpersonal communication and collaboration with interprofessional teams to improve patient health outcomes.
7. Demonstrate health promotion and disease prevention interventions at the individual and population levels to improve patient health outcomes.
8. Demonstrate professionalism and professional values that include altruism, autonomy, human dignity, integrity, social justice, and lifelong learning.
9. Practice as a baccalaureate nurse generalist with patients across the lifespan and across the continuum while respecting the variations, complexity and resources needed for care of patient.

Program Goals/ Outcomes

Program Outcome 1: A minimum of 75% of students entering the program will complete the ABSN program within six semesters of enrollment (150% of the expected completion time).

Cohort	Date of Entry	Number of Students Began	Graduated in 4 semesters	Graduated in 6 semesters	Totals	Percentage
8	Fall 2021	123	90			
7	Summer 2021	74	50	10	60	81%
6	Fall 2020	143	119	4	123	86%
5	Fall 2019	105	99	4	103	98%
4	Summer 2019	50	42	8	50	100%

Program Outcome 2: NCLEX-RN pass rates for first-time test takers will be at a minimum of 80%.

Year	Program Average
2023 (Q1)	80.85%
2022	80.46%
2021	73%
2020	83.17%
2019	80.56%
2018	84.62%

Program Outcome 3: A minimum of 80% of the graduates will obtain employment as registered nurses within twelve months of graduation.

Year	Percentage Employed
2021	100.00%
2020	100.00%
2019	100.00%
2018	96.00%

Admission Requirements

- A. Bachelor's degree in a field other than nursing from a nationally accredited institution with a minimum cumulative GPA of 3.25:
- Official transcript from each institution attended-must be mailed from the issuing institution's registrar's office directly to NursingCAS.
 - Applicants are required to list all institutions attended on their application, even if a degree was not awarded.
 - Applicants must input college-level course work, including courses currently in progress, from every institution previously attended.
 - Applicants with international transcripts should have their transcripts evaluated by a NACES approved agency.
 - **Pre-requisites (minimum GPA of 3.0):**
 - Chemistry with Lab - 4 Credits (taken within last 5 years)
 - Human Anatomy and Physiology I with Lab - 4 Credits (taken within last 5 years)
 - Human Anatomy and Physiology II with Lab - 4 Credits (taken within last 5 years)
 - Microbiology with Lab - 4 Credits (taken within last 5 years).
 - Nutrition - 3 Credits (taken within the last 5 years).
 - Human Growth and Development- 3 Credits
 - Ethics - 3 Credits
 - General Psychology - 3 Credits
 - Statistics - 3 Credits
 - All prerequisite courses must be completed prior to admission with a grade of C or higher.
 - Only one prerequisite course failure may be repeated (grade of C- or below).
 - Applicants may be offered conditional admission while in the process of completing remaining prerequisite courses or admission requirements. However, all prerequisites and admission requirements must be completed prior to the start of the program.
- B. Two letters of recommendation: One from an academic source and one from a professional source.
- C. Three short essay questions answered in 150 to 200 words each:
- As you consider entering a licensed profession, explain how you define professionalism and ethical behavior based on the ANA Code of Nursing.
 - Detail challenges in today's U.S. Healthcare System and how nurses can create a positive impact.

- Describe how you believe your previous career, experience, and/or education will shape your future in nursing.

D. Current resume: Include patient care experience, work, leadership, volunteer experience, awards, professional organizations, and academic history.

E. Current Basic Life Support (BLS) for Healthcare Providers Certification: Only BLS certification from the American Heart Association is accepted.

Additional Requirements for Non-US Citizens: Submit a copy of your passport or permanent resident card (USCIS Form I - 551).

Application and Admission Guidelines

Applicants are only permitted to apply to one (1) program at Mount Sinai Phillips School of Nursing during the same application cycle (i.e., the same semester).

Admission is granted subject to passing of all conditions stated in the Acceptance Package, including but not limited to a background clearance, passing drug screening test, valid immunizations (including flu vaccination), and complete financial registration. The ABSN program includes several clinical rotations, which require that students have a background report without any infractions. If a student's background report contains any infractions, regardless of how they were resolved or adjudicated, they will not have cleared the background check and the conditional admission will be withdrawn.

Please note that student admissions are conducted on a case-by-case basis and the Admissions Committee reserves the right to waive any requirement or request additional information from applicants.

Note: It is the applicant's responsibility to verify the status of their application with NursingCAS to ensure that their portfolio is complete and verified.

All materials in student applications are the property of the School and will not be returned. Applications are retained for a period of two years.

Basic Life Support Program

All students are required to complete a basic life support (BLS) course for health care providers offered by the American Heart Association prior to enrollment. The required BLS course is offered by Mount Sinai Beth Israel. Please contact the CPR Office at (212) 420-4503 for more information.

Transfer Credit Policy

- 35 credits granted for prior bachelor's degree.
- 31 credits granted for required prerequisite courses.
- Residency requirement: 48 to 54 nursing credits dependent upon possible transfer credits for comparable Pathophysiology (3 credits) and Pharmacology (3 credits) courses. In order to transfer a course in Pathophysiology and/or Pharmacology, the student must have achieved a grade of C+ or above within the past five years from an accredited institution of higher education.

Official transcripts from all the schools attended must be submitted for Admissions Committee review. A Transfer Credit Assessment Form will be generated for each student accepted into the program. Prior to enrollment, students must review the Transfer Credit Assessment Form, indicate any courses in progress, and sign off on the form, acknowledging that the form lists all of the transfer credits awarded to the student by the School of Nursing. Once updated transcripts are received by the school for courses recently completed, the Transfer Credit Assessment Form will be revised accordingly.

Official transcripts for transfer credits must be received prior to the deadline indicated in the acceptance package. Once a student is enrolled, it is expected that all courses will be completed at the School.

Acceptance

1. Applicants are selected following a comprehensive and holistic review of their previous academic achievements, and personal, professional, and volunteer experiences.
2. All candidates will receive a decision from the Admissions Committee in writing.
3. All accepted candidates must:
 - Submit a \$500.00 non-refundable enrollment deposit by the deadline stated in the decision letter; otherwise, acceptance will be canceled;
 - Possess a laptop computer to be used during the program;
 - Successfully complete all onboarding requirements prior to the deadline indicated in the acceptance package.

Admission Deferment

Students unable to register for classes in the semester for which they are accepted may opt to postpone their admission into the program. Students may defer up to one semester only. Admission deferment requests should be submitted in writing to the Chairperson of the Admissions Committee. Candidates who have been accepted for admission and deferred their entry into the program must remain in contact with the Office of Admissions to ensure all requirements are being met for the subsequent semester.

Readmission

Former ABSN students seeking readmission are required to submit a written request to the Chairperson of the Admissions Committee requesting consideration for re-acceptance into the program. A candidate applying for readmission must document that the reason(s) for withdrawal have been addressed. Each applicant seeking readmission will be evaluated on an individual basis, and the Admissions Committee will determine eligibility to re-enter the program.

If accepted for re-admission:

- The student is expected to follow the admissions process and meet admission requirements.
- The student must adhere to all current school policies.

Readmission will be denied to any student who has exhibited unprofessional behaviors, verbally or physically aggressive behaviors towards students, faculty, or administration, and/ or has had any violations of the PERSON Code of Conduct. A student dismissed for academic reasons will not be allowed to re-apply.

International Students

The school does not enroll non-immigrant international students in its ABSN program.

The Accelerated Bachelor of Science in Nursing (ABSN) Curriculum

Curriculum Notes

Minimum Credits for Graduation: 120 Credits

- 15 hrs. Theory = 1 credit
- 30 hrs. Lab/Clinical = 1 credit

Academic Calendar

The academic calendar is distributed under separate cover.

ABSN Master Curriculum Plan

<u>YEAR ONE</u>		
<u>SEMESTER 1</u>		
NSG 204	Introduction to the Profession of Nursing	3
NSG 205	Pharmacology	3
NSG 302	Pathophysiology	3
NSG 303	Health Assessment	3
NSG 303A	Basic Skills Lab	1
	Total =	13 credits
<u>SEMESTER 2</u>		

NSG 301	Nursing Research & Evidence-Based Practice	3
NSG 304	Adult Health Nursing I	6
NSG 306	Mental Health Nursing	4
or NSG 309	Pediatric/Maternal & Newborn Nursing	6
	Total =	13-15 credits
<u>SEMESTER 3</u>		
NSG 307	Geopolitics and Health Care Policy	3
NSG 308	Adult Health Nursing II	7
NSG 306	Mental Health Nursing	4
or NSG 309	Pediatric/Maternal and Newborn Nursing	6
	Total =	14-16 credits
<u>YEAR TWO</u>		
<u>SEMESTER 4</u>		
NSG 401	Nursing Issues in Caring for At-Risk Communities	4
NSG 402	Nursing Leadership and Management	2
NSG 403	Transition to Practice	4

NSG 409A	Scholarship Synthesis	2
	Total =	12 credits
	Overall Total Credits: 54	

The Accelerated Bachelor of Science in Nursing (ABSN)

Course Descriptions

NSG 204 - Introduction to the Profession of Nursing - 3 credits (Class 45 hours)

This course introduces students to the history and development of nursing as a profession. Key leaders will be studied, including those who address the theoretical basis for nursing research and patient care as well as those who pioneered the development of organizations that provide oversight and standards of nursing. Key aspects of the nursing profession will be discussed including code of ethics, scope of practice, professionalism, and role requirements. Nurses as members of an inter-professional community to address optimal patient care and outcomes will be examined.

NSG 205 - Pharmacology - 3 credits (Class 45 hours)

A major emphasis is on principles of pharmacology, to provide the student with a basis for understanding the actions and effects of drugs. Selected categories of drugs, including autonomic, cardiovascular, analgesic, antimicrobial, and psychotherapeutic, are surveyed to acquaint the student with the utilization of drug knowledge in the safe and effective administration of pharmacologic agents.

NSG 301 - Research and Evidence-Based Practice - 3 credits (Class 45 hours)

This course provides an overview of how evidence is developed from research, clinical expertise, inter-professional perspectives and from patient input. The steps of the research process are presented to provide students with a basis for evaluating research, designing research projects, and understanding the application of research in clinical practice. Levels of evidence for evaluating research approaches are presented. Analysis and critique of research articles address the quality and usefulness of the findings. Formulation of a research problem, with identification of the elements of the research process and approach, integrates learning with a chosen identified clinical problem. Legal, ethical, and political issues of research are discussed. An overview of the role of institutional review boards and their importance in protecting human research participants is provided. Students engage in debates on these issues to provide a balanced perspective. Pre-requisites: NSG 204, NSG 205, NSG 302, NSG 303, and NSG 303A

NSG 302 - Pathophysiology - 3 credits (Class 45 hours)

This course focuses on the physiologic changes that participate in disease production. These alterations are examined at the cellular, organic, and systemic levels. Emphasis is also placed on the body's attempt to compensate for these changes.

NSG 303 - Health Assessment - 3 credits (Class 45 hours)

Students will be introduced to basic nursing and health assessment skills through identifying and applying basic facts, principles, and concepts. Students will develop basic assessment skills and learn to conduct a thorough health history and physical exam, including recognizing normal variations, common abnormalities, and potential problems.

NSG 303A - Basic Skills Lab - 1 credit (Lab 30 hours)

This course introduces students to Basic Nursing Skills and assists them with identification and application of basic facts, principles, and concepts. Nursing concepts include basic needs for health and commonly occurring variations, including the aging adult. Students are encouraged to use critical thinking and the Nursing Process as a framework for problem solving. Class will be conducted in the nursing skills lab and include lectures, skills demonstration by faculty, and peer skills practice. Readings and audiovisual materials will be assigned to supplement class time.

NSG 304 - Adult Health Nursing I - 6 credits (Class 60 hours; Clinical 60 hours)

This course builds upon knowledge and skills from previous and concurrent courses. Principles of relevant therapeutic treatment modalities such as pharmacological, nutritional, and surgical interventions are used by students in caring for patients with compromised basic needs, arising from actual and/or potential common health problems. Selected nursing diagnosis categories are introduced, and the student is assisted in applying core concepts when caring for patients in both acute and community settings. The student continues to use the nursing process in caring for patients who are experiencing unmet needs related to various physiological alterations in health status. Nursing concepts include basic needs for health and commonly occurring variations throughout adulthood, including the aging adult. Pre-requisites: NSG 204, NSG 205, NSG 302, NSG 303, and NSG 303A

NSG 306 - Mental Health Nursing - 4 credits (Class 45 hours; Clinical 30 hours)

This course focuses on alterations in psychological well-being and the subsequent behavioral responses of patients along the continuum of mental health. Application of the nursing process, critical thinking and caring behaviors are stressed. Emphasis is placed on self-awareness, the therapeutic communication process, ethical-legal issues, theoretical and practice advances in the etiology and treatment of mental illness, and contemporary trends in the practice of psychiatric nursing throughout the lifespan. Students assess patients' behaviors and interaction in order to identify specific threats to psychological well-being. Students establish, maintain, and terminate a therapeutic nurse-client relationship in a mental health setting. Pre-requisites: NSG 204, NSG 205, NSG 302, NSG 303, and NSG 303A

NSG 307 - Geopolitics and Health Care Policy - 3 credits (Class 45 hours)

This course will examine the social, political, historical, and economic events that have shaped healthcare from the late 1800's to the present in this country and abroad. Additionally, it will address the connections between a society's wellness (that is, its physical, emotional, mental, spiritual, interpersonal, and environmental state of being) and its ability to function and co-exist amicably with other citizens of the world. Students will explore how well healthcare is meeting the needs of not just one country, but the planet, as we are all implicated in each other's well-being, whether or not we are healthcare providers. Pre-requisites: NSG 204, NSG 205, NSG 302, NSG 303, and NSG 303A

NSG 308 - Adult Health Nursing II - 7 credits (Class 60 hours; Clinical 90 hours)

This course focuses on the care of patients experiencing selected complex medical-surgical conditions. The physiological, socio-cultural, developmental, and spiritual dimensions of health are considered in prioritizing and implementing nursing interventions to promote health and well-being. The nursing process will be used to guide the care of patients and their families along the health-illness continuum from critical care to acute care units to home and community settings. Critical thinking, communication, interdisciplinary collaboration, cultural awareness, and patient teaching are woven throughout the course. Pharmacological and nutritional principles are also integrated in this course. Pre-requisites: NSG 204, NSG 205, NSG 301, NSG 302, NSG 303, NSG 303A, and NSG 304

NSG 309 - Pediatric/Maternal and Newborn Nursing - 6 credits (Class 60 hours; Clinical 60 hours)

In this course, students learn to care for women and children across the lifespan. The concepts essential to meeting the health care needs of childbearing women, infants, children, families and the LGBTQIA community are introduced. Health promotion, women's health and common health problems of children are presented. Principles of growth and development are emphasized throughout. Integrated into the course are health care disparities and health care policies as they relate to the individual, family, local community, and the global population. Students provide care to women during the normal and high-risk childbearing process. They also provide care for well children and those who have common health problems. Students use the Nursing Process to provide care in a continuum of acute, ambulatory and other community settings. Additionally, simulation experiences are used to enhance clinical learning and develop inter-professional communication with the healthcare team. Faculty and nurse mentors guide students in a variety of settings, reinforcing an inter-professional and collaborative approach to providing care. Pre-requisites: NSG 204, NSG 205, NSG 302, NSG 303, and NSG 303A

NSG 401 - Nursing Issues in Caring for At-Risk Communities - 4 credits (Class 45 hours; Clinical 30 hours)

This course focuses on how community health nurses use concepts from nursing and public health to develop strategies to provide comprehensive, continuous, preventive health care thereby promoting health for communities, populations at risk, groups, families, and individuals. Emphasis will be placed on identifying challenges within selected at-risk communities to seek methods to overcome such challenges as enhancing health promotion, disease prevention, illness care, restoration, rehabilitation, health counseling, education, spiritual care and client advocacy. The framework of primary, secondary, and tertiary levels of prevention is utilized in the provision of community and population-based care. Students will use critical thinking skills to formulate healthcare strategies, which consider the biopsychosocial, cultural, ethical, legal and economic issues impacting the community as a client. Clinical activities will focus on assessments of the client as individuals, families, groups and populations with diverse needs in a variety of modalities. Pre-requisites: NSG 204, NSG 205, NSG 301, NSG 302, NSG 303, NSG 303A, NSG 304, NSG 306, NSG 307, NSG 308, and NSG 309

NSG 402 - Nursing Leadership and Management - 2 credits (Class 30 hours)

This course will provide the student with knowledge of leadership and management theories and processes that are critical to the creation of a work environment that is efficient, cost-effective, and committed to quality nursing care. The focus is on understanding the key attributes and skills of highly successful nurse leaders/managers such as effective intra-disciplinary and interdisciplinary communication, critical thinking, conflict resolution, successful delegation, team building, resource utilization, quality improvement, and leading change in a variety of community and healthcare settings. The goal is to integrate leadership concepts and theories into the various roles of the professional nurse

and promote professional development. Pre-requisites: NSG 204, NSG 205, NSG 301, NSG 302, NSG 303, NSG 303A, NSG 304, NSG 306, NSG 307, NSG 308, and NSG 309

NSG 403 - Transition to Practice - 4 credits (Class 30 hours; Clinical 60 hours)

This course facilitates the transition of the student to the role of staff nurse by building on the knowledge and skills obtained in the nursing curriculum and integrating these concepts in a variety of diverse practice settings. Principles of management, organizational culture and interpersonal relationships are applied in the development of independence in the practice of nursing. Current parameters of nursing practice are addressed, and students are encouraged through clinical practice to explore current issues that impact on the practice of nursing chosen by the student. This course provides the student with the opportunity to function as a professional nurse in clinical environments such as medical/surgical, pediatric, maternity, critical care, and community settings. The student's clinical practice is coordinated by faculty and guided by a registered nurse preceptor. Pre-requisites: NSG 204, NSG 205, NSG 301, NSG 302, NSG 303, NSG 303A, NSG 304, NSG 306, NSG 307, NSG 308, and NSG 309

NSG 409A - Scholarship Synthesis - 2 credits (Class 30 hours)

The Scholarship Synthesis Course requires the student to demonstrate competencies consistent with program outcomes. Utilizing knowledge and expectations achieved from previous clinical practice, the course provides the student with the opportunity to display their knowledge and expertise in selected areas of nursing, including but not limited to specialty clinical nursing practice, nursing leadership, nursing education, and community health nursing. The course builds on knowledge gained from all previous courses to allow students to synthesize knowledge and skills learned. The student will integrate and apply concepts, theories and principles from prior learning that match their interest and professional goals. Pre-requisites: NSG 204, NSG 205, NSG 301, NSG 302, NSG 303, NSG 303A, NSG 304, NSG 306, NSG 307, NSG 308, and NSG 309

Special Programs

Pre-Entry Immersion Program

A mandatory pre-entry program is offered free of charge to all incoming students. The immersion program consists of workshops that focus on topics including, but not limited to introduction to student learning platforms, study and test-taking strategies; time management; medical terminology, and dosage calculations. Immersion programs have proven to be an effective way to support student success.

Tuition and Fees

2023-2024 Upward Mobility (RN-BSN) Program

Tuition and Fees

	Semester 1	Semester 2	Semester 3	Semester 4	Program
Tuition	18 credits @ \$950/ credit=\$17,100	12 credits @ \$950/ credit=\$11,400	14 credits @ \$950/ credit=\$13,300	13 credits @ \$950/ credit=\$12,350	57 credits @ \$950/ credit=\$54,150
Clinical/ Nursing Lab Fee (\$600/Course)	\$1,200	\$1,200	\$1,200	\$1,200	\$4,800
Technology Fee	\$450	\$450	\$450	\$450	\$1,800
Student Activity Fee*	\$150	\$150	\$150	\$150	\$600
Health Service Fee	\$420	\$0	\$0	\$175	\$595
Senior Fees	\$0	\$0	\$0	\$400	\$400
Total	\$19,320	\$13,200	\$15,100	\$14,725	\$62,345

Tuition Late Fee- \$100 per semester

Makeup/Retake written Exam- \$100 Mandatory

Makeup/Lab Practical Exam- \$100 Mandatory

Clinical/Lab Makeup- \$75/hour

Transcript Fee- \$10

Course Audit- 50% of Lecture Credit

*Includes membership fee to the National Student Nurses Association (NSNA).

Note: A 10% discount is offered to Mount Sinai Health System employees, their spouses and / or children (must be employed at time of admission; documentation of relationship required).

Tuition and Fees are subject to change without notice by college administration.

Tuition and Fees

2023-2024 ABSN Program

	Semester 1	Semester 2	Semester 3	Semester 4	Program
Tuition	13 credits @ \$950/ credit=\$12,350	13 credits @ \$950/ credit=\$12,350	16 credits @ \$950/ credit=\$15,200	12 credits @ \$950/ credit=\$11,400	54 credits @ \$950/ credit=\$51,300
Clinical/ Nursing Lab Fee (\$600/Course)	\$600	\$1,200	\$1,200	\$1,200	\$4,800
Technology Fee	\$450	\$450	\$450	\$450	\$1,800
Student Activity Fee*	\$150	\$150	\$150	\$150	\$600
Health Service Fee	\$420	\$0	\$0	\$175	\$595
HESI Fee	\$264	\$78	\$76	\$140	\$558

NCLEX Review	\$0	\$0	\$0	\$356	\$356
Senior Fees	\$0	\$0	\$0	\$400	\$400
Total	\$14,234	\$14,228	\$17,076	\$14,271	\$59,809

Tuition Late Fee- \$100 per semester
 Makeup/Retake written Exam- \$100 Mandatory
 Makeup/Lab Practical Exam- \$100 Mandatory
 Clinical/Lab Makeup- \$75/hour
 Transcript Fee- \$10
 Course Audit- 50% of Lecture Credit

***Includes membership fee to the National Student Nurses Association (NSNA).**

Note: A 10% discount is offered to Mount Sinai Health System employees, their spouses and / or children (must be employed at time of admission; documentation of relationship required).

Tuition and Fees are subject to change without notice by college administration.

Student Activities

Students are encouraged to participate in activities and take a leadership role in Student Organization. Students from all programs organize self-government and planning social, community and recreational programs. Class officers and faculty advisors are elected annually, with meetings held periodically when school is in session.

The Student Organization actively participates in community service initiatives such as food and clothing drives, health fairs, meal preparation at Ronald McDonald House, and walks for health-related charities. In addition, students are encouraged to individually participate in community service programs of their choice.

Students are welcome to give their input on certain faculty committees. The president of the Student Organization is invited to monthly Faculty Organization meetings. Students are also selected to participate in Graduation Committee meetings. Students are requested to assist with recruitment activities such as information sessions, scouting initiatives, and college fairs throughout the academic year. Student Organization and National Student Nurses Association sponsored activities and events are held on school premises after clearance from the Dean's office.

The student activities fee is used to partially cover the costs of required printed materials, guest speakers, workshops and to send student government representatives to student conferences to enhance their leadership capabilities in a professional student nursing organization.

Student Organization

The Student Organization gives all students the opportunity to become involved in various school functions and provides for participation in decisions affecting school policies and curriculum. As a student, you are a voting member of the organization. All officers and senators are elected by you to represent you.

The Student Organization has a representative governing body. Each year the entire student body elects senators. A president, vice president, treasurer and secretary are also elected. The student's first input into the Student Organization involves your participation in this election process.

Student's second input comprises attendance at meetings. The Student Organization holds meetings on an average of once a month and all students are encouraged to attend and participate. This is the student's opportunity to give and receive feedback regarding important aspects of school functioning. In addition, these meetings provide an occasion for students to socialize and work together on various school projects.

How well the school meets your needs depends upon how much you become involved. The more you participate, the more you get out of it. So... come and get involved.

The Constitution and By-laws of the Student Organization are below. Please read them to familiarize yourself with how the Organization is structured. This knowledge will enhance your contribution to the Student Organization.

National Student Nurses Association

NSNA - The NSNA is a pre-professional national organization for student nurses. It is the forerunner of the ANA and has the structure and functions of a professional organization.

The Mount Sinai Phillips School of Nursing has an active chapter of the National Student Nurses' Association. Membership in this organization provides the student with a professional connection prior to graduation. NSNA sponsors a yearly national convention which encourages students to network with other nursing students nationwide. Our local chapter sponsors special programs at the school for student members of NSNA.

National Student Nurses' Association:

The Bill of Rights and Responsibilities for Students of Nursing

An NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The following updated version was adopted by the NSNA House of Delegates.

1. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, sex, sexual orientation, gender identity, age, citizenship, religion, national origin, disability, illness, legal status, personal attributes, or economic status.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom and quality education; students should exercise their freedom in a responsible manner.

3. Each institution has a duty to develop policies and procedures, which provide for and safeguard the students' freedom to learn.
4. Students should be encouraged to develop the capacity for critical judgment and engage in an autonomous, sustained, and independent search for truth.
5. Students should be free to take reasoned exceptions in an informed, professional manner to the data or views offered in any course of study. However, students are accountable for learning the content of any course of study for which they are enrolled.
6. Students should have protection, through orderly approved standard procedures, against prejudicial or capricious academic evaluation. However, students are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, legal status, United States citizenship status, sexual orientation, or other personal information which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as an element of evaluation.
8. The student should have the right to advocate for themselves and other students in the construction, delivery, and evaluation of the curriculum.
9. The Institution should have a clearly written published policy as to the disclosure of private and confidential information which should be part of a student's permanent academic record in compliance with state and federal laws.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions in an informed, professional manner, both publicly and privately.
11. Students should be allowed to invite and hear any individual of their own choosing within the institution's guidelines, thereby advocating for and encouraging the advancement of their education.
12. The student body should have clearly defined means to participate in the formation and application of institutional policy affecting academic and student affairs, thereby encouraging leadership, e.g., through a faculty-student council, student membership, or representation on relevant faculty committees.
13. The institution has an obligation to clarify those standards of conduct which it considers essential to its educational mission, community life, and its objectives and philosophy. These may include, but are not limited to, policies on academic dishonesty, plagiarism, punctuality, attendance, and absenteeism.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct. Standards of conduct should be formulated with student participation, clearly written, and published in advance through an available set of institutional regulations. It is the responsibility of the student to know these regulations.
15. The nursing program should have readily available a set of clear, defined grievance procedures.
16. As citizens and members of an academic community, students are exposed to many opportunities, and they should be mindful of their corresponding obligations.
17. Students have the right to belong to or refuse membership in any organization.
18. Students have the right to personal privacy in their individual/personal space to the extent that their wellbeing and property are respected.

19. Adequate safety precautions should be provided by nursing programs, for example, adequate street and building lighting, locks, patrols, emergency notifications, and other security measures deemed necessary to ensure a safe and protected environment.

20. Dress code, if present in school, should be established with student input in conjunction with the school administration and faculty. This policy ensures that the highest professional standards are maintained, but also takes into consideration points of comfort and practicality for the student.

21. Grading systems should be carefully reviewed initially and periodically with students and faculty for clarification and better student-faculty understanding.

22. Students should have a clear mechanism for input into the evaluation of their nursing education and nursing faculty.

23. The nursing program should track their graduates' success in finding entry-level employment as registered nurses and make this information available to all who apply and enroll.

24. The nursing program should provide comprehensive, clear and concise information related to student loans, scholarships and any other student financial aid.

Alumni Association

The Alumni Association takes a very active interest in the welfare of the students. All graduates are eligible for membership in the Phillips Beth Israel School of Nursing Alumni Association. This organization meets regularly, publishes a newsletter, and offers health care benefits to its members.

There is an annual membership fee which is waived for the first year after graduation. The Alumni Association provides an excellent opportunity for social and professional networking. Alumni also provide funding for designated students to attend professional conferences.

Student Support Services

Office of Student Services

The Office of Student Services is responsible for financial aid, academic record keeping, billing, registration, academic and peer advisement, counseling and tutoring, student health and career planning/advanced educational opportunities. The Office also records and maintains all academic records and is responsible for all transactions related to a student's academic status in the school. This office also publishes the schedule of classes on the school's Campus Portal.

Other services relate to preparation and maintenance of academic records, monitoring academic progression, adding and dropping courses, attendance certification, change of name/address, documentation of disability, grades, graduation criteria, international student visas/records, leaves of absence, review of records, transfer credit assessment, issuance of transcript, veteran's certification, withdrawal from course or program etc.

Student Records

All students are required to report any change of name, phone number, email or home address to this office and submit supporting documentation. Substantiating documentation will be required before a name is changed on official school records. The School of Nursing guarantees the student these significant rights by virtue of the Buckley Amendment to the Family Educational Rights and Privacy Act of 1974. This Act has the following purposes:

- a) To protect the privacy of student records by limiting their release with written consent of the student, except in special legal circumstances, and
- b) To allow students to inspect and review their educational records.

Not included among materials to which students have access are these materials:

1. Financial records of a student's parent
2. Letters of recommendation to which a student has waived their right of access.

Any student who wishes to review their academic records must file a written request with the Office of Student Services. All legitimate requests will be honored within five business days.

Transcripts

Transcripts must be requested through the online Transcript Request link on the school website. Appropriate fees will be applicable.

Counseling and Wellness Services

There may be times when students have feelings or concerns of a personal nature which they would like to discuss confidentially with a professional counselor. Counseling services are available to assist students on an individual basis when these concerns arise. Outside referrals are also available. Confidentiality between the students and counselor is maintained. Students must contact the Office of Student Services for a referral.

Financial Aid Services

Mount Sinai Phillips School of Nursing believes that the general welfare and freedom from financial concerns are of key importance to a student's success in school. The School respects the confidentiality of student information submitted for financial aid purposes. No qualified student at the Mount Sinai Phillips School of Nursing will be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any financial aid program receiving federal and state funding on the basis of race, sex, age, religion, marital status, sexual preference, veteran status, qualified disability, national origin or color.

Mount Sinai Phillips School of Nursing offers a comprehensive financial aid program for eligible students. Financial aid is available in the form of scholarships, grants, and loans. The basic premise in student financial aid is that the primary responsibility for meeting educational costs rests with the student and the student's family. The School ensures that all regulations and requirements pertaining to Title IV Federal

Family Education Loan and Federal and State Grant programs are rigorously followed. The School regularly refers to reference materials from the U.S. Department of Education, the Higher Education Services Corporation, and their websites in order to ascertain that the procedures implemented satisfy program requirements.

**UPWARD MOBILITY PROGRAM- 2023 – 2024 COST OF ATTENDANCE
DEPENDENT STUDENT LIVING WITH PARENT**

	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	PROGRAM TOTAL
Tuition	\$12,350	\$12,350	\$15,200	\$11,400	\$51,300
Loan Origination Fees	\$29	\$29	\$29	\$29	\$116
Living Expenses (Housing and Food)	\$9,234	\$9,234	\$9,234	\$9,234	\$36,936
Books, Course Materials, Supplies & Equipment	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000
Transportation	\$381	\$381	\$381	\$381	\$1,524
Miscellaneous Fees	\$4,684	\$4,078	\$4,076	\$5,071	\$17,909
TOTAL	\$28,178	\$27,572	\$30,420	\$27,615	\$113,785

- * The educational and living expense budget represent typical expenditures. Students may experience higher or lower expenses depending on personal choices.
- * Adjustments to tuition and fees are possible for those students entering into Service Commitment contracts with Mount Sinai
- * Housing calculated at half the average of Harlem rent at \$1,278 per dependent student living with parent
- * Transportation costs are calculated using the MetroCard monthly unlimited pass at \$127 per month
- * Loan Origination Fees include both federal subsidized and federal unsubsidized loan origination fees. Parent PLUS loan fees are not calculated unless an approved Parent PLUS loan has been originated.
- * Miscellaneous fees include clinical/nursing fees, technology fees, student activity fee with membership to National Student Nurses Association (NSNA), health service and insurance fee, HESI fees. Fourth semester also includes NCLEX Review and Senior fees.

**UPWARD MOBILITY PROGRAM- 2023 – 2024 COST OF ATTENDANCE
INDEPENDENT/DEPENDENT STUDENT LIVING OFF CAMPUS**

	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	PROGRAM TOTAL
Tuition	\$12,350	\$12,350	\$15,200	\$11,400	\$51,300
Loan Origination Fees	\$65	\$65	\$65	\$65	\$260
Living Expenses (Housing and Food)	\$13,071	\$13,071	\$13,071	\$13,071	\$52,284
Books, Course Materials, Supplies & Equipment	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000
Transportation	\$381	\$381	\$381	\$381	\$1,524
Miscellaneous Fees	\$4,684	\$4,078	\$4,076	\$5,071	\$17,909
TOTAL	\$32,051	\$31,445	\$34,293	\$31,488	\$129,277

- * The educational and living expense budget represent typical expenditures. Students may experience higher or lower expenses depending on personal choices.
- * Adjustments to tuition and fees are possible for those students entering into Service Commitment contracts with Mount Sinai
- * Housing calculated at an average Harlem rent at \$2,557 per month
- * Transportation costs are calculated using the MetroCard monthly unlimited pass at \$127 per month

* Loan Origination Fees include both federal subsidized and federal unsubsidized loan origination fees.

* Miscellaneous fees include clinical/nursing fees, technology fees, student activity fee with membership to National Student Nurses Association (NSNA), health service and insurance fee, HESI fees. Fourth semester also includes NCLEX Review and Senior fees.

**ASBN PROGRAM 2023 – 2024 COST OF ATTENDANCE
DEPENDENT STUDENT LIVING WITH PARENT**

	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	PROGRAM TOTAL
Tuition	\$12,350	\$12,350	\$15,200	\$11,400	\$51,300
Loan Origination Fees	\$29	\$29	\$29	\$29	\$116
Living Expenses (Housing and Food)	\$9,234	\$9,234	\$9,234	\$9,234	\$36,936
Books, Course Materials, Supplies & Equipment	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000
Transportation	\$381	\$381	\$381	\$381	\$1,524
Miscellaneous Fees	\$4,684	\$4,078	\$4,076	\$5,071	\$17,909
TOTAL	\$28,178	\$27,572	\$30,420	\$27,615	\$113,785

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* Miscellaneous fees include clinical/nursing fees, technology fees, student activity fee with membership to National Student Nurses Association (NSNA), health service and insurance fee, HESI fees. Fourth semester also includes NCLEX Review and Senior fees.

**ASBN PROGRAM 2023 – 2024 COST OF ATTENDANCE
INDEPENDENT/DEPENDENT STUDENT LIVING OFF CAMPUS**

	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	PROGRAM TOTAL
Tuition	\$12,350	\$12,350	\$15,200	\$11,400	\$51,300
Loan Origination Fees	\$65	\$65	\$65	\$65	\$260
Living Expenses (Housing and Food)	\$13,071	\$13,071	\$13,071	\$13,071	\$52,284
Books, Course Materials, Supplies & Equipment	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000
Transportation	\$381	\$381	\$381	\$381	\$1,524
Miscellaneous Fees	\$4,684	\$4,078	\$4,076	\$5,071	\$17,909
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* Miscellaneous fees include clinical/nursing fees, technology fees, student activity fee with membership to National Student Nurses Association (NSNA), health service and insurance fee, HESI fees. Fourth semester also includes NCLEX Review and Senior fees.

Financial Aid Eligibility

To determine eligibility for financial aid, the Financial Aid Administrator evaluates student data from the Free Application for Federal Student Aid (FAFSA). Federal regulations are followed to award students any eligible aid. All appropriate verification rules and data match issues must be resolved before the Financial Aid Administrator will award any aid. All records are reviewed for consistency with Federal and State regulations.

Financial assistance is awarded to students at Mount Sinai Phillips School of Nursing based on demonstrated financial need and/or academic ability. Students who apply by the application filing date, and who demonstrate the highest financial need, are awarded aid before those with less need. Need is determined through the use of Federal methodology calculations, which are based on data submitted by the student on their Free Application for Federal Student Aid (FAFSA). Since funds are limited, institutional aid will be based on availability.

How to Apply or Renew Your Financial Aid

Mount Sinai Phillips School of Nursing application codes:

FAFSA School Code - 006438

TAP School Code - 6445

To be awarded financial aid at PSON, you must complete your financial aid application by the required due date(s). Your application will be processed ONLY if all required documents are received by the deadline dates. If your application is not completed by the required deadline dates, your request for aid will be rejected. Please note that a Deferred Payment Plan may be arranged with the Bursar's Office. Detailed information on all financial aid programs is available from the Office of Financial Aid. The School is not responsible for any changes in financial aid programs, eligibility or application processes made as a result of changes in legislation. In order for the Office of Financial Aid to process an application for aid, the following steps must be completed:

1. Students, parents, and borrowers are required to use an FSA ID, made up of a username and password, for identification purposes on U.S. Department of Education websites. Your FSA ID is used to confirm your identity when accessing your financial aid information and electronically signing your federal student aid documents. To create a FSA ID, login to: <https://studentaid.gov/fsa-id/create-account>
2. Complete the Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov/h/apply-for-aid/fafsa>. The FAFSA is required for the Federal and State grant application, including PELL, SEOG, TAP, APTS, Direct Loan Program, Direct Plus Loan Program, Nursing Loan Program and Mount Sinai Phillips School of Nursing Scholarships Programs.

If you are a New York State resident, you will be linked from the online FAFSA to the New York TAP application or you can access the application online at: NYS Higher Education Services Corporation - Apply For TAP.

3. Check your Student Aid Report (SAR). If you provided an email address on your FAFSA, your SAR will be sent electronically within five days. Without an email address, a paper SAR will be mailed to you. Review the results for accuracy and make any corrections to <https://studentaid.gov/h/apply-for-aid/fafsa>.

4. Check periodically for materials sent to you by the Office of Financial Aid. Complete all forms and provide all information requested by the Office of Financial Aid. All correspondence will be sent via email to your student email account. If requested information is not received, then your financial aid application will not be processed, therefore making you ineligible for any type of aid.

5. Complete the Direct Loans process (You may skip this step if you do not plan to apply for loans). If you plan to borrow a Federal Direct Loan or a PLUS loan, go to <https://studentaid.gov/>. Students must complete the Entrance Counseling for Undergraduate Students at <https://studentaid.gov/entrance-counseling/> and a “multi-year” Master Promissory Note for Undergraduate Students at <https://studentaid.gov/mpn/>. Completion of both of these documents is necessary in order for the student to be eligible to receive Direct subsidized/unsubsidized loans. Parents of dependent students, as determined by the FAFSA, are eligible to apply for a Parent PLUS Loan. The application for this loan can be found at <https://studentaid.gov/plus-app/> and by clicking on I AM A PARENT OF A STUDENT. Parents must login with their own unique FSA username and password. If the parent’s loan application is approved, the parent must complete a Master Promissory Note for the PLUS loan at <https://studentaid.gov/mpn/> and clicking on I AM A PARENT OF AN UNDERGRADUATE STUDENT. The Direct Loan and Plus Loan are disbursed to the School in the form of electronic fund transfer from the U.S. Department of Education and are applied directly to the student’s tuition account. If financial aid is in excess of tuition due, a refund check will be made within 14 days of receipt to the student on a semester-by-semester basis. All students must complete the Annual Borrower Acknowledgment to receive disbursement of federal loans.

Award Notification—the Office of Financial Aid will process a student’s award package only when a student’s file is complete and accurate. Students must complete the scholarship applications by the posted due date in order to be eligible for scholarship funding. Institutional scholarships are awarded based on eligibility and the availability of funds. Students will be notified of awards by email.

General Eligibility Requirements for Financial Aid

In general, to be considered for financial aid at Mount Sinai Phillips School of Nursing, a student must be:

1. Enrolled for at least 6 credits per semester;
2. In good academic standing and making satisfactory progress toward degree requirements; and
3. A U.S. Citizen or permanent resident with appropriate documentation for federal and state aid.

Eligibility for federal and state student aid is based on financial need. Need is defined as the difference between the cost of attendance and the student's (and/or parents') expected family contribution (EFC). The cost of attendance will include tuition, fees, rent, board, books, travel, personal expenses, and an allowance for dependent care, if applicable. The cost of attendance should not be confused with the actual charges that the student will have to pay the school. The student's (and/ or parents') contribution includes an expectation from the student's (and/or parents') income and assets that a student (and/or parent) may have as determined by the FAFSA, as well as a consideration of the number of household members and the number attending college at least half-time.

Types of Aid

The Office of Financial Aid is available to help students who require financial assistance to complete their nursing education. The Office will provide personal and confidential counseling and answer all questions regarding the financial aid process. Financial aid data is available upon request; more specific information and applications are sent after acceptance into the program. The types of financial aid that is available to students include the following:

I. Federal Government Education Assistance Programs

A. Federal Nursing Loan (NSL) Applicants must complete a FAFSA Application

1. Eligibility is based on financial need.
2. Loans generally range from \$2,500.00 to no more than \$5,000.00 per academic year depending upon program funding. The present interest rate is 5%.
3. Repayment begins 9 months after graduation or when the student ceases to be enrolled at least half-time. The maximum repayment period is ten years. A student who receives a Federal Nursing Loan is required to complete a Nursing Loan Master Promissory Note and an Entrance Interview before the loan is disbursed, as well as an Exit Interview before the student graduates or leaves school.

B. Direct Loans and PLUS (Parent) Loan

1. Completion of the current academic year FAFSA and the Institutional Loan Request Form is required by the Office of Financial Aid; a Master Promissory Note and Direct Loan Entrance Counseling session is required and can be completed online at <https://studentaid.gov/mpn/> and <https://studentaid.gov/entrance-counseling/> respectively.

NOTE: Parents must complete a PLUS Master Promissory Note (MPN) for each PLUS loan borrowed.

2. The Direct Subsidized Loan is awarded based on financial need. No interest is charged during the in-school period and grace period because the federal government “subsidizes” the interest during these periods. The interest rate for the 2023-2024 academic year is 4.99%.
3. The Direct Unsubsidized Loan is not based on need and is available to all students regardless of income. Interest will be charged from the time the loan is disbursed until it is paid in full. Payment may be deferred, but interest will accumulate throughout the life of the loan. Payment will be capitalized, meaning that interest will be added to the principal amount and then additional interest will be based on that higher principal amount. The interest rate for the 2023-2024 academic year is 4.99%.
4. The annual loan limits for undergraduates are based on grade level and dependency status. A borrower who has reached their aggregate loan limit is not allowed to receive additional federal aid. For details on loan aggregate limits visit the following website: <https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized>.

5. The difference between subsidized and unsubsidized loans: there is no interest on the subsidized loan until the student has graduated or fallen below half-time status (below 6 credits). The unsubsidized loan starts to build interest once received by the school.
6. The PLUS (Parent) Loan is available for parents to help pay for their dependent children's education. These loans are not based on need, and eligibility is based on the parent borrowers' credit history.
7. A parent with an adverse credit history is not qualified to get a PLUS loan. In this case, the dependent student is allowed to borrow additional monies from the Direct Unsubsidized Loan program. The amount for which a student qualifies is determined by grade level.
8. Parents have the right to appeal a denied credit decision or reapply for the loan with an eligible endorser. To appeal the denial, the parent can visit <https://studentaid.gov/appeal-credit/> and follow all required steps. To obtain an endorser, the parent can visit <https://studentaid.gov/endorser-addendum/>. All final application and credit decisions are made by the U.S Department of Education and cannot be overturned by the Office of Financial Aid.
9. There is an origination fee associated with Direct Loans and PLUS Loans which is deducted by the federal government before the loan amount is disbursed to the school.
10. Repayment of the Direct Loan generally begins six months from the time the student has graduated, left school or dropped below six credits. The PLUS Loan repayment will begin once the loan has been disbursed to the school. A parent borrower can request a deferment during the application process. The parent borrower can also request a deferment by completing the application and submitting it to the appropriate loan servicer. All decisions are made by the U.S. Department of Education and cannot be overturned by the Office of Financial Aid.

For information on loan limits, interest rates and repayment please visit: <https://studentaid.gov/> and click on the appropriate banner heading.

II. New York State Financial Aid Assistance Programs

A. Tuition Assistance Program – (TAP)

1. Eligibility is based on the student's (and/or spouse/parents') state tax information.
2. The TAP application process begins with the Free Application for Federal Student Aid (FAFSA). HESC will use the FAFSA as part of your online TAP application. Complete your online TAP application at www.tap.hesc.ny.gov.
3. The student must be a New York State resident who is enrolled for a minimum of 12 credits per semester (full-time status).
4. The maximum TAP award is \$5,665 for the 2023-2024 academic year.

B. Aid for Part Time Study- (APTS)

1. Eligibility is based on the student's (and/or spouse/parents') state tax information.

2. The student must Complete FAFSA and TAP applications; a separate APTS application must be completed for APTS eligibility. APTS Application Forms will be distributed via the Office of Financial Aid. These forms should be completed and returned to the Office of Financial Aid for processing.
3. The student must be a New York State resident who is enrolled for 6-11 credits per semester.
4. The award ranges from \$250 to \$1,000 per semester. The maximum award per year is \$2,000 based on available funds.

III. Institutional Scholarships

A limited number of institutional scholarships are available at PSON.

Employees of the Mount Sinai Health System and their immediate family (spouse or children) are entitled to a 10% tuition discount upon submission of appropriate documentation (e.g., work ID or a letter from department/human resources).

- Local Programs such as Local 1199 Training and Upgrading Fund
- Veteran Benefits

The School is approved for training in accordance with the provision of Section 1775, Title 38, U.S. Code. Contact the Veterans Administration directly for specifics on individual qualifications. For a list of other types of federal student aid please visit: <https://studentaid.ed.gov/sa/types>. For information and/or resources on financial aid for Native Americans please visit: <https://finaid.org/otheraid/natamind/>. Students who are not making Satisfactory Academic Progress, and those on academic probation, are not eligible to receive institutional scholarships in that semester.

IV. Important Points to Remember

1. Fill out each form in its entirety, according to the instructions provided. Incomplete forms of any sort will not be processed.
2. Check student email accounts daily.
3. Always keep copies of all forms/ documents for your personal records.
4. After filing, any change or special conditions that significantly affect your financial situation should be communicated to the Office of Financial Aid in writing as soon as possible.
5. Tuition is due each semester and you will receive a tuition bill reflecting the amount owed to the school after all financial aid awards have been deducted. Failure to pay tuition may result in late fees, removal from class, registration hold, transcript/document holds, and/or collections. You may establish a payment plan by contacting the Bursar's office.

V. Tuition Payment Procedures

Tuition bills are emailed to students approximately one month prior to the beginning of each semester. Appropriate tuition and fees are expected to be paid in full by the payment due date listed on the billing detail summary unless a payment plan is in place. Tuition and all other fees are to be paid at the Student Services Office. Tuition may be paid via personal check, money order, bank cashier's check, or credit card. **NO CASH PAYMENTS WILL BE ACCEPTED.** An insufficient funds fee will be applied to any returned checks. A late fee of \$100.00 is charged for bills not paid on or before the due date on the bill.

1. Full payment – this is the regular and preferred payment option.
2. Deferred Payment Plan – Deferred payment arrangements must be made with the Bursar's Office one week prior to the start of classes. A one-time fee of \$25 is charged to set up a deferred payment plan. A

\$100 late fee is charged for EACH installment paid after the due date.

3. A minimum payment of at least one half of tuition and fees is required on or before the start of classes. The tuition balance will be deferred if a payment plan has been established. All financial aid paperwork, including loan applications, must be approved before the start of each semester. If financial aid does not cover the tuition charges in full, the student is responsible for covering the difference.

Cancellation of Classes for Non-Payment

In accordance with State law, payment for tuition and fees is due prior to the start of the term. Students registering in the billing period must pay tuition and fees or defer their bill by signing a Deferred Payment Agreement with the Bursar's Office. Accounts not paid or deferred by the due date may result in cancellation of course registration. Past due prior term balances cannot be deferred or paid with financial aid for future terms. Students whose schedules are canceled may find it difficult or impossible to re-register for the same courses because their seats may have been taken by students on wait lists. Students who register after the billing period and students who have been canceled who were originally registered during the early registration process must pay estimated tuition and fees or provide proof that they are financial aid recipients prior to being able to access registration.

Refund Checks

Financial Aid Refunds:

Refunds of credit balances caused by financial aid exceeding student account charges will be refunded to the student by check. When the refund check is ready at the Bursar's Office, an email notification will be sent to the student to pick up any refunds at the Bursar's Office. Refund checks cannot be disbursed until the first day of classes for the semester. Once the semester has begun, refund checks are usually available fourteen calendar days after the aid is placed on the student account.

Credit balances result when the total amount of funds credited to the student's account exceeds the total amount of charges. (Credits refers to payments, loan disbursements, scholarships, etc.). Pending or anticipated funds are NOT eligible for a refund. Once all applicable charges and/or credits have officially been posted to the account, and the amount has been reviewed for potential eligibility for a refund, the refund check/funds will be processed accordingly.

Credit balances will be held by the school across terms within the same award year if the student (or parent borrower if Parent Plus Loan recipient) provides prior written and signed consent/authorization to do so.

Parent Plus Loans:

Refunds of credit balances caused by Parent Plus Loans exceeding student account charges will be refunded to the parent by check mailed to the address provided by the parent. If the student wishes to pick-up the Plus Loan refund check, the borrower (parent) must notify the Bursar's Office in writing.

Non-Financial Aid Refunds:

If a student account has a credit balance for reasons other than financial aid, the refund will not be generated until after the Add/ Drop period for the semester. This includes overpayments where personal payments combined with financial aid exceed the balance, credit balances due to dropped classes, and other overpayments.

In most cases, credit balances are refunded directly to the student. However, some exceptions may apply; for example, when the credit is due to a potential over award of financial aid, the credit may be held until the Office of Scholarships and Student Aid has reviewed the account. If financial aid is determined to exceed the federal definition of need, the over-award will be refunded to the appropriate financial aid fund. In the case of posting errors, the Office of Financial Aid will reverse the error.

Holds/Stops/Financial Clear Holds

Student Financial Services places holds on student accounts when they become past due. Holds are also placed on accounts of students scheduled to graduate to alert them to resolve any debts before graduation. These holds prevent registration. The past due amount (or amount due for those scheduled to graduate) must be paid in full for the hold to be lifted. Financial Holds preventing registration are placed on the term record of students who will be registering for classes in the upcoming semester. Financial Holds are manually lifted when the student pays the balance due.

Returned Check Fee

Any payments returned by the payer's bank because of insufficient funds are subject to a \$35.00 returned payment fee. In addition, a hold restricting registration will occur. This hold will not be released until the returned payment is repaid. PSON reserves the right to observe a 30-day waiting period to ensure that any replacement payment clears. For immediate release of the hold, payment must be made by money order, certified check, or credit card. No cash will be accepted for payments.

Other Expenses

Students are responsible for all expenses related to travel to and from assigned clinical sites. Students are responsible for their housing, meals, textbooks and supplies, uniforms, and personal expenses.

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is a requirement for all students receiving federal, state or institutional scholarships while enrolled at Mount Sinai Phillips School of Nursing. Financial aid recipients must meet all federal requirements, including completing the program within the maximum timeframe, in order to remain eligible to receive federal, state or institutional aid. Academic progress is measured at the end of each semester and includes all terms of enrollment. Your entire academic record is included in the determination of satisfactory academic progress. Students who are not meeting satisfactory academic progress requirements at the end of each term will lose eligibility for all federal, state, and institutional aid. It is the responsibility of the student to make alternative arrangements to finance their education should the student not make satisfactory academic progress. The student may choose to set up a monthly payment plan or the student may choose to apply for a private loan during this period. Please be advised that not all private loan lenders lend to students who are not making satisfactory academic progress. Students should contact the Office of Financial Aid for full details of the standard. The following charts delineate the School's standards of satisfactory academic progress for the ABSN and the RN-BSN Programs for the purpose of determining eligibility for financial aid. By the end of each term below, students are expected to have the following criteria met to receive financial aid for the next term:

ABSN Full Time Students		
Semester	Credits Earned	Required Cumulative GPA
1 st Semester	13	2.30
2 nd Semester	26-28	2.30
3 rd Semester	40-42	2.30
4 th Semester	54	2.30

Withdrawals and/or Grades of Incomplete

Students should understand that course withdrawals may impact their financial aid awards. Any student who totally withdraws from the program and receives financial aid is subject to a different refund calculation. Students withdrawing from the School are required to file notice in writing with the Office of Student Services. The amount of tuition to be refunded will be determined based on the date notification of withdrawal is received. If a student withdraws from a course or receives a grade of Incomplete, that student will still be expected to adhere to the quantitative and qualitative standards of the satisfactory academic progress policy stated above.

If a student withdraws after federal direct student loans and/or federal direct parent PLUS loans are disbursed and are credited to a student's account, the Office of Financial Aid will be required to process a Return to Title IV calculation. The Return to Title IV calculation is performed to determine the amount of Federal funds the student has earned and the amount of unearned Federal funds for which the school and the student is responsible to return (if any). Students may owe a balance to the school after a Return to Title IV calculation is performed.

Maximum Time Frame to Complete the Program

The student must complete the program within a time frame that does not exceed 150 percent of the published length of the program for full-time students. The RN-BSN and ABSN are four semesters in length; therefore, the maximum time frame to complete the program is six semesters. This standard includes all periods of enrollment, even those for which the student does not receive aid from the Title IV program.

Waivers for Special Circumstances

If a student does not meet the School's standard for satisfactory academic progress, they may not receive further financial aid. In cases of extenuating circumstances, the School may waive the satisfactory progress requirement, consistent with federal and state regulations.

Appeal Process

A student may appeal a financial aid decision by submitting a letter along with any requested documentation to the Assistant Director of Financial Aid. Decisions will be made on a case-by-case basis, and the student will receive the decision in writing, within ten working days following submission of the letter of appeal.

Reinstatement of Aid

If a student initially fails to make satisfactory progress but later meets the standards, their eligibility for aid will be reinstated for the semester in which they regain satisfactory progress. If a student is dismissed from the program for failure to maintain satisfactory progress, the sole means to reestablish eligibility for financial aid is to be readmitted to the School.

Necessity for Repaying Loans

Students are obligated to repay the full amount of their loan(s) even if they: (a) do not complete the program, (b) are unable to find subsequent employment or, (c) are otherwise dissatisfied with the education acquired from the School. The School will process any Direct Loan program chosen by

students. When students borrow money from the Direct Loan Program, they are required to repay that amount plus interest. Repayment will begin six months after graduation or immediately if the student fails to maintain a minimum half-time course load. Entrance and exit counseling services are required for students to receive their loans and to facilitate debt management. A hold will be placed on a student's academic transcript if that student fails to complete the Exit Interview Process or has a balance due in their tuition and fees account.

Tuition Refund Policy

Any student who withdraws during the semester is liable for all tuition charges and fees. Students who withdraw from courses may be entitled to a refund. The official date of withdrawal determines the refund based upon a pro rata refund policy consistent with federal regulations. Actual days of attendance are utilized in calculating the pro rata refund. If the student receives less Title IV aid than the amount earned, the School will make a disbursement to the student of the earned aid that was not received (post withdrawal disbursement). If, however, the student receives more Title IV aid than the amount earned, the School, the student, or both must return the unearned funds in the following order:

1. Unsubsidized Federal Stafford Loan Program
2. Subsidized Federal Stafford Loan Program
3. Federal PLUS Loan Program
4. Any other Title IV Program

Students are expected to withdraw officially, in writing. Students who fail to notify the School and thus unofficially withdraw, and whose withdrawal date cannot be ascertained, will be considered withdrawn effective on the midpoint day of the semester in question. This policy is consistent with federal regulations.

Further information relative to the School's official withdrawal policy can be found in the Academic Policies section of this catalog.

Tuition Liability Schedule for Fall, Spring, and Summer Semesters:

- Week 1 and/or prior - 100% refund tuition and fees
- Week 2 - 100% refund tuition (charge all fees)
- Week 3 - 70% refund tuition (charge all fees)
- Week 4 - 50% tuition refund (charge all fees)
- Week 5 - 0 (full charge)

Career Services

Assistance is available with transition into nursing practice, professional communication, resume writing and interviewing. New job postings are available on the Student Resources section on Moodle.

Academic Advisement

Upon admission, all students will be assigned a faculty member who will serve as their academic advisor. The assigned academic advisor will meet with these students on a regular basis for the duration of the program. Advisors will make referrals and recommend activities to improve learning outcomes.

Tutoring Services

Faculty are accessible for clarification of course content by appointment and during their office hours posted on Moodle. Tutoring hours will be posted.

Nursing faculty conduct scheduled tutoring sessions which provide an additional opportunity for clarification of previously taught lecture material. These sessions provide a forum for further discussion of content and allow for clarification of reading assignments. Students are encouraged to attend these sessions to maintain an ongoing comprehension of the material as it is being taught. It is expected that students will come prepared with questions for maximum benefit. Please note that examination content will not be reviewed during tutoring hours.

Library Services

The Information Commons

The Information Commons is located on the second floor; the hours are 8:00 am to 6:00 pm.

The Information Commons primarily serves the population of the Mount Sinai Phillips School of Nursing and liaises between affiliated institutions within the Mount Sinai Health System, including the Levy Library at the Icahn School of Medicine at Mount Sinai, Mount Sinai West, and Mount Sinai Morningside. The Commons is available to support the optimal academic and research curricula needs of the students and faculty of the Mount Sinai Phillips School of Nursing by providing the resources and technology to facilitate quality access to information. The goal of the Commons is to provide students with resources that enhance classroom and clinical experiences and offer additional learning opportunities.

The Reference and Instruction Librarian is available for information and literacy related consultations and other reference requests during working business hours. The librarian is available by appointment and by walk-in visits during office hours. Virtual assistance is also available during business hours via teleconference, email, chat, and phone.

Collection:

The Mount Sinai Health System Libraries provides the PSON Information Commons with remote electronic access to a broad array of digital resources consisting of a diverse collection of medical and nursing journals, databases, e-books, e-journals, mobile applications, and other clinical resources. The Information Commons maintains a moderate print collection of nursing course textbooks. It also includes audiovisual materials on nursing and clinical topics.

- The Commons offers access to desktop computers for student use, plus charging stations for personal hardware. Students may access internet-based services on campus or at home via remote VPN access.
- Students are expected to comport themselves in the following manner in the Information Commons:
 - Maintain quiet individual study.
 - Group study must be maintained at a decorous volume; be aware of fellow students nearby. Phone calls should be taken out of the library; texting is fine as long as the phone is set to silent. Please refrain from eating and drinking in the library except for special or medical circumstances (brought to the librarian's attention prior); bottled water is fine.
 - Log off the computers when finished and email saved work; do not save on the desktop. Sign out books when borrowing and indicate when they are brought back by initialing and dating the sheet provided.
 - Keep internet use professional and use good judgment; school computers should be used

for class work and study only.

Other Libraries within The Mount Sinai Health System

Icahn School of Medicine at Mount Sinai Hospital (ISMMS)

Gustave L. and Janet W. Levy Library
Annenberg 11, One Gustave L. Levy Place,
(212) 241-7791

PSON students have Levy Library access with ID cards between 8 am and Midnight, Monday through Sunday, except for holidays as noted.

Mount Sinai West (MSW)

Medical Library
1000 Tenth Avenue
(212) 523-6100

24/7 Swipe Access Granted to PSON students with ID and Security Clearance

Mount Sinai Morningside

Mount Sinai Morningside Information Commons
440 West 114th Street
Clark 8

(212) 523-4315

24/7 Swipe Access Granted to PSON students with ID and Security Clearance

Disability Services

Mount Sinai Phillips School of Nursing is dedicated to providing equal educational opportunities for students with physical, learning, psychological, sensory and chronic health disabilities. No qualified student with a disability will be excluded, denied participation, or subjected to discrimination from any program or activity. Any individual with an inquiry or complaint related to Section 504 of the Rehabilitation Act of 1973 or the ADA should contact Noel Davila, Assistant Dean of Enrollment Management, 504/ADA and Title IX Compliance Coordinator and Disabilities Officer through phone 646-396-4448 or email noel.davila@mountsinai.org.

Decisions regarding accommodations are made through an interactive process between the Assistant Dean of Enrollment Management and the student, and may also involve faculty, the Interim Dean and experts (both internal and external) from Employee Health Services, or other appropriate disciplines as needed. Appropriate accommodation is determined following an individualized assessment of each request and discussion with Employee Health Services when deemed necessary.

The following factors are considered in determining appropriate and reasonable accommodations:

- The nature and functional impact of the student's disability;
- History of accommodations;
- The necessity of the requested accommodations and possible alternative accommodations;
- Whether the requested accommodations will alter the essential requirements of the course or program;
- Whether the requested accommodation causes an undue burden on the institution.

Students seeking accommodations or support services at Mount Sinai Phillips School of Nursing must formally request accommodations by submitting a completed 'Request for Accommodations' form and supporting documentation.

The supporting documentation must:

- be current (approximately within the past year);
- be in the form of a letter addressed to PSON from an appropriately credentialed professional, physician and/or school;
- include medical information that describes the functional limitations of the disability;
- include evaluation/diagnostic test results used to make the diagnosis;
- indicate the requested accommodation with an explanation of its relevance to the disability.

Students are encouraged to provide whatever documentation they have for evaluation. The School maintains the option of seeking a second, professional opinion regarding documentation presented to verify disabilities. Documentation accepted by the School is valid as long as a student is continuously enrolled at the School. If there is a break in the student's enrollment, they may need to present updated documentation in order to receive disability services.

Note that accommodations are only granted after the student has completed the below outlined process. Accommodations are not retroactive, so students are encouraged to initiate the process as early as possible.

1. Contact Noel Davila, Assistant Dean of Enrollment Management, to schedule an appointment. Appointments can take place via phone or in person.
2. Complete the Disability Services Request for Accommodations Form and provide documentation of your disability. Students are encouraged to send their disability documentation to the Assistant Dean of Enrollment Management in advance of their appointment but can also bring documentation to the appointment. Note that an expert from Employee Health Services may request to speak with the student's provider to ascertain the need for specific accommodations. It is therefore important that the student provides the contact information for the provider and files a 'Medical Release Form' with their provider to authorize the expert from Employee Health Services to discuss the details of the disability as it relates to the requested accommodations.
3. Upon review of the requests for accommodations, appropriate accommodations may be approved taking into consideration the information provided during the meeting with the student, submitted disability documentation, and the requirements of the academic program.
4. Students found eligible for accommodations are required to meet with the Assistant Dean of Enrollment Management to obtain an accommodation letter and review the policies and procedures regarding the provision of accommodations at the School. After receiving a letter of approved accommodations, the student must schedule a time to meet with instructors to deliver the accommodation letter and discuss granted accommodations.
5. The application, supporting documentation and necessary information from discussions with the student will be kept on file in the Student Services office. In accordance with FERPA, information from the file will only be shared with other institutional personnel when there is a legitimate educational need to know. Documentation is retained for six years after the student leaves the School.

Health Services

Enrollment Health Requirements and Clearance

ALL students are required by law and hospital policy to complete an initial health assessment and provide certain required medical information PRIOR to beginning the educational program. ***Students will not be allowed to start the program without medical clearance from the Mount Sinai Health System's Employee Health Services (EHS).***

The initial assessment may be performed by the:

- Student's primary care provider (PCP) **OR**
- Mount Sinai Beth Israel/New York Eye & Ear Infirmary Employee Health Services
281 First Avenue (at 16th Street), Silver Building, 4th floor, Suite 4S12.
New York, NY 10003
(212) 844-1100

[Click here to make an appointment at MSBI EHS](#)

Accepted students will receive a comprehensive "New Student Clearance Packet" with full information regarding the health requirements. These requirements must be completed by the due date established for your cohort and include the following items:

TOXICOLOGY SCREENING

Accepted students must pass a toxicology (drug) screening exam as part of the initial health assessment. The toxicology panel screens for the use of controlled substances, and includes Amphetamines, Barbiturates, Benzodiazepines, Cocaine, Opiates, Oxycodone, and Phencyclidine. It does not include testing for legalized recreational drugs.

INITIAL HEALTH ASSESSMENT

The Initial Health Assessment consists of a questionnaire and a physical exam. The Initial Health Assessment Questionnaire is completed by the student. The physical exam must be completed either by EHS or with your primary care provider (PCP). When completing the physical exam with your PCP, the physical assessment section of the form must be completed by your PCP and include their office stamp. All forms will be reviewed by an EHS provider, and a focused exam performed if necessary. *Note: The treatment of any existing physical condition requiring professional attention is the responsibility of the applicant and must be effected prior to enrollment.*

TB SCREENING

A blood test for TB (such as a QFT or T-spot) is acceptable in lieu of a Tuberculin Skin Test. If the test is positive, a follow-up with Employee Health Services is required and further information will then be provided.

COLOR VISION SCREEN

Testing may be completed at EHS if unable to do so with your PCP.

IMMUNIZATION STATUS

Proof of immunity is mandatory for the three (3) vaccines below. EHS will accept documentation/photocopies of laboratory report titers or immunization records. For susceptible titer(s), the student must provide documentation of receiving booster vaccinations. For results that do not show immunity, an appointment for a booster vaccine will be scheduled immediately after receiving the results. All of the below may be done at the Employee Health Service if necessary.

1. **Measles, Mumps and Rubella:** Two MMR vaccines OR Measles, Mumps and Rubella positive titers
2. **Varicella** (Chicken Pox): Two Varicella vaccines OR a positive Varicella titer
3. **Hepatitis B:** Proof of an immune titer to Hepatitis B (a positive Hepatitis B surface antibody) is required. If you lack immunity to Hepatitis B, you may start the series or decline the vaccine. Proof of receiving the Hepatitis B vaccine is NOT sufficient as proof of immunity.

4. **Meningococcal Meningitis Vaccine:** This vaccine is not required by virtue of your work or study in the healthcare professions but is recommended by the Centers for Disease Control (CDC) for students up to 21 years of age. All students must complete the *Meningococcal Meningitis Vaccination Response Form*.

MANDATORY VACCINATIONS

Proof of vaccination is required for the following items. EHS can administer the vaccine during your visit if needed.

1. **Tetanus, Diphtheria and Pertussis (Tdap) vaccine:** If Tdap was received more than 10 years ago, a Tetanus, Diphtheria (Td) vaccine within the past 10 years is required. There is not a blood test to check for immunity to tetanus, diphtheria, and acellular pertussis.
2. **Flu Vaccine:** Flu season typically runs from September to May. All students must be vaccinated against influenza for the current flu season or for the upcoming flu season. If outside of flu season, students must sign a form indicating they agree to receive the vaccine once flu season begins. Exemptions for this requirement will be considered if a student submits medical documentation of an allergy to components in the vaccine or other exemptions to vaccination. Students with approved exemptions will be required to wear a mask in all clinical areas during flu season. Any student who has not received an influenza vaccine by October 31st of each academic year, or who has not provided documentation of a medical contraindication to vaccination, will be suspended from the program.

COVID-19 VACCINE & BOOSTER REQUIREMENTS

The following are required of all students at PSON and should be completed before your EHS appointment through your primary care provider (PCP) or pharmacy:

- Must be fully vaccinated* per the current CDC definition of “fully vaccinated status” for COVID-19
- Must receive their COVID-19 bivalent booster** prior to matriculation or within 2 weeks of becoming eligible** for the booster IF their primary series vaccine was the monovalent vaccine. As of April 2022, you are eligible for a booster 5 months after your initial monovalent Pfizer or Moderna series, or 2 months after your initial Johnson & Johnson series.
- The booster is not required at this time for those who received a bivalent Pfizer or Moderna dose as their primary series.

***Fully Vaccinated**

As of April 2023, the definition of fully vaccinated is:

For those who received the monovalent vaccine, you are fully vaccinated 14 days after receiving:

- 2 doses of Pfizer-BioNTech vaccine OR 2 doses of Moderna vaccine (and for individuals who are moderately to severely immunocompromised, a third dose 28 days after the second dose)
- 2 doses of an equivalent WHO-EUL vaccine
- 1 dose of Johnson & Johnson's Janssen (J&J/Janssen) vaccine

For those receiving a bivalent vaccine, you are fully vaccinated 14 days after receiving:

- 1 dose of Pfizer-BioNTech OR Moderna bivalent vaccine
- An additional dose of bivalent vaccine is also authorized for people who are immunocompromised, at the provider's discretion, at least two months after the first dose.

****Booster**

In addition to the requirement of full vaccination against COVID-19, a booster dose is required for all students who received the monovalent vaccine. Students failing to meet the booster requirement will not be able to continue their enrollment at PSON and will be restricted from future course registration. These policies are in alignment with COVID-19 vaccine & booster requirements for ISMMS students.

Students failing to meet this booster requirement post-matriculation will not be able to continue their enrollment at PSON and will be restricted from future course registration.

RESPIRATOR MEDICAL EVALUATION QUESTIONNAIRE

Complete both pages of the OSHA Respirator Medical Questionnaire and be sure to include the phone number. Respirator fit testing will be done at EHS. Note: Respirator fit testing can only be performed if the student is clean-shaven.

Annual Health Requirements

After the initial health assessment, an annual physical assessment will be performed at Mount Sinai Beth Israel EHS for each year the student is in attendance at the School. Students are not allowed to attend clinical experiences or classes unless all health requirements are met.

Health Insurance

Students are responsible for securing and maintaining their own health insurance to cover them for medical, emergency and hospital care.

Employee Health Services (EHS) is available to students for accidents and injuries that may occur while in school or in the clinical area. After initial emergency treatment is rendered at EHS, students will be referred to their regular physicians for follow-up care. The School of Nursing does not assume responsibility for the cost of care provided in the Emergency Department or hospital and does not cover any costs related to specialized diagnostic procedures and/or treatments. Employee Health Services provides:

- Acute injury/illness care such as for cold, cough, flu, diarrhea, sprain/strains
- Vaccinations and screening for immunity
- Wellness and health education

- Referrals for alcohol and substance abuse counseling
- Monitoring, documenting, and reporting outcomes
- Completion of immunization certification for other institutions

The annual health service fee includes the cost of initial assessments, any required immunizations (including the meningitis vaccine), sick calls, annual compliance, and other services through Employee Health Services.

MSBI EHS hours of operation are Monday to Friday, 8:00 am to 4:00 pm (except Federal Holidays). You may call (212) 420-2885 option # 3 for any questions or concerns. You may also e-mail EHS at EHSPSONINTAKE@mountsinai.org.

Security Services

Emergency Management Plan (MSBI)

In the case of an emergency in the hospital, a HICS (Hospital Incident Command System) will be activated by senior hospital administration. The following emergencies could result in a HICS activation: mass casualty incident, biological or HAZMAT emergency, radiological/nuclear emergency, evacuation of a section or an entire facility, infrastructure failure, etc. HICS activation information will be disseminated via the Everbridge system and staff information should be kept up to date in Sinai-1 to receive timely notifications.

When a “HICS” is activated during a clinical experience in the hospital, students are expected to:

- a) report to their instructors/school administration for instructions
- b) avoid using telephones and elevators
- c) wear hospital ID conspicuously on outermost garment
- d) continue normal activities unless otherwise instructed by their instructors/school administrators
- e) follow directions of faculty and nursing management

Active Shooter Procedure at the School – Security Alert/Armed Intruder (Formerly Code “Silver”) Any student, staff or faculty member who encounters or observes a person with an unauthorized or illegal weapon or using a weapon on campus should adhere to the following guidelines:

1. DO NOT ATTEMPT TO INTERVENE OR NEGOTIATE
2. Dial 911 (once it is deemed safe to do so)

Report:

- A. your location
 - B. a description of the suspect(s)
 - C. the number and types of weapon(s)
 - D. suspect’s direction of travel
 - E. location and condition of any victims or number of persons sheltering in-place
3. If the active shooter is in your vicinity:
 - A. Move away/evacuate the area
 - a. Move yourself and others away from the active shooter area if possible and safe to do so.

- b. Have an escape route and plan in mind
- c. Leave your belongings behind
- d. Follow directions from emergency responders for evacuation to street or safe shelter
- e. Keep your hands visible while moving or evacuating (to show you carry no weapons)
- B. Hide out (if moving away/evacuation is not an option)
 - a. Hide in an area out of the shooter's view
 - b. Block entry to your hiding place and lock the doors
 - c. Silence all cell phones
 - d. Avoid windows where possible
- C. Take action (if evacuating or hiding out are not options)
 - a. As a last resort and only when your life is in imminent danger
 - b. Attempt to incapacitate the shooter
 - c. Coordinate action with group if possible
 - d. Act with physical aggression and throw items at the active shooter

(Above also referred to as "RUN-HIDE-FIGHT")

Fire and Safety Evacuation Procedure

In the event of an emergency necessitating evacuation of the building, the following procedure is to be followed:

When you hear the fire alarm, you should proceed down the nearest stairway and await further instructions from faculty or administration. All alarms should be considered indicative of a fire, unless otherwise announced. Never assume that an alarm is a false report. In case of fire, Use Stairs Only. Do not use elevators under any circumstances; walk quietly and quickly down the stairs and leave the building. If one of the staircases cannot be used, faculty or administration will direct you to a usable staircase. Handicapped persons should report to faculty or administration.

DO NOT, UNDER ANY CIRCUMSTANCES, IGNORE OR FAIL TO RESPOND TO EMERGENCY DIRECTIONS. Once you have reached the street, move quickly away from the building. Students should proceed to the designated area and await further instructions.

This is a simple procedure, designed to maximize safety and minimize inconvenience. It can only work successfully with the full cooperation of everyone.

Academic Technology

The Mount Sinai Phillips School of Nursing (PSON) Academic Technology team provides students with a technical level of support on all hardware and software used as part of the program. The School's Technology Department provides full support for the learning management system (LMS), Moodle. Other key services include aid with student emails, G-suite; Student information System, Campus Portal; Network access, VPN; and all school owned equipment.

On-site support for students is available from Monday to Fridays from 9:00 am to 5:00 pm by appointment only, except for on-site emergencies. Students are required to submit a help request form for all non-urgent matters. Items that qualify as urgent are as follows:

- Any IT related issues at the start of and during an exam
- Hardware system failure during class hours
- Complete inability to gain access into LMS
- Locked student e-mail accounts

If students have an IT emergency, they may email IT@pson.edu. Our team will review each item and either respond immediately or place it in the queue depending on severity.

Note: Some items such as assignment submission alterations require faculty approval before adjustments can be made. Limited support is provided on personal educational equipment i.e., student laptops and tablets as doing so can void device warranty. Assistance regarding educational software i.e., Word, PowerPoint, etc. is mostly restricted to troubleshooting errors. For workshops and training on using such applications please see Student Resource Page > Tutorials on Moodle.

The Academic Technology Request form can be found on Moodle, under the 'Student Resources' tab, 'IT Support Request' link. In order to submit a request students must be logged into their school e-mail account.

Google Drive School Policy

As part of PSON's G Suite service, students are given access to their own Google Drive cloud storage. The school asks that students use Google drive only to store elements that pertain to their studies. PSON is not responsible for any personal sensitive information (PSI) stored on a student's Google Drive.

Phishing Attempts

Students are responsible for their own google account activity and should always be on alert for phishing attempts.

Phishing alertness:

- Don't click on links or open attachments from unknown senders.
- Make sure you know the company or person that you are communicating with.
- Do not disclose financial or contact information on the Internet to third-party individuals.

Alumni Gmail

PSON graduates will be granted access to their pson.edu Gmail inbox for twelve months after graduation.

School Standards

Conduct

The School has adopted standards for student conduct that include the ANA Code of Conduct for Nurses, a Student Code of Conduct, Standards of Accountability, and a Code of Academic Integrity. Students are expected to uphold the professional, legal and ethical standards of the School in any venue where they are identified as students of the School of Nursing. The following behavior is expressly prohibited and will lead to disciplinary action by the School's administration:

- Bullying, hazing, threatening and abusive verbal and non-verbal behavior. Engaging in or threatening to engage in behavior(s) that include, but are not limited to, threatening, tormenting, mocking, intimidating, teasing, exploiting known physiological or physical vulnerabilities or impairment, mental or physical violence, degradation, and harassment.
- Destruction of property by damaging, defacing, or vandalizing school or

individual property

- Discrimination and harassment of any member of the school or the students.
- Disorderly conduct that interferes with educational activity or regular operation of the school.
- Failure to comply with reasonable request or instruction of a School employee acting in official capacity.
- Lack of respect for faculty and staff, and failure to regard the rights of others.
- Misrepresentation or assuming another person's identity or role through deception or without proper authorization.
- Theft and unauthorized taking of property or services without permission from the owner.
- Violation of other Mount Sinai Philips School of Nursing policies as detailed in the Catalog including, but not limited to, sexual misconduct, academic integrity, drugs, alcohol, dress code, punctuality, health requirements, social media and technology, email etiquette, patient confidentiality, etc.

Students found engaging in such behaviors will be required to present themselves for a mandatory hearing scheduled by the Conduct Committee. The decision of the conduct committee will be determined after consultation with the Interim Dean. If a student is found guilty, they will be subject to disciplinary action which may include:

- Warning—A written notice to the offender that continuation or repetition of a violation may be cause for further disciplinary action.
- Suspension—Exclusion from the program for a specific period.
- Dismissal—Termination of student status.
- Legal Action—Report to authorities

The Conduct Committee, after consultation with the Interim Dean, may dismiss, impose a mandatory leave of absence or require the resignation of any student for reasons pertaining to dishonest or immoral behavior, failure to develop the personal and professional qualifications for nursing, or unsafe conduct affecting either the student, patient or others. Any statement made on a social networking site which may cause actual or potential harm or injury to another or to the school will be grounds for dismissal. Students are expected to refrain from posting negative comments regarding the School of Nursing on social networking sites.

Code of Ethics for Nurses and Student Code of Conduct

The School's Nursing faculty subscribes to the most recently approved American Nurses' Association (ANA) Code of Ethics for Nurses. Students are responsible for learning and adhering to this Code, which is adapted to apply to all students as follows:

- The nurse/student nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
- The nurse's/student nurse's primary commitment is to the patient, whether an individual, family, group or community.
- The nurse/student nurse promotes, advocates for and strives to protect the health, safety and rights of the patient.
- The nurse/student nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
- The nurse/student nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence and to continue personal and professional

growth.

- The nurse/student nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
- The nurse/student nurse participates in the advancement of the profession through contribution to practice, education, administration, and knowledge development.
- The nurse/student nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
- The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice and for shaping social policy.

Academic Policies

The academic policies of the School are designed to ensure that all students meet the School's academic standards for successful program completion and eventual licensure for pre-licensure students. Students are advised to be thoroughly familiar with these policies since they will be accountable for strict adherence to all academic policies and the School's ethical and legal standards.

Communication

All e-mail communication with faculty should be conducted via the students' school e-mail account, and phone communication must be done through PSON-designated phone numbers. Faculty and staff will respond to student inquiries generally within 2-3 business days.

Email Etiquette

- All students will be assigned a PSON email and Moodle account. Students are expected to check daily for email and online postings. They are expected to respond to emails from faculty, staff, and leadership generally within 2-3 business days.
- Students must use their assigned pson.edu email address when emailing a School official. Anonymous emails or emails received from personal email addresses will not be answered.
- When sending an email, students should be respectful in their headings and sign off with their email signature in the below format:

Full Name

Student, Program Name, and Graduating Class (e.g., Student, ABSN Graduating Class of Fall 2023)
Mount Sinai Phillips School of Nursing

Phone Contact Number

- All details relevant to the matter in the email (e.g., the courses enrolled in, the professor teaching the course, etc.) must be included in the body of the email.
- Emailing and/or messaging should not be conducted during class or clinical experiences.

Phone Etiquette

- Students may contact Faculty and Staff on their work phone numbers if absolutely necessary during regular business hours.
- Students must identify themselves and the program and cohort at the beginning of the phone call.
- A respectful and professional tone must be adopted throughout the conversation.
- Use of inappropriate tone and/or abusive language will be considered a violation of the Code of Conduct and may lead to appropriate disciplinary actions.

Faculty Time for Meetings

Since faculty may not always be available to meet with students without prior notice, students must make an appointment for a meeting during faculty office hours.

Drugs, Alcohol, and Tobacco

The personal use of alcohol on the School of Nursing premises is prohibited. Students are reminded that possession and/or use of alcoholic beverages or controlled substances are forbidden in the School of Nursing and in all hospital-owned properties. Such use can result in immediate dismissal and legal sanctions. Since the School is committed to a smoke-free environment, smoking is prohibited on the premises and in front of the building.

Dress Code

Classroom

Students may wear street clothes to classes. However, miniskirts, short shorts, halter or midriff-baring tops, undershirts, see-through materials, and other revealing clothing are inappropriate. Failure to adhere to the dress code will be considered a violation of the conduct policy.

Laboratory/Clinical

School uniforms (scrubs) must be worn for all clinical/laboratory learning experiences.

In all situations when a student is representing the School or identified as a student, they must meet the dress standards as identified below:

The school uniform is the appropriate clinical attire for students of the School of Nursing and should be cared for and worn with mindful consideration.

- Students must appear for clinical in complete uniform, including an ID badge.
- The uniform and closed-toe, closed-heel, non-porous shoes must be kept clean and in good condition.
- Hosiery or socks must be white or black.
- If skirts are worn, they must be in white, black or in the same color as the scrub top. Skirts must be worn with hosiery.
- Sweaters worn over the uniform must not include inappropriate writing or printing.
- Only white or black long-sleeved tops may be worn under the scrub tops.
- Underwear should not be visible under the uniform.

- Uniform equipment consists of a watch with a second hand, a stethoscope, a smart phone, a black pen, bandage scissors, and a small notepad.
- For safety and infection control purposes, simple bands and small, unobtrusive earrings are the only jewelry allowed while in uniform.
- Students have the responsibility of maintaining proper hygiene and grooming/appearance. As there will be patient interactions, strongly scented toiletries should be avoided or kept to a minimum. Long hair should be tied back to avoid contact with bodily fluids. Nails should be short enough to allow the individual to clean underneath them thoroughly and not cause glove tears. Artificial nails and wraps may not be worn. Chipped nail polish promotes the growth of microorganisms and should be removed if chipping occurs.

If the student is dressed unprofessionally, they will be considered unfit for duty and be asked to leave the clinical setting. The student will then receive an absence for that day.

Student Identification

All students must always wear their student photo ID on the school campus and clinical sites. If the school ID is unavailable, a student may show another photo ID for a one-time exception and must sign a guest log with security. The student cannot enter the school and clinical sites without proper identification.

Classroom and Clinical Schedule

The classroom and clinical schedules are published before the beginning of each semester. Classes and clinicals may be scheduled during morning or evening sessions on weekdays or weekends. Clinical assignments are automated and randomized. The School will not accept requests to change the student's assigned class or clinical schedule. A student may request to swap their clinical schedule with another student before the beginning of the clinical term only. Swap requests are not guaranteed.

Classroom and Clinical Decorum

To facilitate learning in the classroom, the following guidelines have been instituted:

- Students are expected to arrive on time and remain in the classroom throughout the scheduled lecture as well as to return promptly from class breaks.
- Professional behavior and common courtesy prevail at all times.
- Repetitive patterns of frequent tardiness and/or absence which disrupt the teaching and learning process will not be tolerated and may result in disciplinary action.
- Tardiness and social conversations during classroom presentations distract others and are discouraged.
- Emailing or text messaging is not allowed during class time.
- Cleanliness of the classrooms is to be maintained. Students are to discard all waste appropriately. **NO FOOD/DRINKS ARE ALLOWED IN THE CLASSROOM/LABORATORY/CLINICAL AREAS.** Designated areas throughout the school are available for food and drink consumption.
- Information Commons and other study areas are available throughout the building. Classrooms will not be available for study.
- Students should adhere to their expected clinical arrival times. For example, if clinical begins at 8:00 am, students must be on the unit, in uniform, and ready to work no later than 8:00 am. It is the

student's responsibility to account for traveling time, including traffic, planned changes, etc.

- In emergencies which may necessitate absence from the clinical experience, the lead faculty **and** clinical instructor should be notified as soon as possible before the start of scheduled activities. For clinical experiences, lateness of more than ten (10) minutes and/or unpreparedness may result in the student being sent off the unit and marked as an unexcused absence. More than two unexcused tardiness or absences may result in a course failure.

Smartphones in Clinical Area

- At the beginning of every semester, all instructors will inform the nurse manager and staff nurses that students will use their smartphones to access pertinent information needed to care for their patients. They will also be told that while carrying the device and being able to access this information is a clinical requirement and considered part of the student's uniform, students will not be using the cell phone to make calls or to text.
- Students will carry these devices for accessing information only. They may not use the phone part of their smartphones for calls or texts at any time during the hours they are assigned for their clinical experience. In cases of emergency, students are reminded to follow the procedure designated elsewhere in the Catalog.
- Students may only use their phones in certain designated areas and times—pre- and post-conferences, conference rooms, and lounges.
- Students may not use the devices in public areas, such as patient rooms, hallways, nurse's stations, elevators, or in a patient's home in the community, etc.
- Students on breaks, going to and from their clinical experience, hospital, or community, may not use their devices to call or text another student on duty.
- Before using the device, the student will inform all people in view and state its purpose. Example—"I need to look up information about my patient."

Personal Communication Devices

The school does not permit using cellular phones, beepers, text messaging, or emailing in the classroom, laboratories, and clinical areas.

Academic Integrity

The Mount Sinai Phillips School of Nursing holds all stakeholders responsible for maintaining academic integrity. Academic dishonesty includes but is not limited to plagiarizing another person's work, self-plagiarism, cheating, forgery, falsification of records, and compromising test integrity such as screenshots, screen captures, photos, or videos of copyrighted or PSON material. These actions are considered unacceptable and will not be tolerated. Any violation or incident will be subject to disciplinary action.

Policy

Academic integrity is honest, incorruptible behavior related to any academic or clinical activity in which an individual may be engaged. Academic integrity is the responsibility of the leadership, faculty, staff and

students of the Mount Sinai Phillips School of Nursing. Academic dishonesty is a serious violation and will jeopardize the quality of the educational program. The following constitutes Academic Dishonesty:

CHEATING:

Intentionally using or attempting to use unauthorized materials, information, notes, study aids, devices, or communication in any academic exercise. Examples of cheating include:

- Copying from another student during an examination or allowing another to copy your work. Unauthorized collaboration on a take-home assignment or examination.
- Using notes, videos, screenshots, or screen captures during a closed book examination.
- Taking an examination for another student or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting each instructor.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Assisting in acts of academic misconduct/dishonesty.
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic device such as cellphones, computers, or other technologies to retrieve or send information.

FABRICATION:

Intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Students are not allowed to use artificial intelligence programs such as ChatGPT for specific academic assignments including but not limited to scholarly papers, projects, and more.

FACILITATING ACADEMIC DISHONESTY:

Intentionally or knowingly helping or attempting to help another to violate any provision of this Code. This includes the sharing of any information related to a testing experience. Discussing test questions (before or after an exam) with another student is unacceptable.

PLAGIARISM:

Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. Examples of plagiarism include:

- Copying or re-using your previous work for a new assignment or course.
- Copying another person's actual words or images without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.

OBTAINING UNFAIR ADVANTAGE:

Any action taken by a student that gives that student an unfair advantage in their academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in their academic work over another student. Examples of obtaining unfair advantage include:

- Stealing, reproducing, circulating, or gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using, or circulating examination materials that clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.

FALSIFICATION OF RECORDS AND OFFICIAL DOCUMENTS:

Examples of falsification include:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, Add/Drop form, ID card, or other college documents.

UNAUTHORIZED USE OR DISTRIBUTION OF SCHOOL MATERIALS:

Examples include:

- Distribution of course materials, including written, audio, or visual content.
- Screenshotting, screen capturing, or screen recording of copyrighted material or material from the Mount Sinai Phillips School of Nursing.
- Written notes from school examinations, quizzes, and competencies.

The above examples are not an exhaustive list. The School reserves the right to take necessary actions if a student’s action(s) violates academic integrity.

Procedure

It is the responsibility of faculty, students, and staff to report in writing any suspected act(s) of academic dishonesty to the Assistant Dean of Undergraduate Programs. A student’s failure to report a suspected lapse in academic integrity can result in disciplinary action up to and including dismissal.

For all reported suspicions of academic dishonesty or ethical violations, the following procedure will be initiated:

1. The accused person will be informed of the accusation in writing by the course lead faculty.

2. The Assistant Dean of Undergraduate Programs will review the complaint to determine if there is evidence of a violation of academic integrity.
3. If, after considering all evidence, it is concluded that an act of academic dishonesty or ethical violation cannot be shown to have occurred, the complaint will be dismissed.
4. If the evidence suggests that academic dishonesty or an ethical violation has occurred, the Assistant Dean of Undergraduate Programs will schedule a conference with the accused and the accuser(s) within ten (10) days of receipt of the complaint. The course lead faculty will be present. The purpose of the conference will be to provide an opportunity to present pertinent facts and documents relating to the accusation.
5. If, based on the evidence, it is concluded that academic dishonesty has occurred, the Assistant Dean of Undergraduate Programs will deliberate about applying the appropriate penalty, which may include dismissal from the School. The accused person will be notified of the decision in writing within ten (10) days of the conference.
6. If the student disagrees with the conclusion reached or actions were taken under Step 5 above, they may file a grievance with the Dean/Interim Dean. That grievance must be filed within ten (10) days of notification of the outcome of the investigation.

Class Recordings

Recordings of lectures are at the discretion of the individual instructor and will be posted in a reasonable time period following class. Recordings will be available to students registered for the class as they are intended to supplement the classroom experience. Any additional recordings will require permission from the individual instructor. Recordings may not be reproduced or uploaded to other online environments.

Proper Use of Laptops during Classroom Activities

Students must uphold classroom etiquette when using their laptops and devices in the classroom, with the following behaviors considered unacceptable: text messaging, chatting, connecting to the Internet when not required, displaying offensive material, and sending inappropriate e-mails.

Etiquette in the Online/Virtual Classroom

- Sign on in a location where you can mentally focus and be free from distractions.
- Cameras should be ON.
- To reduce feedback and background noise, microphones should be MUTED.
- The screen name must be your full name.
- Enter your FIRST NAME and your LAST NAME. Dress respectfully (e.g., business casual) and conduct yourself like in an actual classroom.

Class/Clinical Participation

- The student accepts responsibility for all information delivered in the classroom, online, and clinical areas.

- Students are expected to participate in all online classroom discussions, assignments, and projects, including information on group or teamwork processes.
- Completed assignments are to be submitted on time. Failure to submit the written assignments on time may preclude students from meeting the course objectives.

Examinations/Quizzes

- Students are expected to take all course exams/quizzes when scheduled.
- All examinations will start on time as scheduled. Students who are late to an exam WILL NOT be given extra time to complete the exam. If a student is 10 minutes late or more, the student may not be permitted to take the examination.
- The student must wear their Identification Card (ID) badge during the examination.
- Make-up for a missed exam/quiz will only be given for excused absences, with proper documentation and at the discretion of the faculty.
- The schedule for the make-up exams and quizzes, if any, will be determined by the course faculty.
- **All makeup examinations will be held at the end of the semester during the scheduled HESI exam week.**
- A grade of zero will be assigned if an examination is not made up.
- For examinations, by clicking on the "Attempt" button, the student acknowledges that they have not been made privy to the exam questions or answers before taking this exam, nor have they participated in cheating during the exam. Students should remain within the video frame for the entire exam duration. The student's face should be clearly visible and free of any obstructions. If there is an issue, students will need to contact IT immediately. PSON has a Code of Academic Integrity (available in this Catalog), and behaviors, including falsification of records, cheating, and plagiarism, are expressly prohibited and will lead to disciplinary action. Also expressly prohibited is any exam content discussion among PSON students or sharing of exam content after taking the exam. Exam review will be done in a faculty-led environment and in a manner consistent with PSON policy.

Testing Environment

- All books, bags, notes, and other items must be placed in the front, back, or sides of classrooms.
- Caps, hats, clothing, or accessories that obstruct the proctor's ability to view the examinee will not be permitted.
- Cell phones, smartphones, cordless headphones, smartwatches, and all electronic devices other than the testing device must be removed.
- Non-electronic earplugs are permitted.
- For exams with audio content, only wired headphones are allowed. During the examination, students must wear PSON ID and present badges when asked. All special/additional instructions provided for the test must be followed.
- Students are only permitted to use scrap paper provided by the proctor(s). Scrap paper will only be distributed after the examination has begun. Scrap paper will be collected at the conclusion of the examination.

Examsoft Policy

Before and during the day of the test:

- Students are expected to download each examination as instructed by the course lead faculty during the designated download window and must do so before arriving on campus for testing. If a student encounters an issue with downloading, they must notify the course lead faculty and submit an IT support request for assistance.
- Each student is expected to use their own personal device for testing. Minimum device requirements and instructions on how to download Exemplify are located on the Student Resources Page on Moodle.
- It is the student's responsibility to ensure their personal testing device is fully charged and functioning properly prior to testing.
- IDs must be visible at all times during an exam.
- All exams will be on-ground in designated rooms at the MSPSON school building.
- All items must be stowed away or placed in the designated areas before the exam. The exam will begin once everything has been put away with all cell phones turned off.
- If a student is experiencing any technical difficulties during testing, they should raise their hand to receive help in real time.
- Upon completion of the examination/quiz, students are expected to: 1. Show their testing device screen to a proctor/IT personnel to show the successful and completed upload of their examination; 2. Show their MSPSON ID to the proctor; 3. Sign out of the exam room on a signature sheet held by faculty; 4. Hand in scrap paper with student's name on it.

After the exam for Secured Exam Review:

- All post-examination reviews will be conducted in person in a secure environment as scheduled by the course faculty. The scheduled exam review is the only opportunity for the students to review specific questions and answers.
- At the discretion of the course faculty, alternate arrangements can be made for students who provide supporting documentation for an excused absence.
- All items must be stowed away or placed in the designated areas during the review. The exam review will begin once everything has been put away with all cell phones turned off.
- During the review, students must adhere to the School Conduct and Academic Integrity policies outlined in the School Catalog and Student Handbook.
- If a student displays or engages in inappropriate actions or behavior that violate the School Conduct and/or Academic Integrity policies, they will be instructed to close the exam review and leave the classroom immediately.
 - Examples include but are not limited to:
 - a. Using a communication device during the review to capture or record examination content.
 - b. Displaying unprofessional conduct.

Simulation

Simulation experiences offer students an opportunity to practice patient care in a simulated and safe environment. It helps improve critical thinking, clinical judgment, and effective interprofessional communication skills. Students are expected to participate actively in various roles assigned during any

simulation activity. The simulation expectations are similar to the clinical expectations, in terms of attendance and punctuality, clinical preparedness, uniform, etc.

Moodle

Moodle is an “open-source courseware package” allowing students to access course resources and materials from any Internet-connected computer, regardless of the operating system. Students are responsible for all information posted in Moodle related to the courses in which they are enrolled. To standardize the utilization of Moodle, PSON has adopted a school-wide policy: Moodle will be used as a vehicle to enhance student learning, not to replace face-to-face contact in the classroom or clinical areas. All school standards for student conduct, i.e., the ANA Code of Ethics for Nurses, Student Code of Conduct, Standards of Accountability, and the Code of Academic Integrity, will apply to students when using Moodle. Information requiring immediate student awareness, such as announcements, notifications, last-minute revisions, etc., will be posted in the [News Forum/Latest News](#) sections. The email system will not be used for this purpose.

Students are responsible for logging into Moodle daily and multiple times a day (as needed) to remain updated with the latest course content and information. Students are responsible for all course-related information and content, including course announcements, lecture materials, syllabi, schedules, clinical/didactic groups, and more.

Important information is also posted on the Student Resources Page; students are responsible for checking this page for resources.

Attendance Policy

- Students are expected to attend all clinical, laboratory, and classroom sessions. However, the faculty recognizes that an emergency situation may arise which requires a student to be absent.
- Students should be aware that frequent, periodic absence or extended absence may result in withdrawal from course(s) and/or dismissal from the School.
- Any pattern of lateness and/or absence during the course in campus or clinical laboratory may result in the student's inability to meet clinical objectives. This will result in course failure.
- Any student who is absent for a clinical experience may not sit for a scheduled exam on the same day. This missed exam will be considered unexcused.
- Every missed clinical must be made up before the end of the semester. Students will have to complete the Clinical/Examination Make-up Request Form. Refer to Make-Up Policy for further details.
- A student who fails to give the instructor the required notice for lateness or absence is subject to disciplinary action, up to and including course failure.

Excused / Unexcused Absences

Excused Absence (*proper documentation must be provided for consideration*) - Examples of excused absences include but are not limited to:

- Student illness
- Death/critical illness of an immediate family member (spouse, child, parent, grandparent, sibling).

- Critical life emergency (i.e., house fire)
- Religious observance

Unexcused Absence - Examples of unexcused absences include but are not limited to:

- Failure to notify the instructor and the course coordinator/program director of an absence prior to scheduled clinical, lab, class, examination, and competency except in cases of emergency.
- Absence due to a non-emergency situation such as medical/dental appointments, weddings, job interviews, internships/externships (including orientations and interviews), vacations, graduation of family/friends, family reunions, child-care responsibilities, care of parents, grandparents, taking a day off to study, attending work or work-related activities.
- Arriving late on more than one occasion except in cases of a critical life emergency.
- Failure to obtain required health clearance (when needed) prior to scheduled school activity such as clinical, lab, classes, etc.

Religious Observance

For ongoing religious accommodations, the student must inform the Office of Student Services prior to the beginning of each semester. If a student's observance is conflicting with a scheduled class or clinical date, the student must inform the course lead faculty with advance notice in order for proper arrangements to be made. In the case of properly disclosed religious observances, the student clinical makeup fee will be waived provided the notification for the religious observance is submitted during the first week of the academic term. Note that only the day of religious observance can be considered excused.

Make-up Policy and Procedure

1. The student must inform the instructor and course lead faculty that they will be absent at least one hour before the scheduled examination, laboratory, or clinical.
2. Student must complete Part A of the Clinical/Examinations Makeup Request Form and submit it with the appropriate documentation to the course lead faculty for review and approval. Upon receiving the form back with completed Part B, the student must submit the form to the Bursar's office and pay the appropriate fee, if applicable.
3. The course lead faculty reserves the right to decline any request following a review of the request and documentation submitted.
4. The process must be completed within 3 business days of absence. Failure to do so will automatically make the student ineligible for makeup.
5. All absences that are not considered excused must be reviewed by faculty and are subject to make up fees.

Unexcused Absence Make-up Fees

Makeup/Retake Written Exam - \$100 (mandatory)

Makeup/Lab Practical Exam - \$100 (mandatory)

Clinical/Lab Makeup - \$75/hour (mandatory)

Grading Criteria

Grades are based on a percentage system, as enumerated below. Students receive letter grades as final course grades.

Letter Grade	Numeric Percentage Equivalent	Quality points
A	95 - 100	4.0
A-	90 - 94	3.7
B+	86 - 89	3.3
B	83 - 85	3.0
B-	80 - 82	2.7
C+	76 - 79	2.3
C	73 - 75	2.0
C-	70 - 72	1.7
D+	65 - 69	1.3
D	60 - 64	1.0
F	Below 60	0.0

C+ is the minimum passing grade for all nursing courses, including Pharmacology and Pathophysiology

C is the minimum passing grade for all liberal arts and science courses

P (Pass)

I (Incomplete)

W (Withdrawal)

WP (Withdrawal-passing)

WF (Withdrawal-failing)

T (Transfer Credit) not included in calculation of grade point average

How to Calculate the Grade Point Average

At the end of each term, GPAs (Grade Point Averages) are computed for each student. GPAs can be calculated as follows:

1. Multiply the credit value of each course by the quality points corresponding to the letter grade

achieved to obtain the course quality points.

2. Follow the same procedure as in (1) for all courses taken and add these figures to obtain a total course quality point value.
3. Divide this sum by the total number of credits taken to obtain the GPA.
4. Example: A student receives the following grades for courses taken in the Fall Semester:

Course	Grade	Quality Point Equivalent	X	# Credits/Course		Course Quality Point
NSG 204	B+	= 3.3	X	3	=	9.9
NSG 205	A	= 4.0	X	3	=	12
NSG 302	C+	= 2.3	X	3	=	6.9
NSG 303	B-	= 2.7	X	3	=	8.1
NSG 303A	A-	= 3.7	X	1	=	3.7
				Total	13 Credits	40.6 Quality Points

40.6 course quality points ÷ 13 credits = 3.12 term GPA

The cumulative GPA is called the cumulative index (CI) and represents all courses completed in the program.

Recording and Reporting of Grades

In recording the grade for a nursing course, the theoretical grade achieved is the grade recorded for the course, provided the student has passed the clinical component. A failure in the clinical component will result in a failure for the entire course and a grade of "F" will be recorded on the student's transcript. Grades for elective courses are reported and calculated on the student's transcript. A grade of WF is the equivalent of a failure in the course.

Upon successful completion of a repeated course, the grade achieved will be recorded in addition to the failing grade. The cumulative index (CI) will reflect the quality points for all completed courses, passed or failed.

Grade Reports can be downloaded by students at the completion of each semester from the School's Web Portal. Grade reports incorporate liberal arts and sciences as well as nursing grades. Transfer grades and challenge exam grades are not calculated in the GPA or CI.

Repeating Courses

A student may repeat no more than one course during the period of enrollment. A student may not enroll in any course for which the failed course is a prerequisite until the failed course is repeated and passed. A student who fails a nursing course will be re-registered in the course as soon as feasible. A student who has failed either the theoretical or clinical component of a nursing course must repeat the entire course.

Students who fail a nursing course with a clinical component will not be able to register for nursing courses with a clinical component in subsequent semesters until that course is repeated. Only one nursing course may be repeated throughout the program.

Grades of Incomplete

A grade of “I” (Incomplete), may be granted for extenuating circumstances by the instructor of the course. An incomplete grade indicates that the student has not met all course requirements. The student is required to meet with the course lead faculty to discuss a plan for completing outstanding coursework. An initial grade of “I” (Incomplete) may be granted for up to two weeks. If the coursework is not completed within the designated time frame, an administrative and academic review will be conducted to determine the disposition which may include a leave of absence or failure in the course.

Final Course Grades

Once a final course grade has been posted, it may not be changed unless an actual error was made in computation or recording of that grade.

Except for grades of “Incomplete,” submitted grades are final and may only be changed by the instructor to correct for human error or fraud (plagiarism or cheating). Grades will not be changed for students submitting additional work or materials past the last day of the course (unless the student has a grade of “Incomplete” in the course).

Course Withdrawal Policy

Permission to withdraw from a course must be requested in writing by the student to the Office of Student Services using the Add/Drop Request Form. A student may not withdraw from a course until authorization is granted. Unauthorized withdrawal will be recorded as a “WF” (Withdrawal Fail) on the student’s transcript. If a student withdraws from a course before the second Friday after the first day of class, the student will not be academically penalized for that withdrawal, and the course will not appear on the transcript.

- Students withdrawing before the official “withdrawal without academic penalty” date. (see academic calendar) will receive the grade of “W”.
- Students who are passing a course and withdraw after the official “withdrawal without academic penalty” date will receive the grade of “WP”.
- Students who are failing a course and withdraw after the official “withdrawal without academic penalty” date will receive the grade of “WF” which will be included in computation of the GPA. (“WF” is equivalent to -0- quality points).
- Students who do not officially withdraw from a course or request a leave of absence and are absent from class and/or clinical for three consecutive weeks will be automatically withdrawn from the course. The course withdrawal policy, as specified above, will apply.
- Students may not withdraw from a course more than once.

School Withdrawal Policy

Students seeking to withdraw from the School of Nursing must inform the Dean/Interim Dean in writing.

Time Requirements for Program Completion

Unless granted an official Leave of Absence (LOA) by the Dean/Interim Dean, students must register for

consecutive semesters in their respective programs. Although students typically proceed towards their degree by enrolling in classes each semester, they may apply for a Leave of Absence due to extenuating circumstances (see policy below), or they may not be in attendance a semester if the course(s) they need to progress in the program is/are not offered. However, Leave of Absence status does not extend the time specified for program completion. Program completion is calculated as 150% of the standard expected completion time. For the ABSN and RN-BSN Programs, program completion is a maximum of six semesters.

If a student is unable to complete the program within 150% of the standard expected completion time due to an LOA, that student will be withdrawn from the program. Students withdrawn from the program under these circumstances may apply for readmission to their academic program in accordance with the policies and procedures stated in this catalog/handbook. Appropriate documentation from the student will be required for readmission consideration.

If the student's inability to complete the course of study in 150% time is due to the School's non-offering of courses needed for progression within the requisite timeframe, the Academic Standards Committee will review the case and make recommendations for continuation in the program accordingly.

Leave of Absence

A student requesting a Leave of Absence (LOA) must submit an "Add/Drop Form" (available on Moodle) to the Office of Student Services. Prior to approval of the LOA request by the Office of Student Services, if the student has taken a Federal Nursing Loan and/or a Federal Direct Loan, the student must attach documentation that a Financial Aid Exit Interview has been completed. Students should be aware that LOA status may affect their eligibility for financial aid and program progression.

A Leave of Absence may be granted for health or personal reasons for no more than one hundred eighty (180) days. Only one Leave of Absence may be granted in a 12-month period. However, more than one leave of absence may be granted for limited, well-documented cases due to extreme, unforeseen circumstances. The student is expected to return from Leave of Absence the semester immediately following leave completion. Failure to follow these guidelines will result in dismissal from the program. Upon return to the program, students must comply with all current policies, curriculum, and health requirements. Returning ABSN students must also demonstrate the level of competency required for enrollment in a course. If the reason for the Leave of Absence was medical, clearance from the student's personal physician must be obtained in writing prior to return. The student must then be deemed "Fit for Duty" by Employee Health Services before returning to classes.

Progression

Progression from one semester to the next is based on meeting course requirements and expectations and being in compliance with the School's Code of Conduct. Students are expected to adhere to current policies and to be aware that policies are subject to change during their period of enrollment.

Academic Probation

If a student's GPA falls below 2.3, and that student has not accrued a sufficient number of credits to ascertain academic potential for success, that student may be placed on academic probationary status for up to two subsequent semesters. The student will receive a written notice that they are on academic probation. If, after that timeframe, the student's GPA is still below the minimum academic progression standard, that student will be dismissed. Rather than being placed on academic probation, if other negative factors are in place, that student may be dismissed from the program, at the discretion of the Academic Standards Committee, if their GPA falls below the School's standard for progression.

Dismissal

Any dismissed student will not be eligible for readmission into the School of Nursing.

A student will be dismissed from the program for unsatisfactory academic performance which may result from any of the following situations:

- Any two course failures during the student's period of enrollment.
- Course failure in NSG 204, NSG 303 and/or NSG 303A in the first semester of the program.
- Failure to achieve the minimum required GPA of 2.3 at the completion of the first semester of attendance or at the end of any subsequent semester thereafter.
- Failure to return to repeat a course as scheduled, or to return from an LOA.
- Unauthorized absence from the program.
- Failure to respond to official school notifications.
- Violation of School's Conduct Policy and/or Academic Integrity Policy.
- The above examples are not an exhaustive list. The School reserves the right to take necessary actions if a student's action(s) is deemed unacceptable and grounds for dismissal.

Written Assignments

- All written assignments must be submitted via Turnitin.
- APA 7th ed. formatting is required for designated course assignments.
- Academic integrity must be maintained.

Assignment Submission Lateness Policy

All assignments are due on the assigned dates. If the student is having difficulties keeping up with assignments due to any circumstances, it is the student's responsibility to contact the instructor prior to the due date. Students are expected to be proactive and maintain effective communication with course instructors and lead faculty. Prior approval and permission must be obtained at least 72 hours in advance to submit a late assignment except in cases of illness or emergencies with appropriate medical documentation. Late assignments will still be subject to a grade deduction of 10% per day after the due date. Late assignments will not be accepted if the student has failed to contact the instructor and will result in a grade of zero.

Resubmission and Extra Credit Policy

Students are notified of assignment due dates on the first day of the class and are expected to arrange enough time for preparation and submission prior to the actual due date. Assignment guidelines and rubrics should be followed, and submitted work will be graded accordingly. It is the student's responsibility to review all work prior to submission. Consistent with academic and course policies as posted, resubmissions of written assignments for the didactic component of the course are not permitted. Extra credit is not awarded in any class. Clinical written assignments must be resubmitted if deemed unsatisfactory by the course instructor. Students are only allowed one attempt to resubmit for clinical written assignments.

Mid-Semester Notice/Academic Warning

Students who are in jeopardy of not meeting course, clinical objectives, or course policies will receive a Mid-Semester or Academic Warning from the course lead faculty. The student's Academic Advisor will be

notified, as well.

Math for Medication Validation Policy

In NSG 204, NSG 304, NSG 308, NSG 309, and NSG 403, the first Medication Math Validation exam will be given during the first week of the semester. A passing grade is 90% or above. All exam attempts must be completed within the first 2 weeks of the course. Failure to obtain 90% after three total attempts on the scheduled dates will result in a grade of withdrawal/failure (WF) from the course. Students are required to take the exam on the scheduled date as per the course faculty.

Students who are unsuccessful on the validation exam are responsible for attending remediation appointments and review sessions as needed. A student may not administer medications in clinical until the math validation exam is passed.

Clinical Grading

The grade for clinical is a Pass/Fail grade.

Students who are not meeting clinical objectives may be given a counseling record. Counseling records will ensure student awareness of areas needed for improvement. An academic warning notice will be given to any student receiving two counseling records, or who is in academic jeopardy.

Students must achieve a satisfactory clinical evaluation to pass the course. An unsatisfactory clinical evaluation will be given for failure to meet clinical objectives or for actions that endanger the health or wellbeing of the patient. Further, any offensive or disruptive act which interferes with the rights of patients, staff, instructor, or fellow student(s) may result in an unsatisfactory clinical evaluation and potential failure of the clinical experience. Based on demonstrated behaviors, the student may be removed from the clinical area pending investigation and until a decision is rendered.

Students must pass both the theoretical and clinical components in order to receive a passing grade for the course. A course grade of "F" is assigned for clinical failure, regardless of the theoretical grade achieved.

Make-up of all lab/clinical absences is required and will be held until the last week of the semester. Students are expected to attend and complete all required clinical hours and assignments in order to pass the course.

Refer to the School Catalog for Grades of Incomplete Policy.

Concerns with Clinical Faculty

It is important that students report any concerns that they may have about the performance of clinical faculty. This would include such competencies as clinical knowledge, professional behavior or any other behaviors that a student might find questionable. Students should report their concerns to the lead faculty and/or the Assistant Dean of Undergraduate Programs in writing. All reports will be investigated properly.

Grade Grievance Policy and Procedure

In keeping with the National Student Nurses Association "Student's Bill of Rights," the Mount Sinai

Phillips School of Nursing allows students to express dissatisfaction which may arise out of any perceived unfair practices or infringement of student rights.

Grievance Appeals for Grades

Note that PSON Grievance Committee will only hear overall final posted grade grievance appeals. All other grades including but not limited to grades for math validation exams, mid-term examinations, quizzes etc. cannot be grieved.

- The grade an instructor assigns to a student is the instructor's responsibility and privilege. Any effort to alter this would be considered a violation of academic freedom. Therefore, the student should discuss all grade disputes with the instructor and make all efforts to resolve the grading issue prior to filing a formal appeal.
- If a grade dispute is not resolved through interactions with the instructor, then the student may attempt to resolve the grade dispute by filing a formal appeal with the Committee. To file a formal appeal, the student must fill out the Grade Grievance/Appeal Form and submit it, with supporting documentation, to the Chairperson of the Grievance Committee within 3 business days of the date the grade was published.
- It is the instructor's responsibility to establish criteria for assigning grades. Should a student file a grade appeal with the Grievance Committee, the grounds for appeal of how a grade was assigned are limited to the following: 1. Denial of equal opportunity to earn a passing grade in comparison with other students in the class. 2. Failure to adhere to the grading criteria established in the course syllabus.
- Upon receipt of the Student Grievance Appeal Form, the Grievance Committee will arrange for a hearing with the student within 5 business days. The resolution of the grievance will be determined by the Grievance Committee after consultation with the Dean/Interim Dean. The decision will be rendered to the student in writing by the Chairperson of the Grievance Committee. The Dean/Interim Dean reserves the right to modify or reverse the decision of the Grievance Committee if they deem it detrimental to the school's standards of safe and ethical nursing practice. This decision will be considered final and cannot be appealed further.

No adverse action will be taken against a student for filing a grievance or complaint. Retaliation in any form is strictly prohibited.

Graduation Requirements

Upon recommendation of the faculty, the degree of Bachelor of Science with a major in Nursing is conferred upon all successful candidates at the graduation ceremony. Candidates must meet the following criteria:

1. Successfully complete the requisite number of credits.
2. Maintain a GPA of 2.3 or better.
3. Meet all course and program objectives and maintain the School's standards.
4. Fulfill all financial obligations to the School.
5. Satisfy the residency requirements.

Students in the ABSN programs who meet the aforementioned requirements will be certified to sit for the NCLEX-RN (Registered Nurse licensing examination).

Graduation Ceremony

At commencement, all graduates are awarded a Bachelor of Science degree in Nursing. Several awards are presented at graduation to recognize outstanding student performance. A distinguished commencement speaker is chosen by the Graduation Committee to speak to the graduating class. The student with the highest cumulative GPA from each cohort will be designated as their class valedictorian. The class valedictorian(s) each offer a graduation address and students are presented with the School pin.

Graduation Honors

All students with a GPA of 3.30 or better will receive graduation honors. The following honors will be noted on the student's transcript:

Honor	GPA
Summa cum laude	3.77-4.00
Magna cum laude	3.54-3.76
Cum laude	3.30-3.53

Sigma Theta Tau International Honor Society of Nursing

In 2022, the School established a chapter of the Sigma Theta Tau International Honor Society of Nursing. Students with a cumulative GPA of 3.5 or higher are invited to join the School's Alpha Beta Mu Chapter. An annual induction ceremony is held to commemorate the distinction. Student inductees will wear the Sigma purple and white cords to graduation.

Registered Nurse Licensure Requirements

In order to practice as a Registered Professional Nurse in New York State, a candidate must be:

- at least 18 years old
- a good moral character
- a graduate from a nursing program approved by the State of New York
- meet the requirements of the New York State Board of Nursing
- not be in default of a Title IV loan
- not owe a repayment to the School
- pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN)

International students should check eligibility with the New York State Office of Higher Education and the Professions.

Any candidate for licensure who has been found guilty of a crime will be referred to the New York State Education Department's Office of Professional Discipline for assessment of eligibility on a case-by-case basis prior to the issuance of a license.

Teach Out Policy

Should it become necessary to close the School or a complete program, closure will be accomplished in such a way that the last students enrolled at that time will be able to continue to program completion. Closure plans provide for a "phase out" period during which faculty, staff, student services, and financial aid are available until all students have graduated.

Children on Campus

The School has an obligation to its students, faculty and staff to conduct its operations and to maintain its facilities in a manner consistent with its mission as an institution of higher education. For this reason, young children should not be brought to campus and may not attend classes with their parent or guardian. Children may visit college offices, other than classrooms and labs, for limited periods of time when their parent or guardian is conducting routine business at the School. Children brought on campus must be directly supervised at all times by their parent or guardian.

Social Media Guideline

The School of Nursing adheres to the following Mount Sinai Icahn School of Medicine Social Media Guideline. <https://icahn.mssm.edu/about/faculty-resources/handbook/institutional/social-media>

Social media are internet-based applications which support and promote the exchange of user developed content. Some current examples include Facebook, Instagram, Twitter, and YouTube. Posting personal images, experiences, and information on these kinds of public sites poses a set of unique challenges for all members of the Mount Sinai community, including employees, faculty, house staff, fellows, students and volunteers (collectively “personnel/students”). All personnel/students have the responsibility to the institution regardless of where or when they post something that may reflect poorly on Mount Sinai. Mount Sinai is committed to supporting your right to interact knowledgeably and socially; however, these electronic interactions have potential impact on patients, colleagues, Mount Sinai, and future students’ opinions of you. The principle aim of this Guideline is to identify your responsibilities to Mount Sinai in relation to social media and to help you represent yourself and Mount Sinai in a responsible and professional manner.

Guideline

The following Guideline outlines appropriate standards of conduct related to all electronic information (text, image, or auditory) that is created or posted externally on social media sites by personnel/students affiliated with Mount Sinai. Examples include, but are not limited to text message, media messaging service (MMS), Twitter®, Facebook®, LinkedIn®, YouTube®, and all other social networks, personal and organizational websites, blogs, wiki, and similar entities. The guideline applies to future media with similar implications. It also applies to whether personnel/students are posting to Mount Sinai-hosted sites; social media where one’s affiliation is known, identified or presumed; or a self-hosted site, where the views and opinions expressed are not intended to represent the official views of Mount Sinai.

Reference to Other Policies

All existing policies of the Mount Sinai Health System apply to personnel/students in connection with their social media activities. A list of relevant policies is included at the end of this Guideline.

Best Practices

Everyone who participates in social media activities should understand and follow these simple but important Best Practices:

1. Take Responsibility and Use Good Judgment. You are responsible for the material you post on

personal blogs or other social media. Be courteous, respectful, and thoughtful about how other personnel/students may perceive or be affected by postings. Incomplete, inaccurate, inappropriate, threatening, harassing or poorly worded postings may be harmful to others. They may damage relationships, undermine Mount Sinai's brand or reputation, discourage teamwork, and negatively impact the institution's commitment to patient care, education, research, and community service.

2. **Think Before You Post.** Anything you post is highly likely to be permanently connected to you and your reputation through Internet and email archives. Future employees can often have access to this information and may use it to evaluate you. Take great care and be thoughtful before placing your identifiable comments in the public domain.
3. **Protect Patient Privacy.** Disclosing information about patients without written permission, including photographs or potentially identifiable information is strictly prohibited. These rules also apply to deceased patients and to posts in secure section of your Facebook page that is accessible by approved friends only.
4. **Protect Your Own Privacy.** Make sure you understand how the privacy policies and security feature work on sites where you are posting material.
5. **Respect Work Commitment.** Ensure that your blogging, social networking, and other external media activities do not interfere with your work commitments.
6. **Identify Yourself.** If you communicate in social media about Mount Sinai, disclose your connection to Mount Sinai and your role in the health system. Use good judgment and strive for accuracy in your communications. False and unsubstantiated claims and inaccurate or inflammatory postings may create liability for you.
7. **Use a Disclaimer.** Where your connection to Mount Sinai is apparent, make it clear that you are speaking for yourself and not on behalf of Mount Sinai. A disclaimer, such as, "The views expressed on this [blog; website] are my own and do not reflect the views of my school," may be appropriate.
8. **Respect Copyright and Fair Use Laws.** For Mount Sinai's protection as well as your own, it is critical that you show proper respect for the laws governing copyright and fair use of copyrighted material owned by others, including Mount Sinai's own copyrights and brands.
9. **Protect Proprietary Information.** Do not share confidential or proprietary information that may compromise Mount Sinai's business practices or security. Similarly, do not share information in violation of any laws or regulations.
10. **Seek Expert Guidance.** Consult with the Marketing & Communications Department if you have any questions about the appropriateness of materials you plan to publish or if you require clarification on whether specific information has been publicly disclosed before you disclose it publicly. Social media may generate interest from the press. If you are contacted by a member of the media about a Mount Sinai-related blog posting or other social media concern, contact the Marketing & Communications Department, at pson@mountsinai.org with the subject "marketing."
11. **Failure to abide by Mount Sinai policies may lead to disciplinary action, up to and including dismissal, termination, or expulsion.**

The following are functional use-case examples of social media and blogging activities and an explanation of their appropriateness as per the Mount Sinai Health System Social Media Guideline:

1. A patient attempts to "friend" an attending physician on Facebook. This is almost always inappropriate unless the doctor-patient relationship has ended. Even after the doctor-patient relationship has ended, it would be inappropriate to discuss health-related information (Best Practice 3).
2. A patient comments on a Mount Sinai physician's blog and discloses protected health information with the expectation that the Mount Sinai physician will continue the discussion. Any health-related discussions by email with patients require written consent. Similarly, social media discussion with a patient should not directly address health concerns of individual patients (Best Practice 3).
3. A nursing student "tweets" that he just finished rounds with the residents on a patient and describes the clinical findings of that patient. It is difficult to be certain that information disclosed in

the Twitter® post is not identifiable to that particular patient. The best type of posting would include very general information. Other posts by the same student could indicate his/her medical school and current rotation, leading to circumstances that indirectly identify the patient, such as by naming a very rare disease (Best Practice 3).

4. A nursing student writes in her blog naming an attending physician who did minimal teaching on rounds and recommending that other students not take clinical electives with that physician. Legitimate critique of an educational activity is appropriate, so long as professionalism is maintained. There are more effective and less public mechanisms for relaying this type of information, and the student may be counseled accordingly. (Best Practices 1, 2).
5. A nursing student posts to his “Wall” on Facebook that half of the class was sleeping during Dr. X’s lecture on biostatistics. This is very similar to use case above. (Best Practices 1, 2).
6. A nursing student posts (on her Facebook wall) a picture of a baby who just discharged from her service, expressing joy, best wishes to the family and congratulating everyone involved in this excellent patient outcome. Without written patient/representative consent, this is a clear violation of patient confidentiality, even if the patient is not named (Best Practice 3).
7. A laboratory technician blogs that the laboratory equipment he is using should have been replaced years ago and is unreliable. The public disclosure of such information increases the liability for the Health System and is clearly unprofessional. There are legitimate and confidential mechanisms for improving quality in the Health System. (Best Practice 1, 2).
8. A nursing student wearing a Mount Sinai t-shirt is tagged in a photo taken at a local bar and posts on a friend’s Facebook page. The nursing student is clearly inebriated. The two issues are that; (1) the Mount Sinai logo identifies that affiliation to the institution; and (2) the unprofessional behavior of the student is available for all to see, including future students and patients. The nursing student did not post the photo but should do everything possible to have the photo removed from the tagging link to the student’s own Facebook page. (Best Practices 2, 4).
9. A nursing student blogs that the laboratory technician wears too much cologne, has terrible taste in clothes, and takes overly long lunch breaks. This is an inappropriate forum and set of comments and demonstrates unprofessional behavior by the student. There are legitimate and confidential mechanisms for addressing valid concerns in the workplace. (Best Practices 1, 2).
10. An oncology nurse practitioner uses an alias and blogs Mount Sinai has the lowest bone marrow transplantation complication rate in the world. This may be a violation of Federal Trade Commission regulations that prohibit false or unsubstantiated claims and do not disclose the student’s material relationship to Mount Sinai. (Best Practice 6).
11. A medical student creates a social media website to discuss medical knowledge (e.g., “Cardiology Interest Group” on Facebook®.) This is a learning community environment, in which medical knowledge is exchanged, shared, and discussed. While the goal is laudable, there are still risks. A disclaimer is necessary, since postings may be incorrect, taken out of context, or improperly referenced. The moderator should take precautions to prevent the posting of information or photographs that are potentially identifiable to a particular patient (Best Practices 1, 3, 6, 7).

Applicable Policies

These policies include, but are not limited to: Use or Disclosure of Protected Health Information (PHI) or Confidential Mount Sinai Materials; Computer use Policy; Use of Mount Sinai’s Trademark and Proprietary Information; Electronic Communications; Confidentiality of the Medical Record; Camera and Video Recorder Use; Portable Electronic Devices; Human Resources Policies 13.5 (Electronic Mail/ Email) and 13.6 (Internet Use); and all professionalism policies and code of conduct.

Copyright Infringement Policy and Sanctions

The Mount Sinai Phillips School of Nursing requires all students, faculty, and staff to comply with U.S. copyright law. Copyright is a form of protection grounded in the U.S. Constitution and granted by law for

original works of authorship fixed in a tangible medium of expression (U.S. Copyright Office). Types of works that are covered by copyright law include, but are not limited to literary works, music, art, photographs, graphics, film, and software. Copyright covers all forms of work, including its digital transmission and its subsequent use.

It is illegal for anyone to violate copyright law to the owner of that copyright. Replication of materials covered by copyright in excess of the "fair use" limitation without the authority of the copyright owner, including uploading or downloading works protected by copyright, is an infringement of the copyright owner's exclusive rights of reproduction and/or distribution. Fair Use in U.S. Copyright Law is the doctrine that brief excerpts of copyright material may, under certain circumstances, be quoted verbatim for purposes such as criticism, news reporting, teaching, and research. Unauthorized distribution of copyrighted material, including distribution of copyrighted material through unauthorized peer-to-peer file sharing, may subject individuals to civil and criminal liabilities.

Copyright infringement violates the school's policies and the law. Anyone who engages in copyright infringement, including the unauthorized distribution of copyrighted materials using the school's information technology system, will be subjected to discipline by the school, which may include warning, suspension, expulsion, or termination. Copyright infringement may also subject the individual to civil and criminal liabilities or criminal prosecution.

For more information visit: <https://www.copyright.gov/circs/circ01.pdf>

Public Affairs/Media Inquiries

The Press Office at The Mount Sinai Hospital handles all matters related to the press and can assist you with a wide variety of needs. The Press Office is available 24/7 by phone (212-241-9200) or email newsmedia@mssm.edu. Always give the Press Office as much advance notice as possible, as described below.

Situations Requiring Immediate Attention:

Inquiries from Reporters—If you are contacted or approached by a reporter or producer from any media outlet (newspaper, broadcast, blogs, and other digital outlets), or a former or current employee or student regarding a news story, contact the Press Office immediately before providing any information. Also contact Linda Fabrizio, Director Donor Relations, and Communications. Sensitive or confidential matters are especially important to report promptly. Do not respond or speak to any reporters, as well as current or former employees or students regarding a news story.

Crisis Coverage—if news crews appear on any campus in response to a crisis, please do not grant an on-the-spot interview. Instead, refer reporters to the media briefing center (Security will direct you and/or reporters to the location) so that Mount Sinai may respond accurately and consistently.

Media Access to Mount Sinai Health System Facilities—Security will give journalists, camera crews, and other members of the media clearance to enter campus buildings only if their visit has been expressly authorized by the Press Office and they are escorted by Press Office staff.

PSON Gift Policy

PSON faculty and staff are not permitted to accept monetary gifts, gift cards, or other gift items. Therefore, students are asked to refrain from offering such gifts to faculty, administration, and staff.

Rather, notes of thanks are appreciated and can be accepted.

Nondiscrimination Policy

Mount Sinai Phillips School of Nursing, in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Federal Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990, does not discriminate on the basis of race, color, ethnic origin, age, sex, veteran status, religion, marital status, sexual orientation, gender identity, gender expression, qualified handicap, or any other characteristic protected by law in any of its policies, procedures or practices. This non-discrimination policy covers admission and access to School programs and activities, including but not limited to academic admissions, financial aid, educational services, and student employment. Inquiries regarding this policy should be addressed to Mr. Noel Davila, 504/ADA and Title IX Compliance Coordinator in the Office of Student Services, 148 East 126th Street, 1st Floor, New York, NY 10035. Information shared is held in the strictest confidence.

Title IX Students' Bill of Rights

In accordance with Title IX, Mount Sinai Phillips School of Nursing (PSON) does not discriminate on the basis of sex in its educational programs, activities, admissions or employment practices. Title IX protects all students and employees, from unlawful sex discrimination.

PSON encourages the reporting of sex discrimination, sexual assault, sexual harassment, and sexual violence that is prompt and accurate. This allows the School community to quickly respond to allegations and to offer immediate options, support, and assistance to the victims/survivors of sexual assault, domestic violence, dating violence, sexual harassment and/or stalking to ensure that they can continue to participate in School and campus-wide programs, activities and employment. PSON is committed to protecting the privacy of victims and will work closely with students who wish to obtain assistance regarding an incident of sexual violence. All allegations will be investigated promptly and thoroughly, and both the Complainant and the Respondent will be afforded equitable rights during the investigation process.

All victims/survivors of the above-mentioned crimes and violations regardless of race, color, language, ethnicity, culture, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, genetic disposition, citizenship, socioeconomic status, veterans status, military status, marital status, domestic violence victim status, or any other characteristic protected by law, have the following 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 from the School;
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 receive from the School 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 institutional representatives as practicable and not to be required to

- unnecessarily repeat a description of the incident;
8. Be free from retaliation by the School, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the School;
 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 Complainant 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 College.

Complainants have many options that can be pursued simultaneously, including one or more of the following: Receive resources, such as counseling and medical attention;

Confidentially or anonymously disclose a crime or violation;

Make a report to: Noel Davila

Title IX Coordinator – Assistant Dean of Enrollment Management (646-946-6752)

New York City Police Department (911)

Sexual Misconduct Policy

1. Introduction

The Mount Sinai Phillips School of Nursing is committed to providing an environment free from Sexual Misconduct. Sexual assault, sexual harassment, stalking, and other forms of Sexual Misconduct can be traumatizing and detrimental to a person's learning experience and overall health and have no place in our school community. Sexual Misconduct can be carried out by students, school employees, or third parties. The School will take any and all action needed to prevent, correct, and discipline behavior that violates this standard.

Students who believe that they have been subjected to Sexual Misconduct are encouraged to report these incidents. Upon receiving a report, the School will respond promptly, equitably and thoroughly. The School will make every effort to provide assistance and support to victims of Sexual Misconduct in a consistent, fair, and sensitive manner.

The School complies with Title IX of the Education Amendments Act of 1972, which prohibits discrimination on the basis of sex in education programs or activities. There are several laws that govern sex discrimination and sexual misconduct in the academic and employment context. This policy is intended to address conduct that is prohibited by Title IX, as defined by the United States Department of Education, and sexual misconduct as prohibited by New York Education Law § 129-b. This Policy and its appendix, which discuss rights and procedures under Title IX and under New York State Education Law § 129-b, are incorporated into the School's Code of Conduct. It is a violation of School policy (and potentially a violation of the law) to commit or attempt to commit Sexual Misconduct. Conduct that does not fall within the definitions of prohibited conduct as set forth in this policy may be a violation of other School policies that govern harassment and discrimination, including The Mount Sinai Health System Human Resources Policy 13.04 regarding Harassment and Sexual Harassment and Student and Faculty Conduct policies, Faculty Handbook, and House Staff Manuals.

The School prohibits all forms of discrimination on the basis of sex and gender in employment and in education programs and activities. All decisions regarding educational and employment opportunities must be made on the basis of merit and without discrimination because of sex, gender, gender identity or expression, pregnancy, parental status, marital status, sexual orientation, or any other characteristic

protected by law.

2. Definitions

“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 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 School Community regarding the concept of Affirmative Consent:

1. 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.
2. Consent is required regardless of whether the person initiating the act is under the influence of drugs or alcohol.
3. 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 lack of consciousness or being asleep, inebriation due to drugs or alcohol, an intellectual or other disability that prevents the person from having the capacity to give consent, involuntary restraint, or if an individual otherwise cannot consent.
4. Consent to engage in activity with one person does not imply consent to engage in sexual activity with another; Consent may be initially given but can be withdrawn at any time;
5. When consent is withdrawn or can no longer be given, sexual activity must stop.
6. Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

“Complainant” is the term used in the context of the School’s Sexual Misconduct investigation, adjudication, and appellate processes, to refer to an individual who has allegedly been the victim of Sexual Misconduct.

“Dating violence” is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

“Domestic violence” is violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabiting with, or has cohabited with, the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim, or by any other person against an adult or youth victim who is protected from that person’s acts under domestic or family violence laws.

“Designated Official” means School faculty and/or staff who are, pursuant to this Policy, required to forward reports of Sexual Misconduct to the School’s Title IX Coordinator (unless the report was received by the Designated Officials: (1) in their capacity as a treating physician; (2) in their capacity as a professional licensed counselor and/or pastoral counselor who provides mental-health counseling to members of the School Community; or (3) through a public awareness or advocacy event (such as candlelight vigils, protests, or other public events)), and includes officials with authority to institute corrective measures on behalf of the School, including the following School faculty and staff:

Dean of the Mount Sinai Phillips School of Nursing; Senior Associate Dean and Professor; Assistant Deans; Program Directors.

“PERSON School Community” or “School Community” means all School students, faculty, staff, and other School employees, officers, and directors. For purposes of this Policy and the accompanying procedures,

individuals who are not employed by the School but are employed by hospitals or other components of the Mount Sinai Health System do not fall within the definition of “School Community” members. The “School” refers to Mount Sinai Phillips School of Nursing.

“Respondent” is the term used in the context of the School’s Sexual Misconduct investigation, adjudication, and appellate processes, to refer to an individual who has been accused of a violation of this Policy.

“Retaliation” means any negative or adverse action taken against an individual for raising concerns, reporting, or filing complaints regarding Sexual Misconduct, or participating in the investigatory or adjudicatory process concerning a complaint of Sexual Misconduct. Retaliation can include, but is not limited to, hostility, intimidation, threats, and exclusion.

“Sexual Assault” means non-consensual sexual intercourse or non-consensual sexual contact as defined below:

Non-Consensual Sexual Intercourse is having or attempting to have sexual intercourse with another individual (i) by force, threat of force, or coercive conduct; (ii) without affirmative consent; or (iii) where that individual is incapacitated. Sexual intercourse includes anal, oral, or vaginal penetration, however slight, with a body part or an object.

Non-Consensual Sexual Contact is having or attempting to have sexual contact with another individual (i) by force, threat of force, or coercive conduct; (ii) without affirmative consent; or (iii) where that individual is incapacitated. Sexual contact includes touching, fondling or other intentional contact with the breasts, buttocks, groin, or genitals (over or under an individual’s clothing) for purposes of sexual gratification or when such private body parts are otherwise touched in a sexual manner.

“Sexual Harassment as defined under Title IX” includes (1) an employee of the School conditioning the provision of an aid, benefit, or service of the School on an individual’s participation in unwelcome sexual conduct; (2) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient’s education program or activity; and (3) sexual assault, domestic violence, dating violence and stalking. (Sexual harassment is defined more broadly under other laws and under other School policies, including the Mount Sinai Health System Human Resources Policy 13.04 regarding Harassment and Sexual Harassment, Student, Faculty and House Staff Handbooks).

“Sexual Misconduct” includes sexual assault, stalking, domestic violence, dating violence, and sexual harassment. For Sexual Misconduct to fall under Title IX, it must occur in the School’s education program or activity within the United States. Incidents of sexual assault, stalking, domestic violence and dating violence that occur off campus (including incidents that occur outside of the United States) in which a student is a Complainant or Respondent violate NYS law, will follow the procedures set forth below, except there is no hearing process for such claims – the investigator’s Report Of Investigation (“ROI”) will be reviewed by the Designated Arbiter, who will determine whether there has been a violation of the Sexual Misconduct Policy. [To the extent a court enjoins the 2020 Title IX regulations, or they are otherwise overturned, all Sexual Misconduct under this Policy will follow this modified process – the ROI will be reviewed by the Designated Arbiter for a determination, without the hearing process set out in this Policy.] Sexual harassment that occurs outside of the School’s education program or activities, or incidents that do not meet the definition of sexual harassment in this Policy, may fall under other School policies and will be addressed consistent with those policies.

“Stalking” is an intentional course of repeated conduct or behavior over a period of time, directed at a specific person, which causes a person to feel alarm, annoyance, emotional distress, and/or fear.

3. Scope

This Policy applies regardless of race, color, national origin, religion, creed, age, disability, sex/gender, sexual orientation, gender identity or expression, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, criminal convictions or belonging to any other group protected by law.

This Policy applies to all prohibited Sexual Misconduct occurring on or after the effective date of this Policy. In the case of prohibited Sexual Misconduct occurring before the effective date of this Policy, the issue of whether there was a violation of School policy will be determined under the policies and procedures in effect at the time the complaint was made.

This Policy applies to all members of the School Community, and all appropriate third parties, including visitors and other licensees and invitees to the School, unless noted to the contrary in this Policy or its appendix.

The procedures set out in this Policy may not apply to reports of Sexual Misconduct against individuals who are not employed by the School but are employed by hospitals or other components of the Mount Sinai Health System (“MSHS”). Reports of Sexual Misconduct allegedly perpetrated by such individuals against School Community members will be addressed as described below.

4. Title IX Coordinator

Reporting Sexual Misconduct can be difficult, and victims or witnesses to such behavior may have mixed feelings about whether or not to report it. The School encourages all members of the School Community who either: (1) believe that they have been the victim of Sexual Misconduct; or (2) become aware of incidents of Sexual Misconduct involving other members of the School Community, to report the conduct. Members of the School Community can report Sexual Misconduct to the Title IX Coordinator, or to numerous other individuals described below.

The School’s Title IX Coordinator is responsible for coordinating the School’s anti-Sexual Misconduct efforts, including training, education, and awareness initiatives and campaigns related to the prevention of Sexual Misconduct in the School Community. In addition, as described below, the Title IX Coordinator is responsible for assessing and investigating certain reports of Sexual Misconduct committed by members of the School Community, and for providing Complainants and/or victims with important information following disclosure of alleged incidents of Sexual Misconduct.

Questions and inquiries regarding Title IX, including reports of incidents or questions about Sexual Misconduct, may be referred to the Title IX Coordinator, whose contact information is as follows:

Noel Davila
Title IX Coordinator
148 E. 126th Street
New York, NY 10035 Mobile phone: 646-946-6752
Email: Noel.Davila@mountsinai.org

5. Emergency Access to Title IX Coordinator or Other Appropriate Trained Official

Complainants have the right to emergency access to the Title IX Coordinator, or a designated substitute in her absence, or a representative from Mount Sinai Sexual Assault and Violence Intervention Program (“SAVI”), to:

- A. provide information regarding options to proceed;
- B. provide information on the importance of preserving evidence and obtaining a sexual assault forensic examination as soon as possible, in situations where there has been a sexual assault, and detailing that the criminal justice process uses different standards of proof and evidence, and that any questions about whether a specific incident violated the law should be addressed to law enforcement or to the district attorney; and
- C. explain whether he or she is authorized to offer the Complainant confidentiality or privacy, and inform the Complainant of other reporting options, including those described in this policy.

At the first instance of disclosure of a complaint/report of Sexual Misconduct by a Complainant to the Title IX Coordinator, or in her absence, another appropriate School representative, the Complainant must also be advised as follows:

“You have the right to make a report to campus security, local law enforcement, and/or state police or choose not to report; to report the incident to the School; to be protected by the institution from retaliation for reporting an incident; and to receive assistance and resources from the School.”

6. Options for Reporting Sexual Misconduct

There are a number of different options for formally reporting Sexual Misconduct, each of which provides varying degrees of confidentiality. Below are explanations of the various options for **officially** reporting allegations of Sexual Misconduct:

- **Reporting to Law Enforcement:** Members of the School Community have the option of reporting Sexual Misconduct to law enforcement. Formal complaints of Sexual Misconduct can be made to local law enforcement authorities by contacting the NYPD (by calling 911 or reporting the crime to a local police precinct), the District Attorney of New York Sex Crimes Unit at (212) 335-9373, or the New York State Police Sexual Assault Victims Unit.
- **Reporting to the Title IX Coordinator**
- **Reporting to the School Security Department:** All complaints and reports of Sexual Misconduct that are made to the School Security Department will be forwarded to the Title IX Coordinator. The School Security Department can be reached by dialing 646-396-4455.
- **Reporting to Designated Officials:** Reports of Sexual Misconduct can be made to any Designated Official. Designated Officials are required to forward all reports of Sexual Misconduct to the School’s Title IX Coordinator, and thus, cannot generally treat reports of Sexual Misconduct confidentially, unless the report was made to a School Designated Official: (1) in his or her capacity as a treating physician; (2) in his or her capacity as a professional licensed counselor and/or pastoral counselor who provides mental-health counseling to members of the School Community; or (3) through a public awareness or advocacy event (such as candlelight vigils, protests, or other public events). In such cases, the School Designated Official to whom the report was made is not required to forward the report to the Title IX Coordinator absent express permission from the victim, and can otherwise treat the report as confidential, and the School is not obligated to begin an investigation.

Otherwise, however, a report of Sexual Misconduct that is made to any School Designated Official (whether directly by a victim, witness, bystander, or other Complainant or indirectly, through another faculty or staff member to whom a report has been made) is required to be forwarded to the Title IX Coordinator for assessment. For this reason, reports of Sexual Misconduct made to Designated Officials generally cannot be treated with complete confidentiality.

While School faculty and staff who are not Designated Officials have discretion as to whether or not

to forward such reports to the Title IX Coordinator (and thus can keep such reports confidential), they are nonetheless encouraged to forward such reports to the Title IX Coordinator, especially when the Complainant agrees to such disclosure.

Other than the options for officially reporting Sexual Misconduct discussed above, a member of the School Community who believes s/he is a victim of Sexual Misconduct can take any/all of the following steps:

- **Contact on or off-campus advocates and counselors.** Advocates and counselors can provide an immediate response in a crisis situation (e.g., help you obtain needed resources, explain reporting options, and help navigate the reporting process). There are many counseling, advocacy, and support organizations available to help victims of Sexual Misconduct, whether those victims choose to make an official report or participate in the institutional disciplinary or criminal processes. Contact information for on and off-campus counseling, advocacy, rape-crisis and sexual assault treatment programs, and support organizations is set forth at Appendix 1.
- **Get medical attention.** You can receive emergency medical care in the Emergency Departments of many of the hospitals referenced in Appendix 1. If you seek medical attention from The Mount Sinai Hospital Emergency Department, a DOH-certified Volunteer Advocate from the Mount Sinai Sexual Assault and Violence Intervention Program (“SAVI”) will be available to respond and to provide support, information and advocacy for you.
 - Evidence collection can be important in support of criminal charges, and accordingly, victims who may wish to pursue criminal action (or who wish to keep that option available) should be aware of the importance of immediately reporting the incident so that physical evidence can be preserved at the scene, as well as on the person assaulted. Although a delay in reporting could limit the amount of physical evidence available (which could impact a criminal investigation), victims can always report the incident, whether it be days, weeks, or months after the incident occurred. Additional information regarding sexual assault forensic examinations, as well as resources available through the New York State Office of Victim Services, can be found at <https://ovs.ny.gov/>.
 - Evidence collection is only one aspect of the sexual assault medical follow-up care a survivor is entitled to receive if he or she decides to access services. A full physical examination, certain prophylactic antibiotics and anti-viral medications, pregnancy prevention medication (Plan B), and other procedures will also be offered during the victim’s hospital visit.

7. Immediate and Supportive Measures

The School shall ensure that individuals are provided appropriate supportive measures, which shall not be punitive or disciplinary against any party. Such supportive measures may include the following immediate and interim protections and accommodations, as appropriate:

- A. “No Contact Orders”
 - a. To have the School issue a “no contact order” consistent with School policies and procedures, where continued intentional contact between the Complainant and Respondent would be a violation of this Policy and/or the School Code of Conduct and would be subject to additional conduct charges.
 - b. The School may, if and when practicable, establish an appropriate schedule for the Complainant and Respondent to access applicable institution buildings and property.
 - c. The Title IX Coordinator shall, upon request, give both the Respondent and the Complainant a prompt and reasonable review of the need for and terms of a “no contact order,” including potential modification. The Respondent and the

Complainant shall be allowed to submit evidence in support of the request.

- B. Assistance from the Title IX Coordinator in finding and contacting appropriate services to assist in obtaining an order of protection or equivalent protective or restraining order.
- C. To receive a copy of the order of protection or equivalent when received by the School and to have the opportunity to meet or speak with an institutional representative 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.
- D. To have the consequences for violating orders of protection or equivalents (including but not limited to arrest, additional conduct charges, and interim suspension) explained.
- E. To receive assistance from the School's Security Department in calling on and assisting local law enforcement, when and if possible, in effecting an arrest when an individual violates an order of protection.
- F. When the Respondent is a student determined to present an immediate threat to a person's physical health or safety, to subject the Respondent to interim suspension. When the Respondent is an employee determined to present a continuing threat to the health or safety of the community, to place the employee on administrative leave. Both the Complainant and the Respondent shall, upon request, be afforded a prompt and reasonable review by the Title IX Coordinator of the need for and terms of an interim suspension, including potential modification, and shall be allowed to submit evidence in support of the request.
- G. Reasonable and available interim measures and accommodations that effect a change in academic class, and work schedules, housing arrangements, employment, transportation, and other applicable arrangements in order to help ensure safety, prevent retaliation, and avoid an ongoing hostile environment. Both the Respondent and the Complainant shall, upon request, be afforded a prompt and reasonable review, by the Title IX Coordinator of the need for and terms of any such interim measure that directly affects him or her and shall be allowed to submit evidence in support of the request.
- H. Other actions that the School/the Title IX Coordinator deem necessary and/or appropriate.

8. Sexual Misconduct Assessment and Investigation Processes

A. Initial Assessment (Step 1)

Following receipt of a report of Sexual Misconduct, the Title IX Coordinator will conduct an initial assessment. As part of the initial assessment, the Title IX Coordinator will take the following steps (to the extent that they have not already been taken by the Title IX Coordinator):

1. Assess the nature and circumstances of the complaint/report.
2. Address the immediate needs and concerns of the Complainant, including physical safety and emotional well-being needs.
3. Provide copies of or direct the Complainant to the School's Sexual Misconduct Policy and accompanying procedures and discuss the policy and procedures with the Complainant.
4. Provide the Complainant with information about resources, including information about intervention, mental health counseling, medical services, and sexually transmitted infections.
5. Provide the Complainant with information regarding sexual assault forensic examinations and direct the Reporting Individual to resources that are available through the New York State Office of Victim Services (<https://ovs.ny.gov/>).
6. Discuss the Complainant's preferences (if any) regarding the manner of resolution, requests (if any) for privacy and/or no further action (see Section B below entitled "Protocols for Requests for Confidentiality and/or No Further Action").
7. Assess for pattern evidence or other similar conduct by the Respondent.
8. Assess the complaint/report for any Clery Act and other reporting obligations, including entry

- in the crime log or issuance of a timely warning.
9. Direct the Complainant to information regarding on-campus and off-campus resources and the range of appropriate and available supportive and protective measures (see options for officially reporting allegations of Sexual Misconduct above and in Appendix 1).
 10. Explain the School's policy prohibiting retaliation.

Upon completion of the Initial Assessment, the Title IX Coordinator will determine whether the circumstances warrant or require any of the following actions:

1. Proceeding to an investigation under the procedures set out in this Policy (see Sections (C) and (D)).
2. Referring/forwarding to a School Human Resources official or outside of the School for further action under other policies and procedures (see Section (C)); or
3. Considering the matter resolved (if, for example, the School honors a Complainant's request for confidentiality (see Section (B)) – in which case the matter will be closed with the School taking only such actions, as necessary, to protect, assist, and accommodate the Complainant.

If the Title IX Coordinator determines that the circumstances warrant proceeding to an investigation or require referral to officials in another MSHS component/unit for further action under other policies and procedures, the School will ask for consent from the Complainant, and the School will ask the Reporting Individual if s/he wants to file a formal complaint. A formal complaint is a document filed by the Complainant (in person, by mail, or by electronic mail) with the Title IX Coordinator alleging sexual misconduct against a Respondent. At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the School. If a Complainant does not choose to file a formal complaint, such a request for "no further action" will be honored unless the School, through the Title IX Coordinator, determines in good faith that it is necessary to proceed in order to limit the risk of harm to the Complainant or other members of the School Community, in which case the Title IX Coordinator may sign the formal complaint. Factors used to determine whether to honor such a "no further action" request include but are not limited to:

- Whether the Respondent has a history of violent behavior or is a repeat offender.
- Whether the incident represents an 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 Complainant is a minor.
- Whether the School has other means to obtain evidence, such as security footage, and whether available information reveals a pattern of misconduct at a given location or by a particular group.

If the School honors Complainant's request for "no further action," the Complainant must understand that the School's ability to meaningfully respond to the report will necessarily be limited. Accordingly, in such cases, the matter will be considered resolved, with the School taking only such actions as necessary to protect, assist, and accommodate the Complainant. Where a complaint was resolved because the School agreed to the Complainant's request to take "no further action," the matter may later be reopened at the discretion of the Title IX Coordinator if the Complainant later changes his or her mind and asks to have the matter investigated by the School or if additional evidence or allegations come to light.

There is no time limit for submitting a report of Sexual Misconduct, but at the time of filing a formal complaint, the Complainant must be participating in or attempting to participate in the School's education program or activity for the procedures set out in this Policy to apply. The ability to

investigate and respond effectively to a complaint may be reduced with the passage of time. Therefore, any member of the School Community who believes that he or she has been a victim of Sexual Misconduct is encouraged to report such a complaint immediately in order to maximize the ability to obtain evidence and conduct a thorough, impartial and reliable investigation.

B. Protocols for Requests for Confidentiality / Anonymity

Where a victim of Sexual Misconduct wishes to maintain confidentiality, the School must weigh the request(s) against its obligation to provide a safe, non-discriminatory environment for all members of the School Community, including the victim, and its legal obligations. The Title IX Coordinator will evaluate requests for confidentiality once the Title IX Coordinator is on notice of alleged Sexual Misconduct, using a range of factors, including but not limited to the following:

- The risk that the Respondent may commit additional acts of prohibited conduct or other violence;
- Whether the act of prohibited conduct was perpetrated with a weapon, was otherwise unusually violent, or whether other aggravating circumstances exist;
- Whether the complaint/report reveals or reflects a pattern of prohibited conduct;
- Whether the Complainant is or at the time was a minor; and
- Whether, as a practical matter, the School is able to pursue the investigation without the cooperation/participation of the Complainant.

If possible, based on the facts and circumstances, the School will take action consistent with the Complainant's request to maintain confidentiality. There may be times when the School is not able to honor a Complainant's confidentiality request. If the confidentiality request cannot be honored, the Complainant will be informed before the start of the investigation, and the School will still try to maintain his or her privacy to the greatest extent possible by only sharing, relaying, and/or disseminating information as necessary to conduct and complete the investigation and adjudication processes (including any applicable appeals therefrom) and/or as otherwise required by law.

If a Complainant chooses to make an anonymous report concerning Sexual Misconduct, the School will attempt to follow up on the report to the best of its ability. The School's ability to thoroughly investigate an allegation from an anonymous source may be limited based on the inability to speak with the Complainant.

Confidentiality versus Privacy: It is important to note that "confidentiality" is different than "privacy." Privacy, for purposes of this policy, means that information regarding reports of Sexual Misconduct will, to the greatest extent possible, not be disclosed, relayed, and/or disseminated to other individuals (including informing appropriate School officials and representatives) any more than is necessary to comply with the School's obligations under the law and School policies. Privacy may still be offered to a Complainant even when confidentiality cannot be offered, and School officials and employees who cannot guarantee confidentiality will maintain your privacy to the greatest extent possible. This means that the information you provide to a non-confidential resource will be relayed and disseminated only as necessary for the Title IX Coordinator/investigator(s) to investigate and/or seek a resolution.

It should also be noted that faculty and/or staff (other than the Title IX Coordinator) should not share information provided by Complainants with law enforcement without the Complainant's consent or unless s/he has also reported the incident to law enforcement.

Because the standards for pursuing and completing criminal investigations are different from those used for the School's Sexual Misconduct investigations, the termination of a criminal investigation without an arrest or conviction does not affect the School's obligations under Title IX, nor its

obligations to investigate, adjudicate, and punish those who perpetrate Sexual Misconduct. In addition, Complainants have the right to file criminal complaints with local law enforcement authorities and Title IX Complaints with the School simultaneously.

Although Title IX does not require a school to report alleged incidents of Sexual Misconduct to law enforcement or other regulatory bodies, the School may have such reporting obligations under other laws, and as such, reserves the right to report any alleged crime to law enforcement or an appropriate regulatory body. In such cases, the Complainant will be informed before the report is forwarded to law enforcement authorities, and the School will, to the extent possible, only share information regarding the report with people who are involved in the law enforcement or regulatory investigation(s).

C. Protocols for Investigation of Sexual Misconduct Reports

The Title IX Coordinator or her designee shall investigate cases where Respondent is a member of the School Community, and the alleged activity falls under the definition of Sexual Misconduct, using the procedures set forth in Section (D) below.

In the first instance, the Title IX Coordinator or her designee shall investigate whether the alleged conduct falls under the definition of Sexual Misconduct under Title IX – including the requirement that the conduct occur in the School's educational program or activities and within the United States.

If the Title IX Coordinator determines that a complaint does not fall under the definition of Sexual Misconduct under Title IX – for example, if the alleged incident did not occur in the School's education program or activity – the School will promptly send notice to both parties of dismissal of the action under Title IX. Dismissal at this stage may be reviewed on appeal.

Where the Complainant or Respondent is a student, the Title IX Coordinator or her designee will then assess whether the complaint alleges sexual assault, stalking, domestic violence and/or dating violence that occurred off campus. Conduct in this category will be investigated and assessed pursuant to the procedures set forth below for Title IX matters, except that there will not be hearings in such matters – rather, the ROI will be reviewed by the Designated Arbiter, and the Designated Arbiter will make a determination based on the ROI.

If the conduct alleged does not constitute Sexual Misconduct as defined by this policy, it may still violate other School policies, and it may be investigated consistent with applicable School policies and procedures. If the actions alleged in a complaint do not fall under the School's Sexual Misconduct Policy, but they may fall under another policy, the Title IX Coordinator will inform the appropriate individual(s) of the matter for further investigation and consideration.

If actions alleged in a complaint fall under the School's Sexual Misconduct Policy, and other aspects of the complaint fall under another School policy, the Title IX Coordinator will inform the appropriate individual(s) of the matter and the School, at its discretion, may: (i) run parallel investigations of the Sexual Misconduct allegations (through the processes set out in this Policy) and allegations that fall under other policies (through the processes set out in those other policies or otherwise established by the School); (ii) the School may perform a single investigation of all claims; (iii) or the School may perform one investigation followed by another investigation. The School will make this determination based on the specifics of the allegations.

To the extent an individual's employment is terminated or an individual is dismissed from the School based on actions that do not fall within the purview of Title IX, the individual is entitled to whatever right to appeal s/he would otherwise have under School policy – in such cases, the School need not engage in

the Title IX investigative/hearing/appeal process set forth in this Policy. For example, if a Complainant alleges both race-based harassment and sexual harassment, the School may choose to investigate the race-based harassment first. If the School terminates the Respondent's employment because of the race-based harassment, it need not engage in the process set out in this Policy to investigate the sexual harassment claim.

In cases where the Respondent is not a member of the "School Community" but is employed, affiliated, and/or associated with other entities/components of the MSHS (such as, for example, MSHS hospital employees), the Title IX Coordinator will, upon completion of the Initial Assessment, forward the report of Sexual Misconduct to a Human Resources official in the appropriate MSHS component/unit with whom the Respondent is employed, associated, and/or affiliated, for further action under the governing policies and procedures that apply under the circumstances (unless the School has agreed to honor the Complainant's request for confidentiality or that "no further action" be taken).

In cases where the Respondent is not a member of the School Community and is not employed, affiliated, or associated with entities/components in the MSHS, the Title IX Coordinator can, upon completion of the Initial Assessment, forward the report to officials of the entity/organization (if any) with whom the Respondent is employed or associated/affiliated, for investigation/further action (unless the School has agreed to honor the Complainant's request for confidentiality or that "no further action" be taken).

D. Investigation Procedures (Step 2)

i. Notification of Investigation Initiation

Unless otherwise indicated in this Policy (such as, for example, where a request for confidentiality or that "no further action" be taken is honored by the School or when a report of Sexual Misconduct needs to be referred to another component/unit in the MSHS for further action), the School will investigate complaints/reports of Sexual Misconduct allegedly perpetrated by members of the School Community that are made to either: (1) School faculty or staff who notify the Title IX Coordinator; (2) the Title IX Coordinator, or (3) of which the School has otherwise received notice (from sources such as members of the local community, social networking sites, or the media).

Before initiating an investigation of Sexual Misconduct, the Complainant will be notified in writing that the investigation will be beginning and of the specific rules and/or code of conduct/School Sexual Misconduct Policy provisions alleged to have been violated, and possible sanctions. The Respondent will also be provided with written notice that will include:

- A description of the date, time, location and factual allegations concerning the violation, including who was involved;
- A statement that the Respondent is presumed not to be responsible at the outset of the process, and can only be found responsible after the School follows the process set out in this Policy;
- A reference to the specific rules and/or code of conduct/School Sexual Misconduct Policy provisions alleged to have been violated, and;
- A statement concerning possible sanctions.

The parties will be notified that information protected by legal privilege – e.g., attorney-client privilege or doctor patient privilege – cannot be used during the investigation unless the person holding that privilege waives it.

To the extent the School determines it is a viable option in a specific case, the parties will be notified of the option of participating in an informal resolution, if both parties agree to this alternative. To the extent either

party wants to exit the informal resolution process and engage in the resolution process described below, the parties will be informed of their right to do so. In the event the parties exit the informal resolution process, the information elicited in the informal resolution process will not be used in the formal resolution process. Informal resolution will not be available in cases where an employee is accused of sexually harassing a student, as sexual harassment is defined under this Policy.

- The parties will be notified that they are entitled to an advisor of their choice, who may be an attorney.
- The parties will be informed that they can request to inspect and review evidence, and the parties will be provided with an opportunity to do so.
- The parties will also be notified that the School prohibits knowingly submitting false statements or false information during an investigation/hearing process.
- Notice will go out to the parties promptly after the Complainant files a formal complaint or the School decides to proceed with a formal complaint.

ii. Investigation Mechanisms, Protocols, and Safeguards

The Title IX Coordinator may conduct an investigation, or she may designate an appropriate investigator(s) to conduct an investigation.

The Sexual Misconduct investigation may involve, but is not limited to:

- Conducting interviews of the Complainant, the Respondent, and any witnesses or other third parties who may have information or evidence regarding the allegations;
- Reviewing documents and records, including law enforcement investigation documents, student and personnel files, and written statements regarding the allegations;
- Gathering and examining other relevant documents and evidence, including video, audio, photographs, e-mails, text-messages, or social media posts that may be relevant to the allegations.

The investigator(s) will follow these principles in all investigations of alleged Sexual Misconduct:

- A. All investigations of alleged Sexual Misconduct will be undertaken in a reliable and impartial manner. All Complainants/Respondents will be notified of the time frame within which the investigation of the report(s) is expected to be completed. The School will strive to complete investigations of reports of Sexual Misconduct in as timely a manner as possible.
- B. All investigations of alleged Sexual Misconduct will be conducted in a manner that takes into consideration the serious and sensitive nature of such allegations, and which limits, to the extent possible, the number of individuals who are contacted, interviewed, or otherwise made aware of the investigation. To this end, the Title IX Coordinator and any designated investigator(s) will, to the extent possible, share information with the least number of people necessary to effectuate the School's response, investigation, and adjudication.
- C. The School will conduct its own investigation (and adjudication) of Sexual Misconduct allegations, regardless of whether the alleged Sexual Misconduct is also being pursued through the criminal justice system. The School will comply with law enforcement requests for cooperation, which at times may require that the School temporarily delay its investigation while law enforcement organization(s) gather evidence. Temporary delays should not last more than ten days, except when law enforcement specifically requests and justifies a longer delay.
- D. The investigation will be conducted independently and without regard to/without being precluded by any determinations that may have been made by other entities, including law enforcement authorities (such as the NYPD or the District Attorney of New York), the grand jury, or in connection with criminal proceedings.
- E. Complainants and Respondents will be given reasonable advance written notice of any meetings

that they are required to or eligible to attend in connection with the investigation, including the date, time, location, participants and purpose of the meeting.

- F. Where the Respondent or the Complainant and the Respondent are students and/or postdoctoral fellows/students at the School, all of the additional principles and safeguards set forth in Appendix 2 apply.

An attorney with the Mount Sinai Health System Office of General Counsel can serve as legal counsel to the Title IX Coordinator and/or the designated investigator(s) in connection with investigations of Sexual Misconduct.

iii. Report of Investigation and Hearing Before Designated Arbiter

Upon completion of the investigation, the investigator(s) shall prepare a Report of Investigation (“ROI”), which shall include a description of the evidence discovered during the course of the investigation, and the investigator’s findings. The ROI will make a finding of fact as to whether it is more likely than not that prohibited conduct occurred and a recommendation as to whether the conduct violates institutional policy and set forth the evidentiary basis for the conclusion.

Respondent and Complainant will receive a draft of the full ROI and any evidence directly related to the complaint. The parties will have 10 calendar days to respond to the ROI and the evidence in writing to the Title IX Coordinator. Witnesses will also be given a copy of a summary of their witness interview in the draft ROI and be given 10 calendar days to confirm its accuracy or make any necessary corrections. The investigator(s) will consider any written response to the ROI by the parties before finalizing the ROI. The Respondent and Complainant will receive a final copy of the ROI at least 10 days before the Hearing before a Designated Arbiter. The final ROI shall thereafter be submitted to the appropriate Designated Arbiter. The appropriate Designated Arbiter will be determined on a case-by-case basis, based on the status of the Respondent, and will be appointed by the Dean of the Medical School or his designee.

Upon receipt and consideration of the ROI, the Designated Arbiter will hold a hearing and weigh the evidence using a “preponderance of the evidence” standard, asking whether it is more likely than not that the Respondent violated the Policy. The Respondent is assumed not to have violated the Sexual Misconduct Policy at the outset of the hearing.

At the hearing:

- Complainant and Respondent will both have an advisor present. If a Complainant or Respondent does not have an advisor, the School will appoint an advisor.
- The Designated Arbiter will determine the order of witnesses and has the discretion to ask the witness questions or give the witness an opportunity to make a statement.
- The Complainant’s and Respondent’s advisors may ask questions of all witnesses at the hearing, including questions that challenge the witness’s credibility. Under no circumstances will the parties be permitted to question witnesses directly. Questions must be asked in a neutral tone. Advisors will not be permitted to be disruptive or harassing during their questioning. Questions must be relevant and must not pertain to Complainant’s past sexual behavior or sexual predisposition – with two exceptions – where evidence of prior sexual behavior is offered to prove someone other than the Respondent committed the alleged offense, or where prior sexual behavior evidence is specifically about the Complainant and the Respondent and is offered to prove consent. The Designated Arbiter will determine whether or not each question is relevant before the party or witness has to answer the question. A lawyer from the School’s Office of General Counsel will serve as counsel to the Designated Arbiter and may consult with the Designated Arbiter concerning such determinations.
- If an individual does not appear at the hearing or is not subject to questioning/cross-examination, the Designated Arbiter will exclude and not rely on that individual’s statements in making a

decision.

- All reasonable measures will be taken to ensure that proceedings are conducted in a manner that does not inflict additional trauma on the Complainant. When requested, arrangements will be made so that the Complainant and the Respondent do not have to be present in the same room at the same time. This can be affected through the use of closed-circuit televisions or other means where a Complainant has requested sequestration. No Sexual Misconduct adjudication hearings will require a Complainant to be present at the hearing as a requirement to hold the hearing.

A recording or transcript will be made of the hearing and will be made available for the Complainant and Respondent to review.

The Complainant and Respondent may submit impact statements, describing the impact of the case on them and/or requested sanctions, to the Designated Arbiter before the Designated Arbiter decides on what sanctions, if any, are appropriate.

If, after holding a hearing and assessing the evidence, the Designated Arbiter determines that it is more likely than not that the Policy was violated, the Designated Arbiter is empowered to impose what he or she believes to be the appropriate sanctions/remedial actions to be taken. A list of sanctions/remedies that can be imposed for violations of the Policy are set forth in Appendix 3.

If the Designated Arbiter determines that it is more likely than not that the Policy was not violated, the Designated Arbiter will dismiss the report. Thereafter, the matter will be referred back to the Title IX Coordinator, who will either: (1) close the matter; or (2) refer the matter to other appropriate designated School officials for further action as appropriate, to the extent the allegations may implicate other School policies and procedures.

The Complainant and Respondent will thereafter be notified simultaneously via email of the outcome of the process, including: (1) all procedural steps in the process (including notices provided, evidence gathered); (2) the Designated Arbiter's findings of fact; (3) the Designated Arbiter's decision as to whether a violation of the Policy did or did not take place (and the rationale for his or her decision); (4) the Designated Arbiter's decision regarding sanctions (and the rationale for his or her decision regarding sanctions, if any), including how the sanction will restore or preserve equal access to the School's education program or activity) and (5) whether remedies were offered to the Complainant. The School will also disclose other steps that the School has or will take to prevent recurrence.

E. Appeals

All parties will have the same rights to present their cases on appeal. An individual can appeal based on the following grounds:

1. Procedural irregularity that affected the outcome of the matter.
2. New evidence discovered that was not reasonably available at the time the Designated Arbiter made the determination.
3. Conflict of interest on the part of the Title IX Coordinator, investigator(s) or Designated Arbiter(s) that affected the outcome of the matter.

To the extent other grounds for appeal are available in School policies for House Staff Officers or faculty, such individuals can appeal based on those grounds as well.

If a Complainant or Respondent wishes to appeal from a Designated Arbiter's decision as to whether or not a violation of the School Sexual Misconduct Policy occurred, he or she must file written notice of appeal with the Title IX Coordinator within ten (10) calendar days of e-mailing of notice of the Designated

Arbiter's decision.

Thereafter, the Dean of the Nursing School will convene a panel ("Panel") to consider the appeal. The Panel will consist of three (3) School faculty and/or staff members who have been trained in the adjudication of Sexual Misconduct claims. No students are permitted to serve on any Sexual Misconduct adjudication panels. An attorney with the Mount Sinai Health System Office of General Counsel will serve as legal counsel to all Panels convened pursuant to these procedures.

The following procedures will be followed with respect to the appeal:

1. Following selection of the Panel and the appointment of a panel Chair, the Complainant and Respondent will be notified of the names of the members of the Panel and will have 48 hours from receipt of such notification to challenge, in writing, any member of the Panel for cause.
2. In the event of a challenge, the Panel Chair (or if the Chair is challenged, the Dean of the Nursing School or his designee) will decide on the merits and replace Panel members if necessary.
3. Both the Complainant and the Respondent will be permitted to provide written submissions to the Panel regarding the matter and the allegations, which will be no longer than twelve pages.
4. The Panel will also have access to the ROI and the recording/transcript of any Hearing before the Designated Arbiter.
5. Certain rights will be afforded, and certain principles will be implemented/measures will be taken in connection with all appellate proceedings regarding reports of Sexual Misconduct allegedly perpetrated by students at the School against other School students (*i.e.*, "Student on Student Sexual Misconduct"). Those safeguards and measures are set forth in Appendix 2.
6. The Panel will deliberate on the findings without the presence of either the Complainant or the Respondent. Upon concluding its deliberations, the Panel will vote and make its determination as to whether the grounds for appeal have been met and any necessary remedial action that may result based on a majority vote.
7. The Panel will provide the parties with a written decision on the appeal, including the rationale for the decision and any further steps or remedial actions deemed necessary (the "Panel Report").
8. The Panel will strive to complete the Panel Report in as timely a manner as possible.
9. The Panel Report will be forwarded to the Dean of the Nursing School (or his/her designee). The Panel's findings and determination regarding liability (whether or not the School's policy was violated) must be accepted by/cannot be rejected by the Dean (or his/her designee). However, the Dean (or his/her designee) may accept or reject the Panel's recommendations regarding sanctions/remedial action to be imposed in making his or her determination as to what sanctions/remedial action will be imposed for the violation (a non-exhaustive list of the sanctions/remedies that can be imposed following determinations that this Sexual Misconduct Policy has been violated are set forth in Appendix 3).
10. Copies of written statements from the Panel and/or the Dean of the Nursing School (or his/her designee) detailing the factual findings supporting any determinations of violations of the Policy and the rationale for any sanctions imposed will be provided to both the Complainant(s) and the Respondent(s) upon conclusion of the appellate processes.

If the investigation and grievance/complaint adjudication process reflects that Sexual Misconduct created a hostile environment, the Dean of the Nursing School and the Title IX Coordinator will work to ensure that prompt and effective steps are taken that are reasonably calculated to end the conduct, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects.

F. Time Frames

To the extent possible and consistent with a full and fair process, the School will seek to resolve complaints within approximately 100 calendar days of an initial report, not including the time for any appeal. The School will seek to resolve appeals within 50 calendar days. The School will seek to resolve

an informal resolution process within 50 calendar days. Time frames will vary depending on the complexity of the investigation and the severity and extent of the alleged misconduct. The School will give the parties periodic status updates.

9. Rights of Complainants

All Complainants have the right to:

- A. Notify School security, local law enforcement, and/or state police;
- B. Have emergency access to the Title IX Coordinator, or in his or her absence, other appropriate officials trained in interviewing victims of Sexual Misconduct, who shall be available upon the first instance of disclosure by a Complainant to provide certain information regarding options for proceeding that are set out above.
- C. Confidentially disclose the incident to individuals and organizations that are associated or affiliated with the School, including SAVI, Professional and Pastoral Counselors, Non-Professional Counselors and Advocates, and others (a more complete list of on and off campus advocates and counseling options, some of which offer confidentiality is available in Appendix 1), who can assist in obtaining services for Complainants.
- D. Confidentially disclose the incident and obtain services from the state or local government.
- E. Disclose the incident to institution representatives such as the Title IX Coordinator, who can offer privacy and may be able to offer confidentiality, if appropriate, and can assist in obtaining resources for Complainants.
- F. File a report of Sexual Misconduct and consult with the Title IX Coordinator and other appropriate institution representatives for information and assistance. As set forth above, reports shall be dealt with in accordance with institutional policy and will be treated with privacy to the extent possible.
- G. Disclose, if the Respondent is an employee of another entity in the MSHS, the incident to the appropriate human resources or other authorities at the Respondent's entity of employment, or request that a confidential or private employee assist in reporting to the appropriate authorities.
- H. Receive assistance from the Title IX Coordinator in initiating legal proceedings in family court or civil court.
- I. Withdraw a complaint or withdraw involvement from the School Sexual Misconduct investigation and/or adjudication process at any time. It must be noted here that in certain circumstances, the School may have no choice but to continue with the investigation and/or adjudication processes even if a Complainant has withdrawn his or her complaint or has requested that "no further action" be taken. The criteria on which the School will base its decision regarding whether to proceed with the institutional process despite the Complainant's withdrawal from the process are set forth above.

10. Additional Rights in "Student on Student" Sexual Misconduct Proceedings

The School is cognizant of the serious and sensitive nature of Sexual Misconduct claims. Accordingly, as set forth more fully in N.Y. Educ. Law § 6444(5) and to the extent feasible and lawful, the School will ensure that certain rights are afforded and that certain safeguards are taken in connection with all Sexual Misconduct investigations, adjudications, and reviews (including appellate reviews) involving reports of Sexual Misconduct allegedly perpetrated by students at the School against other students at the School. These rights and safeguards are set forth fully in [Appendix 2](#).

11. Policy for Alcohol and/or Drug Use Amnesty

The health and safety of every student at the School is of utmost importance. The School recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that Sexual Misconduct occurs may be hesitant to report such incidents because of fear of potential consequences for their own conduct. The School strongly encourages students to report Sexual

Misconduct, including domestic violence, dating violence, stalking, or sexual assault, to School officials, including but not limited to the Title IX Coordinator. A bystander acting in good faith or a Complainant acting in good faith who discloses any incident of Sexual Misconduct, including domestic violence, dating violence, stalking, or sexual assault, to School officials or law enforcement will not be subject to action for violations of the School's drug or alcohol use policies occurring at or near the time of the commission of the subject Sexual Misconduct.

Nothing in this Policy or otherwise shall be construed to limit an institution's ability to provide amnesty to students in additional circumstances not expressly set forth herein.

While this Policy provides students with amnesty for violations of the School's drug and alcohol use policies under the circumstances set forth above, it does not absolve the School of its obligations, in legally mandated or otherwise appropriate circumstances, to take whatever steps are necessary to ensure the safety of the School Community, patients, and the public, and to truthfully and accurately report to any governmental, administrative, regulatory, professional, or licensing authorities, boards, or bodies, and the School expressly reserves its rights to do so.

12. Prohibition Against Retaliation

It is a violation of School policy to retaliate against an individual for: (1) raising concerns, reporting, or filing complaints or reports (whether first or third party) regarding Sexual Misconduct; (2) involvement in registering complaints or reports of Sexual Misconduct; (3) serving as representatives for Complainants or Respondents; or (4) participating in the investigative or adjudicative processes in connection with allegations of Sexual Misconduct.

13. False Reports

Submitting a false report or providing false or misleading information in bad faith or with a view to personal gain in connection with an alleged incident of Sexual Misconduct is prohibited and is subject to disciplinary action. This provision does not apply to reports made or information provided in good faith, even if the facts alleged in the report are ultimately not substantiated.

14. Education, Training, and Prevention

The School has adopted a comprehensive student onboarding and ongoing education campaign to educate members of the School Community about Sexual Misconduct (including domestic violence, dating violence, stalking, and sexual assault). In connection with this campaign:

1. All new incoming and transfer students shall, during the course of their orientation, receive training on certain enumerated topics that are set forth in Appendix 4.
2. The School will use multiple methods, including written handouts as well as programs that may include on-line courses, lectures, seminars, workshops, and discussion groups, to educate students about Sexual Misconduct and violence prevention, and to promote discussion, encourage reporting, and facilitate prevention of Sexual Misconduct.
3. The School will, to the extent feasible, share information on Sexual Misconduct with parents of enrolling students.
4. Training under the School's campaign shall, as appropriate, include groups such as international students, students who are also employees, leaders, and officers of registered or recognized student organizations, and online and distance education students. The School will also provide specific training to members of groups that the School, through the Title IX Coordinator, identifies as "high-risk populations."
5. All student leaders and officers of student organizations recognized or registered with the School, as well as those seeking recognition by the School, shall complete training on Sexual Misconduct

prior to receiving recognition or registration.

6. The Title IX Coordinator will regularly assess the School's anti-Sexual Misconduct programs and policies to determine effectiveness and relevance for students.

The School trains its Designated Officials to report to the Title IX Coordinator any incidents of Sexual Misconduct that may violate the School's Code of Conduct. Designated Officials are trained to understand that they do not need to determine whether the alleged Sexual Misconduct occurred before reporting an alleged incident to the Title IX Coordinator. The School's Title IX Coordinator and Human Resources officials who investigate claims of Sexual Misconduct are trained to have in-depth knowledge of Sexual Misconduct investigations and this policy.

The School also ensures that a pool of faculty and staff are trained in the adjudication of Sexual Misconduct claims so that they can investigate claims and hear claims of Sexual Misconduct as a Designated Arbiter or on a panel assessing an appeal. Training will include the definition of sexual harassment, how to conduct an investigation and the hearing process for such claims, how to serve impartially, avoiding prejudgment, conflict of interest, and bias, evidence at a hearing / relevance / questioning, and technology used at a live hearing. Training material for adjudicators and investigators will be made available on the School's website.

15. Bi-Annual "Campus Climate Assessments"

The School will conduct bi-annual "campus climate assessments" to ascertain general awareness and knowledge of the provisions of N.Y. Educ. Law Article 129-b, including student experience with and knowledge of reporting and adjudication processes, which shall be developed using standard and commonly recognized research methods. Principles and procedures for development, implementation, and administration of the "campus climate survey" are set forth in Appendix 5.

The School shall take steps to ensure that answers to "campus climate assessments" remain anonymous and that no individual is identified. The School shall publish the results of "campus climate surveys" online, provided that no personally identifiable information or information that can reasonably lead a reader to identify an individual shall be shared.

16. Dissemination of Policies and Procedures and "Student Bill of Rights"

Upon adoption, copies of and/or links to this Policy shall be disseminated to all students electronically as a part of the Student Catalog. Thereafter, copies of and/or links to this Policy shall be disseminated electronically to all new and incoming students during orientation. In addition, this Policy will also be permanently available on the School learning management system- Moodle under Student Resources.

The School has adopted a "Student Bill of Rights" as part of its Code of Conduct. Copies of the "Student Bill of Rights" will be posted on the School learning management system Moodle under Student Resources as a part of the Catalog)

17. Statement on Compliance

This Policy is designed to comply with applicable legal requirements, including but not limited to Title IX of the Education Amendments of 1972, relevant provisions of the Violence Against Women Reauthorization Act of 2013, Title VII of the Civil Rights Act of 1964, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act"), the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g), New York State laws including but not limited to N.Y. Educ. Law Article 129-b (§§ 6439-6449).

The School 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 Complainant. Complainants shall not be identified in such timely warnings.

The Family Educational Rights and Privacy Act ("FERPA") allows the School to share information with parents when (1) there is a health or safety emergency where disclosure is necessary to protect the health or safety of a student or others or as otherwise provided by FERPA; or (2) when the student is a dependent on either parent's prior year federal income tax return. Generally, however, the School will not share information about reports of Sexual Misconduct with parents without the permission of the Complainant. The School's FERPA policy can be found in the School Catalog and on the School's Website. Copies of crime statistics for the School area are available in the School Administrative Office or through the U.S. Department of Education web site for campus crime statistics (<https://ope.ed.gov/campussafety>).

Appendix 1: Off Campus and Community Resources

Outside of the School of Nursing, there are numerous organizations that provide support services for victims/survivors, often for little or no fee. While these groups are not affiliated with the School, they are included here as they can provide valuable support for members of our community. Contact information for these organizations is set forth below:

Rape Crisis Centers (affiliated with hospitals)

Bronx

North Central Bronx Hospital
Sexual Assault Treatment Program
3424 Kossuth Avenue
Bronx, NY 10467
Phone: (718) 519-5722 or (718) 519-3100

Brooklyn

Coney Island Hospital
Rape Crisis Program
2601 Ocean Parkway
Brooklyn, NY 11235
Phone: (718) 616-4209
Hotline: (800) TEL-RAPE or (800) 835-7273

New York Methodist Hospital
506 Sixth Avenue
Brooklyn, NY 11215
(Not an official rape crisis center but can collect evidence and provide other emergency medical services)
Phone: (718) 780-3000

Manhattan

Bellevue Hospital Center
Sexual Assault Response Team SAFE Center
462 First Avenue
CD Building, Ground Fl. #GA74
New York, NY 10016
Phone: (212) 562-3435 or (212) 562-3755

Mount Sinai Beth Israel
Rape Crisis & Domestic Misconduct Intervention Program/Victims
Services Program Department of Social Work
317 East 17th Street
New York, NY 10037
Phone: (212) 420-4516

Harlem Hospital, R. 6111 MLK
Center for Victim Support SAFE Center
506 Lenox Avenue
New York, NY 10037
Phone (212) 939-4609

New York-Presbyterian Hospital/Weill Cornell
Medical Center
Department of Social Work
525 East 69th Street, Box 143
New York, NY 10021
(VIP) Victim Intervention Program--Phone: (212) 746-9414
SAFE Horizon Hotline: (212) 577-7777

NYU Langone Medical Center
550 First Avenue
New York, NY 10016
(Not an official rape crisis center but can collect evidence and provide other
emergency services) Phone: (212) 263-7300

Mount Sinai St. Luke's
Crime Victims Treatment Center
411 West 114th Street, Suite 2C
New York, NY 10025
Phone: (212) 523-4728

Queens

Elmhurst Hospital
(SAVI) Sexual Assault and Violence Intervention Program
79-01 Broadway
Elmhurst, NY 11373
Phone: (718) 736-1288
Hotline: (718) 334-1418

Staten Island

Staten Island University Hospital
475 Seaview Avenue
Staten Island, NY 10305
Safe Horizon Domestic Misconduct Hotline
Phone: 1-800-621-HOPE (4673)

Rape Advocacy Agency, Staten Island
Phone: (718) 720-2591
Safe Horizon (borough-wide) Phone: (212) 227-3000 (available 24 hours)

Resources with access to confidential counseling

NYC Gay and Lesbian Anti-Misconduct Project (212) 714-1141* Safe Horizon: Rape and Sexual Assault Hotline (212) 227-3000* Safe Horizon: NYC Domestic Misconduct Hotline (800) 621-4673*

Non-confidential resources

NYC Alliance Against Sexual Assault (212) 229-0345
NYS Crime Victim's Board (718) 923-4325
NYS Victim Information and Notification Everyday (888) VINE-4NY or (888) 846-3469 *Indicates 24-hour number.

Appendix 2

Given the serious and sensitive nature of Sexual Misconduct claims, the School's students shall be afforded the following rights and safeguards in connection with Sexual Misconduct investigations, adjudications, and appellate reviews (collectively "Proceedings") of reports/complaints of Sexual Misconduct allegedly perpetrated by the School's students against the School's students:

- A.** The right to request that student conduct charges be filed against a Respondent in Proceedings governed by this Policy and in accordance with N.Y. Educ. Law Article 129-b.
- B.** The right to a process in connection with all alleged Policy violations that includes:
 - i.** Notice to the Respondent describing the date, the time, location, and factual allegations concerning the violation, a reference to the specific code of conduct/School Sexual Misconduct Policy provisions alleged to have been violated, and possible sanctions.
 - ii.** An opportunity to offer evidence during an investigation, to present evidence and testimony at a hearing (where appropriate and if there is a hearing), and to have access to a full and fair record of any such hearing, which record shall be preserved and maintained for at least ten (10) years from such a hearing and may include a transcript, recording or other appropriate record.
 - iii.** Access to at least one level of appeal of a determination before a panel that is fair and impartial and does not include individuals with a conflict of interest.
- C.** Throughout Proceedings, the right:

- i.** For all Complainants and Respondents to be accompanied by an advisor of his/her choice who may assist and advise throughout the process, including during all proceedings (including meetings and hearings) attended by his or her advisee that are related to such process. All such advisors of choice, including attorneys, are permitted only to communicate with their respective advisees during all such proceedings, and shall be prohibited from speaking on the record, presenting evidence, making objections, or otherwise directly participating in any way in the proceedings, with the exception of at the Hearing, as described in the Policy. These limitations apply equally to advisors for Complainants and Respondents.
- ii.** 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 training in conducting investigations of Sexual Misconduct, the effects of trauma, impartiality, and 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 Policy).
- iii.** 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.
- iv.** To have the School’s investigation and adjudication processes run concurrently with a criminal justice investigation or 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.
- v.** To review and present available evidence in the case file, or otherwise in the possession or control of the School, and relevant to the conduct case, consistent with School policies and procedures.
- vi.** To exclude from consideration by any decision makers, including but not limited to the appropriate “designated arbiter” or an appellate hearing panel:
- a. Their own prior sexual history with persons other than the other party in the process (except in the limited circumstances discussed in the Policy).
 - b. Their own mental health diagnosis and/or treatment.
 - c. Past findings of domestic violence, dating violence, stalking, or sexual assault, except that such past findings *can* be considered in connection with determinations of discipline and sanctions after decisions regarding responsibility have already been reached.
- vii.** To receive written or electronic notice:
- a. A reasonable time in advance of any meeting they are required to or eligible to attend.
 - b. Of the specific rule, rules, or laws alleged to have been violated, and in what manner.
 - c. Of the sanction or sanctions that may be imposed based on the outcome of the process.
 - d. Of any written statements detailing the factual findings supporting any determinations of violations of the Policy and the rationale for any sanctions imposed.
- viii.** To submit an “impact statement” during the point of the Proceedings where decision makers are deliberating on appropriate sanctions (whether the “impact statement” will be submitted orally or in writing is left to the discretion of the decision maker).
- ix.** To simultaneous (among the parties) notification (via e-mail) of the outcome of the processes, including the sanction or sanctions imposed on the Respondent (if any) based upon the outcome of the processes, and the rationale for the actual sanction imposed.

- x. To choose whether to disclose the outcome of the Proceedings or judicial process.
- xi. To have all information obtained during the course of the Proceedings be protected from public release until all levels of review are completed and exhausted, unless otherwise required by law.

Appendix 3: Sanctions and Remedial Actions

Designated Arbiters are empowered to impose what they believe to be the appropriate sanctions and/or remedial actions following a determination that the PSON Sexual Misconduct Policy was violated. Such sanctions and remedies include, but are not limited to:

- A. Disciplining the Respondent, up to and including expulsion and discharge/termination;
- B. Providing counseling for Complainants, Respondents, and other parties as appropriate;
- C. Issuing “No Contact” orders;
- D. Providing effective escorts to ensure that the Complainant can move safely between classes and activities;
- E. Ensuring that the Complainant and the Respondent do not share classes, workspaces, or extracurricular activities;
- F. Moving the Complainant (if the Complainant requests to be moved) or Respondent to a different residence hall or housing assignment; and
- G. Placing notations on the Respondent’s transcript regarding the subject violations.

Notes Regarding Transcript Notations

It should be noted here that New York State law requires that, for crimes of violence, including but not limited to sexual violence (defined as crimes that meet the reporting requirements pursuant to the federal Clery Act, 20 U.S.C. § 1092(f)(1)(I)-(VIII)), institutions such as the School make a notation on the transcript of students found responsible after a conduct process that they were “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.” For Respondents who withdraw from the School while conduct charges are pending and decline to complete the disciplinary process, the School shall make a notation on their transcript stating that they “withdrew with conduct charges pending.”

Respondents can seek removal of transcript notations for suspensions by filing a written request with the Designated Arbiter who made the initial determination regarding responsibility and sanctions (or if that person is no longer available, his or her replacement or designee), who shall have complete discretion to decide whether the request for the notation removal should be granted, provided that such notations shall not be removed before one year after the conclusion of the suspension. Respondents cannot seek removal of transcript notations for expulsions, which shall not be removed unless otherwise provided for herein.

If a finding of responsibility is vacated for any reason, all related transcript notations shall be removed.

Appendix 4: Training and Education

During orientation and at the beginning of the academic year, all new incoming students shall receive training on the following topics:

1. The School’s prohibition of Sexual Misconduct and sexual and interpersonal violence and its offering of resources to any victims and survivors of such violence while taking administrative and conduct action regarding any accused individual within the jurisdiction of the School.

2. Relevant definitions, including but not limited to the definitions of Sexual Misconduct, sexual assault, domestic violence, dating violence, stalking, confidentiality, privacy, and Affirmative Consent.
3. The equal application of the School's policies regardless of sexual orientation, gender identity, or gender expression.
4. The role of the Title IX Coordinator, Hospital Security, and other relevant offices that address Sexual Misconduct, including domestic violence, dating violence, stalking, and sexual assault prevention and response.
5. Awareness of violence and the importance of taking action to prevent violence when one can safely do so.
6. Risk assessment and reduction, including, but 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 institutional officials who can answer general or specific questions about risk reduction.
7. Consequences and sanctions for individuals who commit these crimes and Code of Conduct violations.

Appendix 5: Campus Climate Surveys

Under N.Y. Educ. Law § 6445, the School is required to conduct bi-annual "campus climate assessments" to ascertain general awareness and knowledge of the provisions of N.Y. Educ. Law Article 129-b. Responsibility for development of the School's "campus climate assessment" will be vested in the office of the Title IX Coordinator, who is empowered to utilize all reasonable and necessary resources to do so. The "campus climate assessment" shall be developed using standard and commonly recognized research methods, and shall include questions covering, but not limited to, the following topics:

- A. The Title IX Coordinator's role;
- B. Campus policies and procedures addressing Sexual Misconduct;
- C. How and where to report Sexual Misconduct as a victim, survivor, or witness;
- D. The availability of resources on and off campus, such as counseling, health and academic assistance;
- E. The prevalence of victimization and perpetration of Sexual Misconduct on and off campus during a set time period;
- F. Bystander attitudes and behavior;
- G. Whether Complainants disclosed to the School and/or law enforcement, experiences with reporting and School processes, and reasons why they did or did not report;
- H. The general awareness of the difference, if any, between the School's policies and the penal law; and i. General awareness of the definition of Affirmative Consent.

Legal Limitations for New York State Licensure

A pre-licensure student who has charges pending or has ever been convicted of a felony or misdemeanor and/or found guilty of professional misconduct or negligence may enter the nursing program and sit for the RN licensing examination after completing the program; however, he/she may not be issued a registered professional nurse license. Such candidates will be reviewed by the Office of Professional Discipline of the State of New York for determination of good moral character, which is a requirement for licensure.

Institutional Complaint Process

Section 494C(j) of the Higher Education Act of 1965, as amended, provides that a student, faculty member,

or any other person who believes he or she has been aggrieved by an institution of higher education has the right to file a written complaint.

In New York State, a complaint may be filed by any person with reason to believe that an institution has acted contrary to its published standards or that conditions at the institution appear to jeopardize the quality of the institution's instructional programs or the general welfare of its students. Any person who believes he or she has been aggrieved by an institution on or after May 4, 1994, may file a written complaint with the Department within three years of the alleged incident.

To file a complaint:

1. The person should first try to resolve the complaint directly with the institution by following the internal complaint procedures provided by the institution. An institution of higher education is required to publish its internal complaint procedure in a primary information document such as the catalog. (The Department suggests that the complainant keep copies of all correspondence with the institution.)
2. If a person is unable to resolve the complaint with the institution or believes that the institution has not properly addressed the concerns, he or she may send a letter to:

Office of the Professions
Professional Education Program Review
Education Building, 2 West
Albany, N.Y. 12234

3. Or complete a Complaint Form and mail:

www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html

New York State Education Department
Office of College and University Evaluation
EBA, Room 969
89 Washington Avenue
Albany, N.Y. 12234

4. A complaint involving discrimination against enrolled students on the part of an institution or faculty, or involving sexual harassment, should be filed with the U.S. Office of Civil Rights:

Office of Civil Rights – New York Office
U.S. Department of Education
32 Old Slip, 26th Floor
New York, N.Y. 10005-2500

Telephone: 646-428-3900 Email: OCRNewYork@ed.gov

5. A complaint of consumer fraud on the part of the institution should be directed to: Office of the New York State Attorney General, Justice Building, Empire State Plaza, Albany, N.Y. 12223.
6. For a complaint about state-sponsored student financial aid, contact the Higher Education Services Corporation (HESC) Customer Communications Center, at 1-888-NYS-HESC.

Complainants should be aware that the Office of College and University Evaluation does not conduct a judicial investigation and does not have legal authority to require a college or university to comply with a complainant's request.

Student Forms



Add/Drop Form

Student Information:

Student Name			
Student ID		Last 4 digits of SSN	

Term:

Semester	Spring / Summer / Fall (Circle One)	Year:	
-----------------	--	--------------	--

Courses: Add or Drop (circle selection)

Number /Section		Course Title	
Number /Section		Course Title	
Number /Section		Course Title	
Number /Section		Course Title	
Number /Section		Course Title	

Reason: WITHDRAWAL REQUEST LEAVE OF ABSENCE: Return Date from LOA _____

SELECT ONE:

Note: LOAs / Withdrawals for students who have received a Federal Direct Loan and/or a Federal Nursing Loan are required to complete an Exit Counseling before the change can be authorized. Documentation must accompany this form. All tuition and fees, including Drug and Background, must have a method of payment on record prior to approval.

Requested By:

Signature		Date	
------------------	--	-------------	--

For Office Use Only

Student ID Surrendered: Yes No N/A **Date:** _____
 Exit Counseling for Loans: Yes No N/A **Date:** _____

Registrar:

Signature: _____

Date: _____

Approved by:

Date: _____

Asst. Dean of Enrollment Management: _____

Tuition Liability Schedule

Week 1 and/or prior- 100% refund tuition and fees
 Week 2- 100% refund tuition (charge all fees)

Week 3- 70% refund tuition (charge all fees)
 Week 4- 50% tuition refund (charge all fees)



Mount Sinai Phillips School of Nursing Request for Accommodations Form

Please note: In order to have accommodations in place before classes begin, this request form must be received 30 days before your program's Orientation Day. A request for disability services may be submitted throughout the academic year; however, accommodations cannot be retroactively approved. Please allow approximately 30 days for evaluation of your request for accommodations.

I. General Information (please print)

Name _____ Date of Birth ____/____/____

Home Address _____

City _____ State _____ Zip Code _____

Cell Phone () _____ Email Address _____

II. Nature of Disability/Disabilities, Documentation and Accommodations Requested

Please attach documentation that is current and is addressed to the School. The documentation must be in the form of a psychoeducational report on business letterhead, typed, dated, and signed with the name, title and professional credentials of the evaluator and must include these key elements:

1. DSM-IV or ICD Diagnosis (text and code) and information concerning comorbidity.
2. Evaluation – For learning disabilities, testing must be comprehensive. Objective evidence of a substantial limitation in cognition and learning must be provided. Minimally, the following should be covered:
 - a. A diagnostic interview – including relevant background information supporting the diagnosis.
 - b. A complete psychoeducational or neuropsychological evaluation – actual test scores must be provided, with the assessment instruments being reliable, valid, and standardized for diagnosing learning disabilities in the adult population. The following areas are generally assessed:
 - o Aptitude
 - o Achievement
 - o Information processing
3. Functional Limitations – The testing report should clearly detail how the individual's disability condition affects a major life activity and the resultant functional limitations in the academic setting.
4. Accommodations – the document should include a history of current or past accommodations, as well as recommendations for future accommodations and services. However, the determination of whether an accommodation is reasonable and appropriate within the Mount Sinai Phillips School of Nursing rests with the School.

What is your disability (diagnosis): _____

What documentation are you providing? _____

What type of accommodations(s) are you requesting? _____

Other Pertinent Information: _____

III. Confidentiality

Information presented in support of the student's request for consideration and accommodation as a person with a disability is considered private and sensitive and will be handled according to the School's FERPA (Family Educational Rights and Privacy Act) policy. The application, supporting documentation and information from verbal discussions with the student will be kept on file. In accordance with FERPA, information from the file will only be shared with other institutional personnel when there is a legitimate educational interest.

IV Release of Information (external source)

In order to arrange for reasonable and appropriate accommodations, it may be necessary for Mr. Noel Davila, Disability Officer for the Mount Sinai Phillips School of Nursing, and/or an expert healthcare professional from Employee Health Services to communicate to the following individuals on my behalf.

I _____ am enrolled as a student in the Mount Sinai Phillips School of Nursing. I give permission to Mr. Noel Davila, Disability Officer for the Mount Sinai Phillips School of Nursing and/or an expert healthcare professional from Employee Health Services, to share and receive information with the following individuals on my behalf:

List name and contact information of other individuals (counselors, physicians, etc.):

Name	Phone Contact	Email Address
_____	_____	_____
_____	_____	_____
_____	_____	_____

Student Signature: _____ Date: _____

Please return the completed Request for Accommodations Form, along with supporting documentation, to:

Noel Davila

Assistant Dean for Enrollment Management

Phone: 646-396-4448

Email: Noel.Davila@mountsinai.org



Grade Grievance/Appeal Form

Student Information:

Name		Student ID	
Email ID		Phone #	

Course Information:

Number/ Section		Semester	Spring / Summer / Fall <i>(Circle One)</i>
Course Title		Year	
Faculty			

Grievance:

	Date
Date the final grade was posted	
Discussed the grade appeal with the faculty	

Current grade being appealed	
Grounds for appeal <i>(Check applicable)</i>	Denial of equal opportunity to earn a passing grade in comparison with other students in the class. Failure to adhere to the grading criteria established in the course syllabus

Explain the ground for your appeal and provide necessary documentation:

Specify the outcome you are seeking:

Student Signature: _____

Date: _____

Administrative Use Only

Hearing Conducted: Yes No

Grievance Committee Decision / Actions Taken:

Chair of Grievance Committee Signature: _____ Date: _____

Vice Signature: _____ Date: _____



Clinical/Examination Make-Up Request Form

Students must complete Part A and submit it with the appropriate documentation to the lead faculty/ program coordinator for review and approval. Upon receiving the form back with completed Part B, the student must bring the form to the Bursar's office and pay the appropriate fee. NOTE: The lead faculty/program coordinator reserves the right to decline any request following a review of the request and documentation submitted. ***Please see the reverse side for fees and other information.***

The process must be completed within 3 business days of absence. Failure to do so will automatically make the student ineligible for makeup.

Part A: Completed by Student (Please print clearly)

First Name: _____ Last Name: _____

Email (PSON.EDU) _____ Telephone: _____

Course Number: _____ Section: _____

Professor/ Instructor's name: _____

Requesting Make -up for (check one below): Date Missed: _____

Written Exam Laboratory Exam Laboratory Class (___ hours) Clinical (___ hours)

Reason (attach appropriate documentation):

Religious Obligation: *Identify religious observance* _____

Bereavement: *Provide name of individual & relationship to you* _____

Medical: _____

Other: *Describe reason/provide applicable documentation* _____

Student's Signature: _____ Date: _____

Part B: Completed by Faculty/ Program Coordinator

Determination: Excused Unexcused

Name of Lead Faculty/ Program Coordinator: _____

Signature of Lead Faculty/ Program Coordinator: _____

Tentative Make-up Date and Time: _____

Part C: Completed by Bursar

Cleared for Make-up

Date Received: _____

Bursar Signature: _____

Make-up Fees:

Makeup/Retake Written Exam - \$100 (Mandatory)

Makeup/Lab Practical Exam - \$100 (Mandatory)

Clinical/Lab Makeup - \$75/hour (For Unexcused Absence)

Important Information:

1. The student must inform the instructor and the course coordinator/program director that s/he will be absent at least one hour before the scheduled examination, laboratory or clinical.
2. Student must complete Part A and submit it with the appropriate documentation to the lead faculty/program coordinator for review and approval. Upon receiving the form back with completed Part B, the student must bring the form to the Bursar's office and pay the appropriate fee.
3. The lead faculty/program coordinator reserves the right to decline any request following a review of the request and documentation submitted.
4. The process must be completed within 3 business days of absence. Failure to do so will automatically make the student ineligible for makeup.

Excused / Unexcused Absences

Excused Absence (proper documentation must be provided for consideration) - Examples of excused absences include but are not limited to:

- Student illness
- Death/critical illness of an immediate family member (spouse, child, parent, grandparent, sibling)
- Critical life emergency (i.e., house fire)
- Religious observance

Unexcused Absence - Examples of unexcused absences include but are not limited to:

- Failure to notify the instructor and the course coordinator/program director of an absence prior to the clinical experience.
- Failure to attend clinical due to a non-emergency situation such as medical/dental appointments, weddings, job interviews, internships/externships (including orientations and interviews), vacations, graduation of family/friends, family reunions, child-care responsibilities, care of parents, grandparents, taking a day off to study, attending work- or work-related activities.
- Arriving late to clinical after the pre-conference has started on more than one occasion except in cases of a critical life emergency.
- Failure to obtain required health clearance (when needed) prior to clinical.

Religious Observance Policy:

The student must notify the course coordinator/ program director and clinical instructor, during the first week of the academic term so that a makeup clinical experience can be arranged in advance. In the case of properly disclosed religious observances, the student clinical makeup fee will be waived provided the notification for the religious observance is submitted during the first week of the academic term. Note that only the day of religious observance can be considered excused.



**Mount
Sinai**
Phillips School
of Nursing

Tuition Discount Form

Student Name: _____

Student/Employee Name: _____

Employee ID#: _____

E-mail Address: _____

Home Address: _____

Work Location: _____

Site: _____

Department or unit: _____

Tel. Home _____ **Tel. Work:** _____ **Position/Title:**

_____ **Date Hired into Position:** _____

Supervisor Name (Printed): _____

Supervisor Signature: _____

Semester: ___ Fall ___ Winter ___ Spring ___ Summer **Year** _____

Program: ___ AAS ___ RN to BSN ___ Non-Matriculated

Anticipated Completion Date: _____

Note: THIS FORM MUST BE COMPLETED EACH SEMESTER AND SUBMITTED WITH A COPY OF AN HOSPITAL STAFF ID

STUDENT SIGNATURE: _____

DATE: _____



Student Request Form

Student Name _____ **Date** _____

Cohort _____ **Semester** _____

Course _____ **Section (if applicable)** _____

Request

Student Signature _____

Administrative Use Only

Request Approved: Yes No

Decision / Actions Taken:

Administrator Signature: _____ Date: _____

Accreditation and Affiliations

HEGIS Codes:

1203.10 (RN-BSN Degree)

1203.00 (ABSN Degree)

Mount Sinai Phillips School of Nursing Registered by:

The New York State Education Department Office of Higher Education and the Professions

State Education Building, 2nd Floor

89 Washington Avenue

Albany, New York 12234

(518)-474-5851

Institutional Accreditation by:

Mount Sinai Phillips School of Nursing (PSON) is a candidate institution and a member of the Middle States Commission on Higher Education (MSCHE) www.msche.org. PSON's accreditation status is Candidate for Accreditation. The Commission's most recent action on the institution's accreditation status on March 9, 2023 was to grant candidates for accreditation status. MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

The baccalaureate degree program in nursing at Mount Sinai Phillips School of Nursing at is accredited by:

The Commission on Collegiate Nursing

Education, 655 K Street NW, Suite 750,

Washington, DC 20001, 202-887-6791.

Member of:

American Association of Colleges of Nursing Commission of Independent Colleges and Universities

The National League for Nursing New York State Council of Hospital-based Schools of Nursing

Mount Sinai Beth Israel Accredited by:

The Joint Commission Accreditation Council for Graduate Medical Education Medical Society of New York, in cooperation with the Accreditation Council for Continuing Medical Education

Accreditation and licensing information is available for review through the Office of Student Services during normal business hours.

MOUNT SINAI PHILLIPS SCHOOL OF NURSING.
148 East 126th Street, New York, NY 10035

<u>ADMINISTRATION</u>	
<u>INTERIM DEAN</u> Vivian Lien Vivian.lien@mountsinai.org Room #218	<u>SIMULATION & LABORATORY COORDINATOR</u> Sarla Santos sarla.santos@mountsinai.org Room #210-12
<u>SENIOR DIRECTOR, CLINICAL AFFAIRS/ ASOC. PROFESSOR</u> Lorraine McGrath lorraine.mcgrath@mountsinai.org	<u>LAB INSTRUCTOR ASSISTANT</u> Omar Tunnell omar.tunnell@mountsinai.org Room #210-14
<u>ASSOCIATE DEAN, ADMINISTRATIVE SERVICES</u> Natalie Cline natalie.cline@mountsinai.org Room #133	<u>INFORMATION COMMONS LIBRARIAN & SENIOR LECTURER</u> Brendan Plann-Curley brendan.plann-curley@mountsinai.org Room #256
<u>ASSISTANT DEAN, INSTITUTIONAL EFFECTIVENESS</u> Bernice Pass-Stern bernice.pass-stern@mountsinai.org Room #210-1	<u>FACULTY MEMBERS (NURSING)</u> Dr. Jay Horton jay.horton@mountsinai.org Room #210-3 Kevin Gao kevin.gao@mountsinai.org Room #210-5 Dr. Pennie Sessler Branden pennie.branden@mountsinai.org Room #210-8 Dr. Carolyn Preisser caroline.preisser@mountsinai.org Room #210-9 Dr. Marjorie Cooke marjorie.cooke@mountsinai.org Room #210-11 Dr. Gagandeep Kaur kaur.gagandeep@mountsinai.org Room #210-16
<u>ASSISTANT DEAN, ENROLLMENT MANAGEMENT</u> Noel Davila noel.davila@mountsinai.org Room #127	
<u>DIRECTOR DEVELOPMENT AND COMMUNICATION</u> Linda Fabrizio linda.fabrizio@mountsinai.org Room #220	
<u>ASSISTANT DIRECTOR ACADEMIC TECHNOLOGY & MEDIA</u> Pablo Obando pablo.obando@pson.edu Room #261	
<u>PROGRAM MANAGER, UNDERGRADUATE PROGRAM</u> Tuan Le tuan.le@mountsinai.org Room #136	
<u>ASSISTANT DIRECTOR OF FINANCIAL AID</u> Dr. Melissa Vargas melissa.vargas@mountsinai.org Room #126	<u>CONTROL ROOM</u> #239 646-396-4453 <u>OPERATING ROOM</u> #234 646-396-4470

<p><u>BURSAR</u> Phillip Parke phillip.parke@mountsinai.org Room #125</p>	<p><u>SIM AMBULATORY CARE ROOM #230</u> 646-396-4469</p>
<p><u>COORDINATOR STUDENT SERVICES REGISTRAR</u> Toni Marmol toni.marmol@mountsinai.org Room #111-4</p>	<p><u>ADMINISTRATIVE CONFERENCE ROOMS</u> Conf. A #118 646-396-4490</p> <p>Conf. B #123 646-396-4491</p>
<p><u>ADMISSIONS</u> Guerdie Lucien guerdie.lucien@mountsinai.org Room #111-1</p>	<p><u>ALUMNI</u> 212-614-6157</p> <p><u>ADMIN FAX</u> 646-396-4487</p>
<p><u>IT SUPPORT SPECIALIST</u> Kurt Villcheck kurt.villcheck@mountsinai.org Room #262</p> <p>Marta Pineda IT@pson.edu Room #259</p> <p>Luis Rodriguez Sabala IT@pson.edu Room #259</p>	<p><u>STUDENT SERVICES FAX</u> 212-614-6109</p>

Hours of Operation The School is open weekdays from 7:00am to 5:30pm and Saturdays when classes are in session. Office hours are Monday through Thursday from 9:00am to 4:30pm and on Friday from 9:30am to 2:30pm. Hours are subject to change. Please check Moodle for the most up-to-date information.

Rev. 08.16.23