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The official university calendar is available at
http://registrar.buffalo.edu/calendars/academic/
http://registrar.buffalo.edu/calendars/student/index.php

Class Attendance
Because the University desires to promote student responsibility, there is no general rule concerning
absences from class. Instructors may, however, take account of such absences in determining final
grades. Be sure to review your syllabi for attendance requirements.

Religious Holidays
It is a policy throughout the State University system that: “on those religious holidays when members of
a faith typically observe the expectation of church or synagogue that they be absent from school or
work, campuses will avoid the scheduling of such events as registration, the first day of classes, or
student convocations, and individual students will be excused from class without penalty if expressly
requested.” (From SUNY Policy Manual, 1975, Section No. 091.3.) At this University, if such a requested
absence results in a student’s inability to fulfill an academic requirement of a course scheduled on that
particular day, the instructor should provide an opportunity for the student to make up the requirement
without penalty. (From The Graduate School Policies and Procedures "A Manual for Graduate Students
and Advisors" (http://grad.buffalo.edu/Academics/Policies-Procedures.html).
INTRODUCTION

The University at Buffalo (UB) School of Nursing PhD Student Handbook is a compilation of policies, procedures, and information pertaining to the Doctor of Philosophy degree program. The handbook serves as a guide to students and faculty regarding the policies and procedures contained herein and to facilitate their implementation.

The information provided is intended to supplement policies already enacted by the UB Graduate School (http://grad.buffalo.edu/Academics/Policies-Procedures.html). While the School of Nursing has primary regulatory authority over its PhD degree program, some policies used have already been established and published by the UB Graduate School. In this case, students and faculty are instructed to simply follow those as ascertained by the Graduate School when suitable.

Specifically, the Graduate School Policies and Procedures: A Manual for Graduate Students and Advisors should be used in order to obtain information on the following:

- Waiver of required courses
- Transfer of credit
- Use of prior coursework toward a graduate degree
- Independent study
- Registration
- Grading procedures
- Student records
- Monitoring student progress
- Academic Integrity
SCHOOL OF NURSING MISSION & VISION STATEMENTS

Mission of the School of Nursing

To foster an environment of academic and scholarly excellence that develops nurse leaders who will improve the health and wellness of local, national and global communities.

Vision

We will advance the reputation of the UBSON by achieving a collaborative culture that impacts global and local needs for research, scholarship and educational excellence.

Values:   I-CARE.

Integrity

Honesty in all we do.

Collaboration

We value intra- and Inter-professional collaboration to advance learning, discovery and practice

Accountability

We hold ourselves responsible for behaviors, actions & results.

Respect

For diverse backgrounds and opinions in an inclusive & compassionate manner

Excellence.

In innovative approaches to teaching, scholarship and service.
SCHOOL OF NURSING HONOR CODE

The University at Buffalo School of Nursing endorses the University’s belief that “academic integrity is a fundamental university value. . . [and that] through the honest completion of academic work, students [faculty and staff] sustain the integrity of the university while facilitating the university’s imperative for the transmission of knowledge and culture based upon the generation of new and innovative ideas” (UB Undergraduate Catalog 2010-2011). The University’s goals of discovery and innovation begin with the ideals of personal respect and academic civility in order to maintain a supportive atmosphere of learning in academic, clinical and social settings. The ability to disseminate knowledge and share ideas in an open dialogue is essential to the success of the School of Nursing.

The School of Nursing additionally upholds the values of the American Nurses Association Code of Ethics (2001), and the rules for professional conduct of the New York State Office of the Professions. These values and rules, which emphasize the principles of respect for self and others, personal and professional integrity, and responsibility for one’s actions, identify the tenets that are necessary for the provision of patient and health care, research and teaching.

Based on these perspectives, the School of Nursing Honor Code is based on the following principles:

1. Respect for patients, privacy and confidentiality
2. Respect for self, faculty, staff, colleagues, and members of the health care team
3. Professional demeanor and attire
4. Accuracy, honesty, and completeness in all written and verbal communications.
5. Respect for diversity
6. Respect for property
7. Respect for policies, regulations, and laws
8. Confidentiality of academic and clinical records
9. Academic integrity and standards
10. Fitness for duty
11. Fairness
12. Responsibility

The School of Nursing’s faculty, staff, and students are responsible to exhibit these principles to promote an environment of high ethical and academic standards within the classroom and clinical settings.

By accepting admission to the University at Buffalo School of Nursing, students are expected to exhibit appropriate professional behavior consistent with the values of the SON and the nursing profession. Students assume personal responsibility to be in a physical and mental condition conducive to the provision of safe nursing care and the development of the knowledge and skills required to give this care.

Students will affirm their commitment to uphold the values of the SON Standards of Academic and Professional Conduct, hereafter referred to as The Honor Code, upon admission to the SON, and at the initiation of each nursing course, with their signature on the attestation statement.

References
http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx

New York State Office of the Professions
http://www.op.nysed.gov/prof/nurse/nursing.htm
http://www.op.nysed.gov/title8/part29.htm

UB Undergraduate Catalog
http://undergrad‐catalog.buffalo.edu/policies/course/integrity.shtml

School of Nursing
Honor Code Pledge

“I ____________ (print name) am committed to following the UB School of Nursing Honor Code with honesty, integrity, respect, responsibility and ethics. I will refrain from any form of academic or clinical dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of UB SON academic community it is my responsibility and obligation to report all suspected violations of the Honor Code.” (adapted from Langone, M. (2007). Promoting integrity among nursing students. Journal of Nursing Education, 46(1), 45-47.)

Signature: ____________________________

Date: ____________________________
DOCTOR OF PHILOSOPHY IN NURSING

The Doctor of Philosophy (PhD) in nursing program was first offered in 2004. The overall emphasis of the program is to prepare nurses for careers in which they will assume leadership positions in academia. The goal of the University at Buffalo School of Nursing’s PhD program is to prepare nurse scientists and academicians who will contribute to knowledge development and theory generation. Since students are educated to communicate and function across disciplines, they will advance multidisciplinary teaching and research. Consequently, PhD graduates will be nurse scholars who:

- Develop the empirical and theoretical bases of nursing practice within a defined research program.
- Utilize advanced research methodologies and technology in the pursuit of knowledge.
- Demonstrate expertise in communication of research findings to the scientific and social policy communities.
- Provide leadership in the development and application of knowledge to nursing research, practice and education using multidisciplinary perspectives.
- Relate nursing research to the development and/or implementation of health care policy regionally, nationally and internationally.
- Integrate knowledge of our multicultural society into nursing research to improve and enhance health care and reduce disparities in health outcomes.

Courses Open to Non-Matriculated Graduate Nursing Students
Registered nurses who hold a master’s degree in nursing or who have earned at least 24 credits toward a master’s degree in nursing are permitted to register for a maximum of 12 credits of doctoral courses as non-matriculated students. Doctoral courses open to non-matriculated students are: NGC 701 State of Nursing Science; NGC 632 Interpreting Health care Policy; NUS 705 Designing and Testing Interventions and Innovations; NUS 694 Quantitative Methods in Health Care Research; NUS 697 Advanced Qualitative Research Methods; NUS 691SEM Advanced Information Technology in Practice, Education, and Research; NGC 692 Seminar in Grantsmanship; NUS 695 Advanced Statistical Techniques; NUS 706 Psycho-Social Measurement & Questionnaire Construction; and NUS 710 Interpretive Phenomenology.

Courses Open to UB Non-Nursing Graduate Students
UB graduate students who are not enrolled in nursing programs may also take those doctoral courses indicated in the previous section. Students who hold a bachelor’s degree are permitted to register for graduate coursework as non-matriculated students for a maximum of 12 credit hours. Other interested individuals should contact the School of Nursing’s Office of Student Affairs.

Transfer Credits
Up to half of the required credits may be transferred from other accredited graduate programs and applied to the student’s program of study. Petition for acceptance of transfer courses is initiated by the student. Students may consult the Office of Student Affairs regarding the procedure. Students should consult their program advisor prior to filing a Petition for Acceptance of Graduate Transfer Credit. (The form also provides for petitioning for the acceptance of courses that were taken 10 or more years ago.) See the Graduate School’s manual for more information.

NEXus course electives
UBSON has joined the Nursing Education Exchange (NEXus) as of July 1, 2012. NEXus began as a partnership among select Western Universities offering doctoral programs in nursing to make courses available by distance (online) to students enrolled in collaborating institutions. This provides the student with a large choice of electives, an opportunity to learn from a variety of distance education models and delivery methods, and access to leaders and expert faculty nationally recognized in their respective fields.

Students who wish to take a course from NEXus will browse through the course offerings at [https://wiche-ice.org/new/?nexuslogin](https://wiche-ice.org/new/?nexuslogin). The student will then meet with their advisor for approval, and contact the Campus Staff Coordinator (Robert Cenczyk) to begin the registration process. In the event that the Campus Staff Coordinator is unavailable, the Campus Faculty Coordinator (Dr. Suzanne Dickerson) is also available to assist. More information is available in the PhD Program Information center, and any questions about the NEXus program should be forwarded to the Campus Staff Coordinator.

**CURRICULUM**

**Program Description**
The program of study for each PhD student reflects the in-depth nature of the degree program. A set of core courses is required of all students to insure their understanding of the current body of knowledge in nursing science, and relevant research methods. The major components of the curriculum are foundation, research, and elective courses in support the dissertation research topic and role development. Students are also required a minimum of 12 credits in dissertation guidance. The elective courses are chosen by the student with the approval of his/her faculty advisor. These courses may be chosen from any graduate courses offered by the University at Buffalo, as well as the selection of NEXus courses available for the current semester.

**BS-PhD Elective Requirement:**
(3 credits to be taken as 1-3 credits over the 1st year of enrollment)
The Research Area Elective is a course taken individually with a faculty member, usually in the School of Nursing, who is expert in the same or similar substantive content area as the student. The elective nature is because the student is free to choose the faculty member with whom the course is taken. It is very likely that the faculty member chosen will be the student’s advisor or prospective dissertation chair.

The course is taken in the first full time year of study. It may be taken as three full credits or divided among semesters, for example as one credit in the first semester and two in the second semester. The course is designed to be flexible. The student and their advisor will decide together whether the elective is taken as an independent study, for example guided readings and in-depth discussions, or a course in the student’s substantive content area of research interest. Regardless, the aim of the Research Area Elective course is to support students’ in-depth exploration a research area of interest (e.g. through the published literature) in order to identify and refine the PhD research program which will culminate in the dissertation research.

Students must consult with the prospective faculty member they have chosen and their advisor (if not the same) and receive approval prior to enrolling. Students will register using NGC 600 for Independent study, or register for a course in their substantive area with their advisor’s approval. If
taken as NGC 600 the student and faculty member will complete and submit the Independent Study application for approval by the PhD Committee.

**PhD Curriculum**

**BS-PhD Courses (Taken in the *first year* for full time students)**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NGC 501</td>
<td>Conceptual Foundations in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NGC 509</td>
<td>Ethics for the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>NGC 518</td>
<td>Health Promotion and Epidemiologic Methods</td>
<td>3</td>
</tr>
<tr>
<td>NGC 520</td>
<td>Scientific Writing</td>
<td>2</td>
</tr>
<tr>
<td>NGC 526</td>
<td>Evaluating Research Evidence for Health Care I</td>
<td>4</td>
</tr>
<tr>
<td>NGC 527</td>
<td>Evaluating Research Evidence for Health Care II</td>
<td>4</td>
</tr>
<tr>
<td>NGC 533</td>
<td>Teaching in Nursing (4 credits for nurse educator certificate students)</td>
<td>3-4</td>
</tr>
<tr>
<td>Research Area Elective</td>
<td>(Arranged with advisor)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total BS-PhD Year 1 Credits</strong></td>
<td></td>
<td><strong>25-26</strong></td>
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**PhD Foundation Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUS 691SEM</td>
<td>Advanced Information Technology in Practice, Education, &amp; Research</td>
<td>1</td>
</tr>
<tr>
<td>NGC 692</td>
<td>Seminar in Grantsmanship</td>
<td>1</td>
</tr>
<tr>
<td>NUS 700</td>
<td>Advanced Theory Construction and Development</td>
<td>3</td>
</tr>
<tr>
<td>NGC 701</td>
<td>State of Nursing Science</td>
<td>3</td>
</tr>
<tr>
<td>NGC 632</td>
<td>Interpreting Health Care Policy</td>
<td>3</td>
</tr>
<tr>
<td>NUS 739</td>
<td>Philosophy of Inquiry</td>
<td>3</td>
</tr>
<tr>
<td><strong>Foundation Credits</strong></td>
<td></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

**PhD Research Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUS 694</td>
<td>Quantitative Methods in Health Care Research</td>
<td>3</td>
</tr>
<tr>
<td>NUS 695</td>
<td>Advanced Statistical Techniques</td>
<td>3</td>
</tr>
<tr>
<td>NUS 697</td>
<td>Advanced Qualitative Research Methods: Grounded Theory (or NUS 710)</td>
<td>3</td>
</tr>
<tr>
<td>NUS 705</td>
<td>Designing and testing Interventions and Innovations</td>
<td>3</td>
</tr>
<tr>
<td>NUS 706</td>
<td>Psycho-Social Measurement &amp; Questionnaire Construction</td>
<td>3</td>
</tr>
<tr>
<td>NUS 708</td>
<td>Research Practicum*</td>
<td>2</td>
</tr>
<tr>
<td>NUS 710</td>
<td>Interpretive Phenomenology (or NUS 697)</td>
<td>(3)</td>
</tr>
<tr>
<td><strong>Research Credits</strong></td>
<td></td>
<td><strong>17</strong></td>
</tr>
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**Elective Courses Supportive of Dissertation and Research Role**
### BS-PhD Electives

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BS-PhD Electives (BS-PhD students take the remaining 3 credits in their first year of study to meet the MS-PhD 12 credits requirement)</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>MS-PhD Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

**Elective Courses Credits**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>9 or 12</td>
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### Dissertation Credits

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUS 699</td>
<td>Dissertation Guidance</td>
<td>12</td>
</tr>
<tr>
<td>NUS 702</td>
<td>Dissertation Seminar (required each dissertating semester after qualifying exam)</td>
<td>2</td>
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</tbody>
</table>

**Dissertation Credits**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

**Minimum Post-Master’s Credits**

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### Optional Advanced Certificate in Nursing Education

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>Elective with Advisement</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective with Advisement</td>
<td>3</td>
</tr>
<tr>
<td>NUS 691SEM**</td>
<td>Advanced Information Technology in Practice, Education, &amp; Research</td>
<td>1</td>
</tr>
<tr>
<td>NUS 691LAB</td>
<td>Advanced Information Technology in Education Technology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>NGC 533</td>
<td>Teaching in Nursing</td>
<td>4</td>
</tr>
</tbody>
</table>

A minimum of three (3) additional credits in the student’s substantive area, approved by a faculty advisor, and offered by the School of Nursing

**Minimum Required Advanced Certificate Credits**

15

*Already required PhD courses*

### Statistics Assessment for placement

All accepted post MS to PhD students must achieve a ≥70% score on the Statistical Assessment Test (open book) to enroll in NUS 694. If students do not achieve a passing score, they have the following options:

1) Retake Statistical Assessment Test after preparation (e.g., Statistical Boot Camp, Stats Tutor, self-directed review).

   OR

2) Complete graduate level statistics course with grade “B” or higher (NGC 527 or approved substitute course).
The assessment can be found online in the “PhD information center” found within the student’s UBLearns course list.

Course Description for NUS 702 Dissertation Seminar
The purpose of this 1 credit course is to facilitate the process of completing the dissertation for students who have completed their coursework, and to facilitate the role transition from doctoral student to post-graduate roles in academia and research. Once coursework is completed, this course must be taken until the student is finished with their degree. The dissertation seminar may be taken before passing the qualifying exam if the student desires. The seminar is required each dissertating semester (a minimum of 2 credits of dissertation seminar is required).

Course Description for NUS 708 Research Practicum
The purpose of this practicum is to provide students an opportunity to advance their research experience by working with a principal investigator or a team of researchers. To obtain actual research experience, the student will participate in an ongoing research program, and be supervised by a faculty mentor who is the principal investigator. This is a one credit course that must be taken twice, in one semester or in two consecutive semesters. One credit equals a minimum of 6 hours per week in the practicum. The research practicum must be completed before the qualifying examination.

Procedure for Registering for NUS 708
Students will register for this course with consent of their advisor and the research mentor who will supervise the experience. Objectives to be achieved and the plan for the semester should be developed with the mentor prior to beginning the research practicum. A form titled NUS 708 Research Practicum must be completed with the faculty mentor. A copy of the document is then submitted to the Mentor, the Faculty Advisor, the Director of PhD Program, and to the Office of Student Affairs.

Evaluation Method for NUS 708
In the middle and end of the semester, the student will provide written evidence of meeting the learning objectives to the mentor. The mentor may request additional evidence of meeting objectives before determining satisfactory completion of the practicum. Grading will be on a satisfactory/unsatisfactory basis.

Summary of Requirements for Completion of PhD Program:
1. Develop and file a Plan of Study (Program Agreement) with the Office of Student Affairs on an annual basis. If revisions occur during the academic year, immediately file an updated Plan of Study.
2. Complete a minimum of 57 semester credits beyond the master’s degree in nursing or if admitted to post BS-PhD, must complete masters level courses during the first year of study. Students may be required to take more than the minimum 57 or 79 credits for post BS-PhD, semester credits depending on the student’s qualifications and objectives upon admission to the PhD program.
3. Achieve a grade of “B” or higher in each course that is used to meet PhD degree requirements.
4. Maintain a “B” average (3.00 on a 4.00 scale) in all course work completed for graduate credit and applied toward the PhD degree.
5. Students must meet the School of Nursing socialization requirement including attendance at the Research Brown Bag seminars and the research practicum. Four events per semester are required during coursework and 3 events per semester after coursework is completed.

6. Join and attend a scholarly team the first two semesters of coursework.

7. Complete annual progress report in May and review with advisor.

8. Select members of the Dissertation Committee.


10. Obtain approval from the appropriate Institutional Review Board(s) for the proposed research project.

11. Successfully defend the dissertation proposal.

12. Complete the Application to Candidacy.

13. Receive a Certificate of Candidacy from the School of Nursing indicating that the University recognizes candidacy for the doctoral degree.


15. Maintain continuous registration until degree is conferred.

16. Complete all graduate work credited to the doctoral degree within seven years after matriculation into the PhD program.

17. Signed receipt from CNR that IRB materials have been placed in CNR repository.

18. Submit the completed Doctoral M-Form (http://grad.buffalo.edu/content/dam/www/graduate/documents/faculty/Mform_thesis.pdf).

19. Electronic submission of dissertation to the Graduate School (http://www.grad.buffalo.edu/etd/).


Repeating Courses

If a graduate student repeats a course that is not normally “repeatable” (such as thesis or dissertation guidance; independent study; directed readings, etc.), only the highest grade earned in the course will be included in the Application to Candidacy and used to calculate the grade point average (GPA) associated with the application. However, the student’s official transcript will record all courses attempted (including repeated courses), and all resulting grades earned will be used in calculating the GPA reflected on the transcript. Additionally, a graduate student repeating a course to improve a grade in which a grade of “C” or better had been originally earned cannot include the repeated course as part of the student’s minimum full-time or part-time course load for financial aid eligibility.

Didactic – Non-clinical course: Students earning less than a B in a course will be placed on academic probation. Students who retake a required didactic course must officially register for it and may only repeat the course once. A subsequent grade of less than a B in the same course or another will result in automatic dismissal. A grade of less than a B in two or more courses in the same or separate semesters will result in automatic dismissal. Any student earning two or more U grades will be put forth for academic review by the PhD Committee.

Letter Grades

University Grading Policy for Graduate Students

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>L</td>
<td>0.0*</td>
</tr>
</tbody>
</table>

*Commentary: L grades are earned for a high pass and may be earned in courses for which students are eligible for the graduate degree or first professional degree.
B+  3.33  C  2.00
B   3.00  D  1.00

*L - Instructor-assigned for those dissertation, thesis, or project courses where “continuing work” is to be indicated instead of a final grade.

**Prompt Grade Submission Policy**
Effective Fall 2006, faculty shall submit grades for all courses within seven days (including weekends and holidays) after the last day of the term’s final examination sessions or the last day of classes of a term not having separately scheduled final examination sessions. Courses offered in a non-standard term, e.g., a non-standard summer session, may have a shorter time for grade submission. Grades may be obtained by students and advisors, through HUB.

**Grade Change Policy**
For policies related to grade changes, including “IU” and “J” grades, refer to the Graduate School’s manual.

**Progression of MS/PhD Students**
MS/PhD students while in the MS program must maintain a 3.25 GPA to automatically proceed to the PhD program. Any GPA less than 3.25 will require review by the PhD Committee.

**Progression of Post BS/PhD students**
Post BS student must maintain a 3.25 during the first year of study and will be evaluated prior to continuing into the PhD course work. Any GPA less than 3.25 will require review by the PhD Committee.

**Written Assurance Letter**
Doctoral degrees must be completed within seven (7) years from the student’s initial formal matriculation in that doctoral program. Requests for extensions of time limits must be petitioned using a Graduate Student Petition Form. Students will get a 1 semester extension with no questions asked. If followed by request for further extension, students will be given a maximum of 1 year and be required to sign a written letter of assurance that they will ask for no further extensions.

**PLAN OF STUDY – ADVISEMENT**

Upon admission, the School of Nursing’s Director of the PhD Program assigns a faculty advisor to the student based on the student’s research interest. The faculty advisor must have an earned doctorate and expertise in the student’s area of research interest. Students who are enrolled simultaneously in one of the MS degree nursing programs will also be assigned a faculty advisor in the area of clinical specialty. The Director of the PhD Program will seek consultation from the appropriate master’s degree program coordinator. Faculty advisors supervise and assist students in planning a program until the student chooses a dissertation chair. The student is encouraged to identify his/her focus of research as early as possible in the program to facilitate selection of his/her dissertation chair. The student schedules a meeting with his/her faculty advisor to discuss:

- Professional goals
- Research interest
• Waiver of required course(s), transfer of credits, and use of prior coursework toward the degree, if indicated
• Elective courses that contribute substantively or methodologically to the area of proposed research and to professional role development. Students are encouraged to select courses from UB departments outside the School of Nursing.
• Annual reports

The student, with consultation from his/her faculty advisor develops a plan of study. The student then submits the plan of study (Program Agreement) to the Office of Student Affairs prior to or at the beginning of the first semester of matriculation into the PhD program.

The Program Agreement is a working document. It is understood that as the student learns and explores new opportunities that the Program Agreement may be modified in accordance with the student’s research plan and professional goals. Therefore, the faculty advisor meets with his/her student each semester to monitor progression and revise the Program Agreement as necessary. An updated Program Agreement must be filed with the Office of Student Affairs on an annual basis in May. If there are revisions to the plan of study during the academic year, a revised Program Agreement must be filed immediately.

The faculty advisor may place a service indicator to prevent registration if the student does not meet with his/her advisor. After initial advisement and subsequent updates to PhD Program Agreements, students must enter the selected courses into their hUB planner for the faculty advisor to review and approve registration. Effective spring 2015 registration, new and continuing PhD students will not be permitted to register without populating their course planner through their hUB student center and obtaining faculty advisor approval for courses listed. Failure to follow the course sequence outlined by your faculty advisor may result in delayed progression and degree conferral.

A student may request a change in faculty advisor by sending a letter of request, including the rationale, to the Director of the PhD Program, School of Nursing.

**Annual Academic Review and Doctoral Student Annual Report**

PhD students will receive a formal evaluation of their academic progress after the first semester of enrollment and annually thereafter. The annual meeting will include faculty who teach and advise PhD students. The student evaluation includes feedback on progress in the program including, overall GPA, addressing any incomplete or resigned courses, monitoring progress toward completing coursework, preparing for the qualifying exam and timely defense of proposal and defense of dissertation. A follow up letter regarding the student’s standing will be sent by the Director of PhD program indicating his/her progress and status in the program. In the advent of need for improvement, the Director will consult with the student’s advisor for appropriate feedback and recommendations for advisement and mentoring.

All doctoral students are required to meet with their advisors yearly and submit a completed PhD Student Annual Report. The report [http://nursing.buffalo.edu/information-for-students.html#title_17](http://nursing.buffalo.edu/information-for-students.html#title_17) is to be submitted in signed, electronic format. The student must email an electronic copy to his/her advisor, and the Director of the PhD program by the posted May deadline.
Dissertation Credit

After the student has completed 9 credits of required doctoral courses, the student may register for 6 dissertation credits prior to taking the qualifying examination. The student’s Dissertation Chair must be approved by the Associate Dean for Academic Affairs before the student can register for any dissertation credit. The faculty advisor sends a memo to the Associate Dean for Academic Affairs indicating the student’s choice for a Dissertation Chair. Once approved, the Associate Dean for Academic Affairs sends a memo indicating such to the Office of Student Affairs with a copy to the faculty advisor, Director of PhD program, and the Dissertation Chair.

Once you are registering for dissertation guidance, please only sign up for the minimum 1 credit per semester, which, along with an Application to Candidacy, is considered full time study.

Rights and Privileges of the Graduate Faculty

Graduate Faculty status is University-wide, and the privileges conferred thereby are not limited to the division or area within which an appointment is made. Only Full Members of the Graduate Faculty may participate in the governance of the Graduate School. In conjunction with the respective category of Graduate Faculty membership, the following specific privileges apply:

a. **Associate Members** of the Graduate Faculty may serve as either committee members or as major advisors for Master’s students, but may **not** serve on PhD. dissertation committees in any capacity unless they qualify to serve as a member only (i.e., not as major advisor) by virtue of meeting alternative criteria for such service as may be defined by current Graduate School policies.

b. **Full Members** may serve as committee members or as major advisors for both Master’s and Ph.D. students. Only Full Members may serve on the Graduate School’s Executive, Area, and Divisional Committees.

Graduate School Faculty

Laura Anderson, PhD, Full Member
Tammy Austin-Ketch, PhD, RN, Full Member
Carol Brewer, PhD, RN, Full Member
Susan Bruce, PhD, RN, Full Member
Nancy Campbell-Heider, PhD, RN, Full Member
Jessica Castner, PhD, RN Full Member
Yu-Ping Chang, PhD, RN, Full Member
Grace Dean, PhD, RN, Full Member
Suzanne Dickerson, DNS, RN, Full Member
Susan Grinslade, PhD, RN, Full Member
Sharon Hewner, PhD RN, Full Member
Janice Jones, PhD, RN, Associate Member
Adrian Juarez, PhD, RN Full Member
Carla Jungquist, PhD, RN, Full Member
Robin Lally, PhD, RN, Full Member
Marsha Lewis, PhD, RN, Full Member
Dianne Loomis, DNP, RN, Associate Member
Mary Ann Meeker, DNS, RN, Full Member
Carolyn Montgomery, PhD, RN, Associate Member
Thomas Obst, PhD, CRNA, Full Member
Pamela Paplham, DNP, RN, Associate Member
Davina Porock, PhD, Full Member
Deborah Raines, PhD, RN Full Member
Yvonne Scherer, EdD, RN, Full Member
Ellen Volpe, PhD, RN, Full Member
Yow-Wu (Bill) Wu, PhD, Full Member

Graduate Faculty and Research Interests:

<table>
<thead>
<tr>
<th>Name</th>
<th>Research Interests</th>
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<tbody>
<tr>
<td>Laura Anderson, PhD</td>
<td>Dr. Anderson is a licensed psychologist who earned her Ph.D. in counseling and school psychology at the University at Buffalo in 2006, followed by a pediatric postdoctoral residency in the Brody School of Medicine at East Carolina University. LA* currently directs the PULSE Healthy Weight Research Team, a multidisciplinary team focusing on the promotion of healthy weight in at-risk populations. Current research projects focus on (a) removing barriers that prevent parents from participating in health promotion programs, and (b) emphasizing mental health and de-emphasizing dieting in healthy weight promotion. LA* also maintains a part-time private practice, specializing in pediatric overweight, anxiety/trauma, and behavioral disorders. Email: <a href="mailto:lauraad@buffalo.edu">lauraad@buffalo.edu</a></td>
</tr>
<tr>
<td>Tammy Austin-Ketch, PhD, FNP-BC</td>
<td>Dr. Austin-Ketch’s research focuses on the care of underserved populations (migrant farmworkers and Native Americans) and mental health issues of individuals who work in high risk occupations. The eventual outcome of her research interests is to identify and if necessary, develop useful clinical tools to aid primary care providers in appropriately dealing with mental health issues stemming from employment in high-stress occupations. E-mail address: <a href="mailto:tlak@buffalo.edu">tlak@buffalo.edu</a></td>
</tr>
<tr>
<td>Carol Brewer, PhD, RN</td>
<td>Dr. Brewer received her PhD from the University of Michigan. She has a currently funded R01 collecting data for and developing a national model of factors influencing the labor supply of nurses. Her current and past research has also modeled the national and NYS nursing workforce using the National Sample Survey of Registered nurses. A</td>
</tr>
</tbody>
</table>
new project will utilize a data source recently available from the NYS Office of Professions.

E-mail address: csbrewer@buffalo.edu

Susan Bruce, PhD, RN

Dr. Bruce is a Clinical Associate Professor and the Coordinator of the Adult Nurse Practitioner Program. Her research interests include cardiovascular epidemiology— in particular, predictors of recurrent cardiac events in MI survivors as well as heart disease in women in the 8 counties of Western NY—and adult asthma, its incidence, prevalence and management. She is also interested in the role of clinical simulation in the education of advanced practice nurses as well as an interdisciplinary approach to enhance learning. Her goals of research include both primary and secondary prevention of various heart and lung diseases and unique methods of education in the preparation of future health care providers.

E-mail address: sbruce@buffalo.edu

Nancy Campbell-Heider, PhD, RN

Dr. Campbell-Heider received her PhD from the University of Rochester School of Nursing. She is currently a co-investigator on a NINR funded grant to test two types of support group interventions for high risk teens ages 12-16. She also has a long-term interest in various types of biomedical technologies as they relate to clinical practice, such as contraceptive technology and adaptation to technological devices.

E-mail address: nheider@buffalo.edu

Jessica Castner, PhD, RN

Dr. Castner’s program of research includes both emergency department utilization/quality and broader hospital quality/safety projects. My emergency department utilization and quality research investigates the precursors and processes of America’s healthcare safety net. Team research projects have investigated policy impact on emergency nursing care, information displays, time and motion, and overcrowding. Future plans to expand this program of research include studying the relationship of environmental pollution and emergency department utilization. My hospital quality and safety research projects are tied together using Dr. Carayon and colleagues Systems Engineering Initiative for Patient Safety (SEIPS) model. I have led research teams that explored concepts and interventions such as the work system components of teamwork, communication, and nurse residency programs, as well as the process of missed
nursing care. Clinical education innovations are a secondary focus of this program of scholarship.

Email: jcastner@buffalo.edu

Yu-Ping Chang, PhD, RN
Dr. Chang received her PhD from St. Louis University. Her research focuses on caregiving of relatives with dementia and substance abuse among older adults. Dr. Chang has studied family caregivers’ decision making process and decisional conflict regarding nursing home placement by using the mixed methods approach and has investigated caregivers’ perspectives on home safety issues and evaluated the psychometric properties of the Geriatric Depression Scale (GDS) and Collateral GDS in people with dementia. Currently, she is working on understanding medication use for dementia among Chinese American families as well as understanding factors influencing prescription medication use among older adults. The outcome of this work is to identify risk factors of prescription medication misuse and will ultimately lead to the development of interventions for monitoring medication use among older adults.

E-mail address: yc73@buffalo.edu

Grace Dean, PhD, RN
Dr. Dean received her PhD from the University of California, Los Angeles. Her areas of research involve improving quality of life and reducing symptoms in patients with cancer. She is particularly interested in identifying a biobehavioral mechanism that causes cancer-related fatigue. Currently her research involves examining circadian rhythms and sleep in patients with lung cancer from diagnosis, throughout treatment and during survivorship.

Email address: gdean@buffalo.edu

Suzanne Dickerson, DNS, RN
Dr. Dickerson received her DNS from the University at Buffalo. Her areas of research interest include help seeking by individuals with ICD, help seeking by individuals with sleep apnea, help seeking in spouses of cardiac patients, oncology patients’ internet use, help seeking on the Internet, and the effect of technology on health care.

E-mail address: sdickers@buffalo.edu

Susan Grinslade, PhD, RN, APRN, BC
Dr. Grinslade is a Clinical Professor and Undergraduate Program Director. She received her PhD in nursing
research from the University of Illinois Chicago. Her program of research focuses on diabetes self-care management (health beliefs, self-efficacy, social support). She also has expertise in instrument development and measurement as well as health services research related to health beliefs, self-efficacy, social support).

Sharon Hewner, PhD, RN

Dr. Hewner’s research interests are mainly focused around frail elders, with her most recent research focusing on comparing the effectiveness of population-based strategies in preventing rehospitalization in frail elders with complex and co-morbid chronic disease.

E-mail address: hewner@buffalo.edu

Janice Jones, PhD, RN

Dr. Jones received her PhD in Educational Administration from the University at Buffalo. Her research interests include organizations—outcomes, job satisfaction, organizational culture in critical care units, organizational behavior of nurses, healthcare organizations and mergers.

E-mail address: jsylakow@buffalo.edu

Adrian Juarez, PhD, RN

Dr. Juarez’s research objectives contribute to existing knowledge regarding the health status in historically marginalized urban population groups. His current focus consists of understanding facilitators and barriers to HIV testing access in specific Hispanic population groups such as migrants/immigrants, transgendered individuals, etc. Additionally, I would also like to advance current understanding regarding Hispanic identity and classification in relation to community-level health disparities.

Email: juarezad@buffalo.edu

Carla Jungquist, PhD, RN

Dr. Jungquist received her PhD from the University of Rochester in Health Practice and Research. Her research interests include the interaction of pain and sleep, especially in the area of deliver of CBT-I and well as the neural basis of for the interaction.

E-mail address: carlajung@buffalo.edu

Robin Lally, PhD, RN

Dr. Lally received her PhD from the University of Minnesota School of Nursing. Her research interests
include oncology, women’s experience with breast cancer diagnosis, decision making, and survivorship.

E-mail address: rmlally@buffalo.edu

Mary Ann Meeker, DNS, RN
Dr. Meeker received her DNS from the University at Buffalo. Her research interests are end of life decision making, advance care planning, and family decision making.
E-mail address: meeker@buffalo.edu

Thomas Obst, PhD, CRNA
Dr. Obst received his PhD in Epidemiology from the Department of Social and Preventive Medicine at the University at Buffalo in 1998. His current research projects include determinants of obstetrical anesthesia care. His overall research interests are anesthesia and epidemiologic methods.
E-mail address: tobst@buffalo.edu

Deborah Raines, PhD, RN, ANEF
My research activities span the areas of perinatal/neonatal/maternal-child care, innovative educational strategies (including program evaluation) and programs to meet workforce needs. In the past I have studied ethical decision making and values in the NICU and parenting behaviors. My current work in this area is focused on using hi-fidelity simulation to enhance care transitions, specifically the transition of the infant from the NICU to home. In the area of innovative educational strategies I have studied innovations in collaborative nursing practice education model development, online teaching/learning and faculty learning communities. Some specific studies include examining the impact of a county-wide preceptor of excellence program and longitudinal studies on two cohorts of graduates from an accelerated second degree program.
Email address: draines@buffalo.edu

Yvonne K. Scherer, EdD, RN
Dr. Scherer obtained her EdD from the Department of Health and Behavioral Science at the University at Buffalo. Her research interests involve symptom management in patients with chronic obstructive pulmonary disease. She has investigated concepts from Bandura’s Social Learning Theory to improve COPD patients’ self-confidence in their ability to manage or avoid breathing difficulty. She is also interested in exploring the use of patient simulation to
enhance the learning of nurse practitioner students in managing acutely ill patients.

E-mail address: yscherer@buffalo.edu

Ellen Volpe, PhD, RN

My research has focused on adolescent health promotion and risk-reduction. Areas of interest include partner age difference, intimate partner violence, sexual risk behavior, and health care disparities. I participate in the Laboratory of Interpersonal Violence (LIVV), an interdisciplinary team housed at the University of Rochester, School of Medicine. We are currently working to secure funding on a project that will provide Narrative Exposure Therapy to pregnant and parenting adolescents who have experienced intimate partner violence. During my postdoc at the University at Penn, I worked on a research team that used qualitative research methods to understand adolescents’ perspectives of their dating relationships. I am currently working on forming collaborative partnerships that will allow the exploration of adolescent interpersonal relationships, violence exposure, and behavioral risks. I also continue my work with the University of Pennsylvania, Center for Global Woman’s Health in Thessaloniki, Greece to improve the primary care provided to an underserved, rural community.

Email: emvolpe@buffalo.edu

Yow-Wu Bill Wu, PhD

Dr. Wu obtained his PhD in Educational Psychology from the University at Buffalo. His research interests include hierarchical linear modeling, longitudinal studies and instrument development. Dr. Wu was also instrumental in establishing the nursing computing lab in the early 1990’s.

Email address: nurwu@buffalo.edu

PROFESSIONAL SOCIALIZATION REQUIREMENTS

PhD Program Orientation and Retreat
All matriculated (new and continuing) PhD students will participate in a student orientation, scheduled in August immediately prior to the semester start date.

Professional Socialization Requirement
All matriculated PhD students will participate in a program of non-credit activities to support professional socialization. Until the completion of coursework, PhD students will be required to participate in four professional socialization activities per semester. After completion of coursework, such PhD students will be required to attend three such activities per semester. Students are encouraged to attend a variety of events and are expected to join and participate in a scholarly team,
preferably that of their advisor or chair, for the first 2 years of the program. Students should feel free to attend other scholarly team meetings as needed.

Professional socialization activities may include (but are not limited to) the following:
- Attendance at the PhD Student Orientation,
- Attendance at the School of Nursing Brown Bag Symposia,
- Attendance at the School of Nursing PhD Student Luncheon or annual retreat,
- Attendance at School of Nursing research venues or special presentations (e.g., the Annual Bonnie Bullough lecture series),
- Attendance at Scholarly faculty team meetings (e.g., Biobehavioral oncology team),
- Attendance at proposal or dissertation defenses,
- Presentation of a paper at a local, national, or international professional meeting, or
- Authorship of a paper for publication.

Activities supporting the fulfillment of the professional socialization requirement should be planned in collaboration with the student’s faculty advisor who will assess the appropriateness of activities proposed by the student and establish the means by which such activities are documented.

The student will document all professional socialization activities on the PhD Student Annual Report as these activities are a requirement of the School of Nursing PhD program. Failure to attend at least four professional socialization activities per semester will result in having to present a School of Nursing Brown Bag Symposia the following semester. Fulfillment of the professional socialization requirement will be documented with the student’s Application to Candidacy.

In general, working over 20 hours per week for full-time students is discouraged by both the Graduate School and the School of Nursing. International students seeking employment should consult with International Student and Scholars Services (http://wings.buffalo.edu/intlservices/immigration_overview.html) as immigration and visa implications may arise.

QUALIFYING EXAMINATION

General Principles
1. The major purpose of the qualifying examination is to determine whether or not the student meets minimum criteria (at the doctoral level) in nursing science and research methods.
2. The examination is designed to test the student’s knowledge related to analysis and synthesis of the graduate program course content including elective courses.
3. The examination will focus on the student’s ability to synthesize knowledge and principles relative to their focus of study.
4. It is recommended that all required course work for the PhD degree be completed prior to taking the qualifying examination.

Specific Procedures
1. The Dissertation Chair in consultation with the student determines the student’s readiness to take the qualifying examination and sets the date for the examination.
2. The student files a Notification of Intent to Take Doctoral Qualifying Examination form (http://nursing.buffalo.edu/information-for-students.html#title_17) to the Office of Student Affairs with a copy to the Associate Dean for Academic Affairs and Director of PhD program.
3. The Dissertation Committee writes the examination questions, administers and grades the examination.
4. The examination will include questions testing the synthesis of theory, research, and specialized substantive knowledge. Research questions will require the student to analyze nursing and related research, including specialized substantive knowledge, and to discuss specific research and statistical issues in general terms. Responses to the questions should include illustrative examples. The student is given a take-home examination consisting of multiple parts; each part is to be completed within a specified time (i.e., 3-5 days). Parts of the examination may include theory, research and the student’s substantive or research interest area. All of the questions can be given at the beginning of the examination and each part returned to the Committee Chair at an agreed upon time; or, one question can be given at the beginning of the examination and upon returning it for correction the student can pick up the next question, etc.
5. The examination should be word processed using a computer, typed (double spaced) using a 12 point font.
6. The examination will be graded individually by each member of the Dissertation Committee using the Qualifying Examination Evaluation form.
   a. Each question and the examination as a whole is graded "pass" or "fail."
   b. If the committee is not unanimous in its decision about the grade, members will meet as a group to discuss an area in which there were marked differences in evaluation.
   c. At the committee’s discretion, another written and/or oral examination of the student may be held to address areas of ambiguity in the student’s written response.
   d. If there is still disagreement about the student’s performance, the decision of "pass" or "fail" will be made by majority vote.
7. If the student passes the qualifying examination, the Chair and each member of the Dissertation Committee signs the form and submits it to the Office of Student Affairs with a copy to the Associate Dean for Academic Affairs and Director of PhD Program. If the student fails the qualifying examination, the Chair of the Dissertation Committee sends a written memo indicating such to the Office of Student Affairs with a copy to the Associate Dean for Academic Affairs and Director of PhD Program.
8. A failed examination may be repeated once without penalty. A second failure will result in dismissal from the program. The Associate Dean for Academic Affairs will be informed by the Chair of the Dissertation Committee of the second failure and will notify the student that he or she is dismissed from the program.

Dissertation Committee
The student’s Dissertation Committee prepares, administers, and grades the Qualifying Examination. The Dissertation Committee also is responsible for evaluating the student’s preparation for conducting a dissertation, reviewing and approving the dissertation proposal, guiding the research, certifying completion of the dissertation, and preparing the student for a successful defense.
The student will select the dissertation chair with assistance from the faculty advisor. The student with consultation from the dissertation chair will then select the dissertation committee members. The proposed Dissertation Committee must be approved by the Associate Dean for Academic Affairs. Once the Dissertation Committee is approved, the Dissertation Committee will oversee the remainder of the student’s work. Any change in the Dissertation Committee membership must be approved by the Associate Dean for Academic Affairs. Criteria for the Dissertation Committee are as follows:

1. The Chair must be a doctorally-prepared faculty member at UB, a member of the School of Nursing faculty, and a full member of the graduate faculty.
2. Two additional members must be full members of the graduate faculty at UB.
3. At least one individual on the dissertation committee must be a nurse who is a member of the School of Nursing faculty as well as a full member of the graduate faculty at UB.
4. Additional members can be added in addition to the 3 required members as needed, to include:
   * An advisor/expert in a ‘distant’ location
   * Post-Docs with an appropriate level of expertise

**Changes within PhD Committees when Graduate Faculty Leave UB**
If a graduate faculty member retires from UB with no intention of assuming a faculty appointment at another institution, that faculty member is eligible to continue serving as the major advisor or as a committee member for a current student. The actual decision whether or not that person may continue to serve in such a capacity with a current student rests with the Director of the PhD Program or Dean of the School. However, subsequent to their retirement graduate faculty members should not accept major advisor or committee membership assignments for any new student.

If a graduate faculty member leaves UB for an appointment at another institution, and the student is at the final stages of completing the dissertation (generally with one year or less needed to finish), the Graduate School will allow the departed faculty member, if he/she is willing, to retain their role on that student’s committee, providing the department concurs. The primary consideration is to avoid delaying completion of the degree and unwittingly penalizing the student. However, if the student is more than a year away from degree completion, the Graduate School does not recommend allowing a departed faculty member to remain on that doctoral student’s committee and involved in the work since after that time the faculty member will generally become understandably immersed in responsibilities at his or her new place of employment, often leaving our student underserved.

Please contact the Graduate School if there are any questions regarding these guidelines or their application in specific cases.

**Dissertation Proposal Defense**
1. The student submits the dissertation proposal to the Dissertation Committee for review and makes revisions based on recommendations of the Dissertation Committee.
2. A date for the dissertation proposal defense is mutually decided upon by the student and the Dissertation Committee.
3. The date and time of the dissertation proposal defense must be posted on the nursing faculty and doctoral student listservs **at least 10 working days** in advance of the scheduled defense to allow
interested students and faculty the opportunity to attend. In addition, flyers should be posted in the School of Nursing. The student makes arrangements for the room and equipment.

4. A copy of the dissertation proposal must be made available for review in the Office of the Associate Dean for Academic Affairs and on the PhD Program Information center on UBlearns. As a pdf file. Students may review proposals in the Office of the Associate Dean for Academic Affairs. Faculty may check proposals out for review. All proposals shall have on the cover page “Privileged Communication. Do Not Copy.”

5. The presentation should include:
   a. purpose of the dissertation
   b. background justification and significance
   c. contribution of the dissertation to theory development and/or testing
   d. theoretical framework
   e. research questions and/or hypotheses
   f. detailed description of methodology – for example, design; setting of the study; sample; measurement; data collection procedures and/or protocols; data analysis
   g. scope and limitations of proposed research

Presentation of the proposal should be limited to approximately 30 minutes. Questions and comments follow the student’s formal presentation beginning with questions from the dissertation committee followed by questions from the public. Following the formal presentation, the Dissertation Committee, in private session, decides whether or not the student’s proposal is approved unconditionally, approved with modifications, or should be rewritten. The Dissertation Committee Chair submits written notification regarding the outcome of the proposal defense to the Office of Student Affairs with a copy to the Associate Dean for Academic Affairs and Director of PhD program Dissertation Proposal Defense Approval Form (http://nursing.buffalo.edu/information-for-students.html#title_17).

Abstract of Proposed Research
The abstract should clearly indicate that relevant criteria for dissertations are met. The abstract must indicate that scientific methods and a systematic in-depth approach are to be employed. The abstract also must include a logically developed rationale relating the methods and approach to the purpose(s) of the research. Please type in the space provided on the form using single-spaced using a font size of 12 points, addressing your research in this order: (1) Problem under investigation, (2) Objective/Hypothesis, (3) Previous Findings, (4) Research Design/Material Methods, (5) Preliminary Results, (6) Intended Methods of Data Analysis, and (7) Potential Significance. The abstract should be in future tense, scientifically and grammatically correct, and free from typographical errors. The body of the abstract cannot be more than 400 words. Keep in mind that representatives from other disciplines will review the description of your research. Also, while technical terms may be employed, it is important to explain the significance of the research so that a non-specialist can understand the merits of the proposal. On the second page, provide the information requested and obtain the required signatures as indicated.

The review of the abstract by the PhD Committee should take place as soon as possible after the student defends his/her dissertation proposal. The student completes and submits the Abstract of Proposed Research to the PhD Committee for approval (http://nursing.buffalo.edu/information-for-students.html#title_17). Approval by the PhD Committee needs to be obtained before the student submits the abstract to the appropriate Institutional Review Board (IRB).
Data collection for the study cannot be initiated until the PhD Committee has approved the abstract, and the appropriate Institutional Review Board has approved the proposed research study.

If the nature of the research is substantially modified after approval by the PhD Committee and IRB, a new abstract must be submitted for review by the PhD Committee and the IRB (see Research Review Boards).

**Dissertation Format**
The dissertation should be an original contribution to the field as determined by the dissertation committee. Doctoral dissertations will be written in English.

It is the responsibility of the candidate and the dissertation chair to ensure that the standards of organization, presentation, and documentation traditionally prescribed for publication in nursing are observed. Similarly, all copies of the dissertation must be substantially free of errors before they are submitted to the dissertation chair for final approval before the M form is signed and the dissertation is prepared for electronic submission. See below.

A booklet entitled **GUIDELINES FOR ELECTRONIC THESIS/DISSERTATION PREPARATION AND SUBMISSION** is available at [http://www.grad.buffalo.edu/etd/etdguide.pdf](http://www.grad.buffalo.edu/etd/etdguide.pdf) or from the Graduate School Office of Student Services. Questions regarding manuscripts should be resolved through the Graduate School (716) 645-2939 before preparation of the manuscript begins.

**Electronic Theses and Dissertations (ETD’s)**
Electronic submission of your dissertation in PDF format is mandatory. This process is only to be used for the formal submission of completed and faculty approved final versions of doctoral dissertations. This submission process will collect the information necessary to deliver your manuscript to UB’s vendor, ProQuest/UMI. The information and document(s) you provide electronically will be forwarded to the Graduate School for approval. To begin your submission process, proceed to the ProQuest Thesis/Dissertation Submission Site at [http://dissertations.umi.com/buffalo/](http://dissertations.umi.com/buffalo/).

**Dissertation Options**
Doctoral students are under increasing pressure once graduated to publish as soon as possible. The usual dissertation format, consisting of various chapters for an introduction and problem overview, literature review, methods, results and discussion and conclusion, is unwieldy and difficult to rewrite in manuscript format.

An alternative to the traditional dissertation shall be allowed if approved by the dissertation chair.

Dissertations from School of Nursing students are done in one of two formats: a) traditional book format or b) a collection of manuscripts. These formats differ only in organization; the extent of the dissertation research is the same for both formats. The choice of the format is made by the dissertation committee. In either case, the text must conform to the Guidelines for Thesis and Dissertation Preparation from the Graduate School with respect to font size, line spacing, margin sizes, paper type, binding, number of copies, etc.
Dissertations are usually done in APA format (except where this format differs from the Guidelines for Thesis and Dissertation Preparation), but occasionally the dissertation committee may approve an alternate format if more appropriate to the student’s area of research. Dissertation proposals are temporary documents and, as such, may be done in any format that the committee approves. However, it is generally to the student’s advantage to write the proposal in a format that can be folded into the final dissertation.

Option 1 - Traditional Book Dissertations
The traditional dissertation format will consist of:

- An abstract
- Table of contents, lists of tables and figures
- An initial 1-2 chapters presenting the introduction, literature review, purpose statement, and research questions or hypotheses
- A methods chapter
- One or more results chapters
- A discussion and conclusions chapter
- Reference list and appendices

The Doctoral Committee strongly recommends that students use the SF 494 outline for the research plan methods as the outline for their dissertation methods chapters. This is an excellent way to assure that all relevant topics are included. The Center for Nursing Research (CNR) can assist students in obtaining this outline and has examples that students can look at.

Option 2 - Manuscript Style Dissertation
An alternative to the traditional format, the dissertation can consist of a collection of papers that have a cohesive, unitary character making them a report of a single program of research. In this case, the dissertation will include papers accepted, submitted, or to be submitted for publication. The text of these papers must be retyped to conform to the Guide to Theses and Dissertations with respect to font size, line spacing, and margin sizes. These papers are bound together as an integral part of the dissertation. (Reprints of published papers can be included in the appendices at the end of the dissertation). An example of a dissertation manuscript is in the CNR.

The dissertation must be more than a collection of manuscripts. All components must be integrated into a cohesive unit with a logical progression from one chapter to the next. The final chapter for the dissertation should be a discussion of all papers bringing them into a broader focus, including implications for nursing practice, research and education as well as implications for policy change.

When using the manuscript format option, the dissertation must include the following:

- An abstract
- Table of contents, lists of figures and tables
- A clear, succinct global introduction and literature review that links all papers and states the overall problem and objectives plus the purpose of each individual paper
- A methods chapter, unless the overall study methods are adequately described in the individual papers
• Each paper may include a review of the literature that relates to the focus of the paper and ends in a problem statement, purpose, and research questions or hypotheses (if quantitative) for that paper, methods, data analysis, findings, and discussion. A variety of papers are possible as negotiated with the Dissertation Committee; for example, one paper may focus entirely on a review of the literature.

• A final chapter for the dissertation should be a synthesis and discussion of all papers bringing them into a broader focus including implications for nursing practice, research and education, as well as implications for policy change.

As manuscripts for publication are frequently very concise documents, where appropriate, additional material must be provided (e.g., in appendices or in a methods chapter) in sufficient detail to allow a clear and precise judgment to be made of the importance and originality of the research reported in the dissertation.

Co-authored papers are common products of a traditional dissertation. When co-authored papers are included in a dissertation, the candidate must be the first author of the paper. In addition, the candidate is required to make an explicit statement in the dissertation as to who contributed to such work and to what extent in a preface to the dissertation. The dissertation chair must attest to the accuracy of this statement at the doctoral oral defense. The committee and PhD Program Director must approve inclusion of co-authored materials prior to the final defense.

When the student’s previously published manuscript is to be used as part of the dissertation, copyright permission must be obtained from the publisher of the manuscript. Permission to use the published manuscript in the dissertation should be negotiated with the publishers prior to publication when possible. Although unlikely, if the publisher refuses to give permission to include the published manuscript in the dissertation the student should include, in a separate section, the citation and a lengthy abstract (1-2 pages) of the published manuscript.

Dissertation manuscript authorship issues will be an individual decision between the chair and the student.

Final Defense of the Dissertation
The Final Defense is a public event scheduled by the Dissertation Chair and is attended by the candidate’s Dissertation Committee and members of the faculty from the School of Nursing. The date and time of the dissertation must be posted on the nursing faculty and doctoral student listservs at least 10 working days in advance of the scheduled defense to allow interested students and faculty the opportunity to attend. In addition, flyers should be posted in the School of Nursing. The student makes arrangements for the room and equipment. A copy of the dissertation must be made available for review in the Office of the Associate Dean for Academic Affairs and in pdf form on the PhD Program information site on UBlearns for the Distance Learning students to review. Students may also review dissertations in the Office of the Associate Dean for Academic Affairs. Faculty may check dissertations out for review. All proposals shall have on the cover page “Privileged Communication. Do Not Copy.”

Presentation of the dissertation should be limited to approximately 30 minutes. Questions and comments follow the student’s formal presentation beginning with questions from the dissertation
committee followed by questions from the public. Following the public defense, the Dissertation Committee will meet privately to determine the outcome of the dissertation defense. Following a successful defense, the Dissertation Committee Chair will send the completed Dissertation Defense Approval Form (http://nursing.buffalo.edu/information-for-students.html#title_17) to the Office of Student Affairs with a copy to the Associate Dean for Academic Affairs and the Director of PhD Program. If the defense is unsuccessful, the Dissertation Committee Chair will send a written memo indicating such to the Office of Student Affairs with a copy to the Associate Dean for Academic Affairs and the Director of PhD Program. The Dissertation Committee has final approval of the dissertation.

RESEARCH REVIEW BOARDS

The University at Buffalo, The State University of New York, has established an Assurance of Compliance with the Department of Health and Human Services (HHS) regulations governing research involving human subjects. Since research comprises a vital part of graduate education and research may involve human subjects, graduate students must be aware of their responsibilities.

It is the policy of the University that all research involving human subjects must be reviewed and approved by a University Human Subjects Institutional Review Board (HSIRB) prior to initiation of the research. It is the policy of the University that all research involving laboratory animals must be reviewed and approved by a University Animal Review Board prior to initiation of the research.

It also should be noted that the scope of the human subjects regulations as well as laboratory animal regulations extends into the classroom so that graduate students with teaching assignments as well as those engaged in research should carefully observe these constraints and protections. Copies of the Assurance of Compliance and HHS regulations (45 CFR 46) may be obtained from any HSIRB Chair.

Health Sciences IRB
The Health Sciences IRB is responsible for all research protocols with adults as subjects that propose to use drugs, devices, invasive medical interventions, or retrospective/prospective chart reviews. The HSIRB submission deadline is presently the first day of the month with meetings to review greater than minimal risk protocols held on the third Tuesday and Wednesday. Protocols that involve minimal risk to volunteers are reviewed on a continuous basis.

Phone: 829-2752
Address: 150 Parker Hall, UB South Campus
Email: hs-irb@research.buffalo.edu
Web: http://www.research.buffalo.edu/rsp/irb/hsirb/default.cfm

Children & Youth IRB
The Children & Youth IRB began serving UB faculty in June, 2004, reviewing protocols from university-affiliated investigators concerned with the health and well-being of minors. The CYIRB principally strives to ensure that the dignity and rights of the research subjects will be protected while also assuring that federal regulations will be fulfilled. The Children & Youth IRB is the successor to the Children’s Hospital IRB. Submission deadline is on or before the 15th of the month for review of greater than minimal risk protocols. Meetings are typically held on the 4th Tuesday of the month.
Social and Behavioral Sciences IRB
The Social and Behavioral Sciences IRB is responsible for all research protocols that involve surveys, interviews, observational studies, behavioral studies that do not involve drugs or internal devices, and research on individual or group characteristics of behavior. Currently all submissions are handled on a rolling basis. Protocols requiring full board review are placed on a meeting agenda after receiving acceptance from primary reviewers.

Institutional Animal Care and Use Committee
For those investigators using animal models to conduct research, the use of animals must be approved, in advance, by the University’s Institutional Animal Care and Use Committee (IACUC). No proposal, which includes or anticipates the use of animal subjects, may be submitted without approval of the proposed use of animal subjects. Policies and procedures, as well as application forms and rate schedules, which apply to use of animal subjects in research may be obtained from

APPLICATION TO CANDIDACY
The filing of an Application to Candidacy for PhD Students at http://www.grad.buffalo.edu/forms/students/atc.pdf with the Office of Student Affairs, and subsequently the Student Response Center, indicates that the student is entering the final stages of degree completion. The application includes the following attachments if indicated:

- Program Agreement
• Informal course descriptions
• Descriptions of all Independent Study and Special Topics courses
• Record of fulfillment of professional socialization requirement (for those who matriculated as of Fall Semester 2002)
• Unofficial transcripts (grade reports)
• Approved graduate student petitions
• Abstract of proposed research and approval
• Institutional Review Board approval
• Original official transcript indicating conferral of a baccalaureate degree and master’s degree (if on file in the Student Response Center, please attach a note indicating that fact)
• Original official transcript(s) supporting any credits transferred from other institutions

The following information also applies:

• The Application to Candidacy must be typewritten.
• Primary responsibility for evaluation of student Applications to Candidacy rests with his/her respective committees.
• Doctoral students should expect to file an Application to Candidacy after completing all courses excluding dissertation guidance. Passing the qualifying examination and successfully defending the dissertation proposal are not required for approval of the Application to Candidacy.
• A letter from the Dissertation Chair justifying the acceptance of courses taken more than ten (10) years prior to matriculation in the doctoral program must accompany the Application to Candidacy. Review and approval of Applications to Candidacy are the responsibility of the Dissertation Chair, Director of the PhD Program, PhD Committee, and the Associate Dean for Academic Affairs.
• The student must file his/her Application to Candidacy with the Office of Student Affairs by the date indicated in the degree conferral timetable. A checklist is provided to assist students in filling out the Application to Candidacy Form.
• Once the Student Response Center approves the application, notification of approval will be sent to the student. If the student does not receive notification in 2-3 weeks, the student needs to contact the Associate Dean for Academic Affairs and the Director of the PhD Program.
• Once admitted to candidacy, a student may not need to enroll for 12 credits (9 credits for graduate, teaching and research assistants) to be certified as full-time for tuition scholarship or student loan purposes. In this event, the student must file the Certification of Full-Time Status Form (http://www.grad.buffalo.edu/forms/students/certfts.pdf) with the Graduate School each semester until completion of the degree.
• Major revisions in Applications to Candidacy that become necessary (e.g., adding or deleting a number of courses) must be formalized by resubmitting the pages that are being changed to the PhD Committee and the Associate Dean for Academic Affairs and the Director of the PhD Program for approval; the changes are then filed in the Graduate School. Minor changes (e.g., adding or deleting one or two courses, changing titles) may be made by submitting http://www.grad.buffalo.edu/forms/students/pet_amend.pdf to the Director of the PhD Program.
The following information applies to informal courses offered by the University. Informal courses include dissertations, directed readings, directed research, and independent studies. For informal courses other than a dissertation in which there is no description in official University publications, a statement of the proposed semester's activity and its relevance to students’ educational goals and degree programs should be filed with those students’ records and reflected in the Application to Candidacy. These statements become part of students’ academic records and, in questionable cases, to form recommendations concerning students’ programs. It is the responsibility of the student, the instructor, and the faculty advisor, in that order, to see that informal course descriptions are filed at the appropriate time. Failure to do so will delay and may interrupt appropriate responses of the committees and individuals responsible for processing degree credentials.

**DEGREE CONFERRAL**

<table>
<thead>
<tr>
<th>FOR DEGREE CONFERRAL ON...</th>
<th>FEBRUARY 1</th>
<th>JUNE 1</th>
<th>SEPTEMBER 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Application to Candidacy is forwarded to Academic Dean by:</td>
<td>May 1 (of the spring semester prior to graduation)</td>
<td>November 1</td>
<td>March 1</td>
</tr>
<tr>
<td>Graduate School receives Application to Candidacy with PhD Committee and Dean’s approval by:</td>
<td>October 1</td>
<td>March 1</td>
<td>July 1</td>
</tr>
<tr>
<td>All required materials are received* in the Office of the Graduate School by:</td>
<td>Friday Before Spring Classes Begin</td>
<td>Day After Last Day of Spring Exams</td>
<td>Friday Before Fall Classes Begin</td>
</tr>
</tbody>
</table>

*Note that deadlines that fall during a weekend or on a holiday will be extended to the first Monday following the deadline date listed above.

The above dates are subject to change. You are advised to check with the appropriate office one semester prior to the deadline date listed for up-to-date information.

It is your responsibility to check with the Office of Student Affairs prior to the deadline dates to be sure all the requirements and paperwork for your degree have been completed.

All forms should be obtained from the School of Nursing’s Office of Student Affairs to insure that additional School of Nursing requirements have been met.

Be sure you fulfill the continuous registration requirement by registering in each successive fall/spring semester during your studies, including the semester prior to degree conferral. For example, fall registration is required for a February 1 conferral, spring registration is required for a June 1 conferral,
and spring and/or summer registration is required for a September 1 conferral. You may not be on a leave of absence during the semester prior to degree conferral; i.e. you may not be on a leave of absence ending in May if you expect to graduate that June.

For the PhD degree conferral timetable, see information posted by the Graduate School at http://www.grad.buffalo.edu/policies/deadlines.php.

Graduation Checklist
In order to graduate, the following documents must be submitted to the Office of Student Affairs:

- Approved Application to Candidacy (with all necessary attachments, including original transcripts)
- Signed receipt from CNR that IRB materials have been placed in CNR repository
- Doctoral M-Form
- Cataloging and Copyright Billing Form
- Electronic submission of dissertation through the Graduate School
- Survey of Earned Doctorates

The Student Response Center must verify satisfactory completion of all courses to be applied toward the degree.

REQUIRED DEGREE FORMS

M-Form
The completed Doctoral M-Form certifies that defense of the dissertation was completed satisfactorily and that all requirements for the degree have been satisfied. This form must be signed by the Dissertation Chair, the Dissertation Committee Members, and the Associate Dean for Academic Affairs. The graduate program secretary in the Office of Student Affairs will fill out the form when everything has been completed and will contact the appropriate faculty for their signatures.

Cataloging, Copyrighting, and Survey
Electronic submission of your dissertation in PDF format is mandatory (http://www.grad.buffalo.edu/forms/students/catcopy.pdf). This process is only to be used for the formal submission of completed and faculty approved final versions of doctoral dissertations. This submission process will collect the information necessary to deliver your manuscript to UB’s vendor, ProQuest/UMI. The information and document(s) you provide electronically will be forwarded to the Graduate School for approval. To begin your submission process, proceed to the ProQuest Thesis/Dissertation Submission Site at http://dissertations.umi.com/buffalo/.

You can choose whether or not to copyright your dissertation. Copyrighting protects your rights as author. These rights include the ability to make copies of the work, to distribute them, to make derivative works, or to perform or display the work. By copyrighting your dissertation, you can control the rights to it or may authorize others (i.e. a publisher) to exercise those rights. If you do decide to copyright, it is your responsibility to guarantee that the work is original and that you have followed accepted standards for documenting your references and citations of other works. The
copyright will be in effect for your lifetime plus an additional fifty years. You should consult with your advisor and discuss this issue before making your decision.

ProQuest/UMI can act as your agent with the Library of Congress Copyright office when your dissertation is submitted. This is done only if you specifically request such services from ProQuest/UMI when you submit your dissertation. Requesting copyright through the on-line submission procedure authorizes UMI to act as your agent in the copyright process. Please note that it is only mandatory to digitize your dissertation; copyrighting is optional.

Since dissertations involve considerable effort on the part of the major professor as well as the student (and sometimes other members of the faculty), you should not make arrangements for publication/copyrighting without first consulting your major professor.

The doctoral candidate must sign the **Cataloging and Copyright Billing Form** acknowledging that charges for cataloging, copyrighting if done, plus any other outstanding charges on the account will be paid prior to degree conferral. The candidate will be billed directly by student accounts. Approximately seven weeks after degree conferral, diplomas will be mailed out directly to the graduate's permanent mailing address on file at the university (students must have their current address correctly on file). There is a section on the Cataloging and Copyright Billing Form for adding your permanent mailing address.

The **Survey of Earned Doctorates** (made available by the Graduate School at [http://www.grad.buffalo.edu/forms/students/sed.pdf](http://www.grad.buffalo.edu/forms/students/sed.pdf)) is conducted by the National Opinion Research Center at the University of Chicago to gather objective data about graduate education throughout the United States.

**Completion of Requirements Memorandum**
Upon completion of all requirements for the doctoral degree, the Associate Dean for Academic Affairs will send a **Memorandum.**

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**SUPPORT SERVICES**

**University Libraries**
The nine units of the University Libraries offer access to more than 3.6 million volumes as well as media, special collections, and artifacts via UBDigit ([http://ubdigit.buffalo.edu](http://ubdigit.buffalo.edu)). The Cybraries, located in the Libraries, provide access to more than 500 computer workstations. The Libraries subscribe to 350 research databases and over 39000 full-text electronic journals, many of which are unavailable elsewhere in Western New York. Other materials held by the University Libraries include government documents, dissertations, theses, 5.4 million microforms, maps, scores, audiotapes, and videos.

Library services include reference (via email, instant librarian chat, phone, and regular reference desk hours), research consultation, interlibrary loan via ILLIAD, library workshops, online renewals, circulation, and electronic course reserve. Subject specialist librarians offer regularly scheduled onsite consultation hours in academic departments. BISON ([http://bison.buffalo.edu](http://bison.buffalo.edu)) offers access to the UB Libraries Catalog (to find book and journal titles held by any of the university library units) and a wide
selection of online resources, including CINAHL, MEDLINE, ERIC, PsycINFO, and Web of Knowledge to search for references to journal articles. Many databases include full-text.

Health Sciences Library – Located on the South Campus (Main Street), houses a collection of approximately 1,600 journals - most electronic providing remote access, 113,000 books - many of which are available online, health science theses, and a wealth of electronic resources including course reserve articles available online. The library’s Digital Media Resources Center provides access to a variety of audiovisual formats. The History of Health Sciences Collection contains old and rare books and instruments, especially from the nineteenth century, and includes the Bonnie and Vern Bullough History of Nursing Collection. Librarians are on duty many hours of the day to help you find material appropriate for your needs and are happy to consult in person or via phone, email or chat.

A multitude of health-related databases are available for literature searches. Visit http://library.buffalo.edu/hsl/biomed/ for a summarized list. HUBNET offers an array of clinically-oriented tools that compliment HSL’s substantial holdings. Instruction on the organization of biomedical information and other special topics is provided by arrangement with a reference librarian.

Books can be borrowed for a month, but journals do not circulate. Photocopy and Vend-a-card machines are available in the library. During the academic year, the library hours (http://library.buffalo.edu/hsl/about/hours-location.php) are:

- Monday – Thursday: 8:00 am – 12:00 am
- Friday: 8:00 am – 9:00 pm
- Saturday: 9:00 am – 9:00 pm
- Sunday: 12:00 pm – 12:00 am

Sharon Murphy, MLS, RN, Associate Librarian in the Health Sciences Library has an appointment in the School of Nursing. She arranges library orientations and is the person to turn to for problems in connection with your use of the library system. Sharon Murphy can be reached in person at HSL, by phone at 829-5750, or email hslscm@buffalo.edu, AIM and meemo: hslscm. Sharon offers on-site consultation in the School of Nursing in the Center for Nursing Research during Spring and Fall semesters every Monday from 10 a.m. to 12 noon. Stay abreast of new library-related news by checking Sharon’s blog at: http://libweb.lib.buffalo.edu/hslblog/Nursing/.

The Health Sciences Library’s Digital Media Resources Center (DMRC) and the Teaching and Learning Center (TLC) opened the Multimedia Development Lab located in the HSL Digital Media Resources Center (B2R rooms 5 & 6) Abbott Hall. The Lab is equipped with a variety of scanning devices and software to convert analog images or to create and manipulate original digital images for use in other media and on the Web. Digital imaging services include on-site use of Microtek flat-bed scanner for opaque and transparent materials, HP flat-bed and multi-sheet scanner, and Nikon Slide and 35mm film-feed scanner. Workstations are equipped with professional imaging and archiving applications including Adobe Photoshop, Adobe Acrobat and Omnipage Pro Optical Character Recognition (OCR) software.
Multimedia Development Lab facilities are available to faculty, staff and students who have taken an instruction session on the use of the scanning equipment and software. To register for instruction or to sign out a workstation, present a valid UB ID card at the DMRC circulation desk (lower level, HSL). Service hours are Monday through Friday from 8:30 am to 5:00 pm. To request one-on-one ETC services and for more information consult the ETC web site http://etc.buffalo.edu, email etc@buffalo.edu, or call 645-7700 x 0.

Lockwood Memorial Library – UB’s largest library is located on the North (Amherst) campus between Baldy and Clemens Hall. This humanities and social sciences research library houses major collections in arts, business, education, humanities, library studies, and social sciences, as well as collections of U.S. and Canadian government documents, East Asian and Polish materials. The collection includes over 1.5 million print and electronic books, periodicals, and government documents, as well as extensive digital and microform collections. For more information and library hours, please call 645-2814.

Descriptions of the other University Libraries can be found at http://library.buffalo.edu/libraries/librariesandcollections/.

**Center of Excellence in Writing (CEW)**

The Center for Excellence in Writing (CEW) offers two support programs that are designed to enhance graduate student writing.

**Writing Groups:**
Writing Groups help advanced graduate students improve their writing by providing a supportive environment for the review of writing and research. The CEW will help students meet other writers from similar disciplines and formulate writing groups. With support from the CEW, the groups will function as a writing network, allowing students to navigate through the writing process and improve the quality of their projects, offer writing support, give and receive feedback on their projects, and exchange ideas.

For more information, please contact: writing@buffalo.edu.

**Dissertation Boot Camps:**
Dissertation Boot Camps offer graduate students a chance to make significant progress on their writing projects. Boot camps are open to Ph.D. students working on their dissertations or other major writing projects. Each weeklong workshop is designed to provide students with the following:
- A quiet, comfortable writing space
- General writing strategies and advice from writing consultants
- Introduction to online writing tools and applications
- Help with creating and maintaining a writing schedule
- Peer motivation and support

Space is limited and early registration is required. Registration is on a first-come, first-serve basis. A refundable deposit will be required before Boot Camp begins to encourage participants to attend and successfully complete the Boot Camp program.
For applications, please contact: writing@buffalo.edu.

Teaching
The Target Your Teaching Fall Conference for Teaching Assistants is offered by the University each August, and a Winter Conference for Teaching Assistants is offered each January. The workshop is sponsored by the Teaching & Learning Center (TLC). Topics discussed at the workshop include lecture organization and presentation skills, techniques for small group discussion, student/instructor feedback, and classroom challenges. All UB graduate students who are currently teaching are required to attend. A copy of the certificate must be on file in the Associate Dean’s Office. Your continuation as a Teaching Assistant will depend on your attendance at the conference. Interested students should visit the TLC website at http://etc.buffalo.edu/ for more information and online registration.

Students with Disabilities
For more information, please contact the Office of Accessibility Resources, 25 Capen Hall, North Campus, 645-2608. Website: http://www.student-affairs.buffalo.edu/ods/resources.php

About the Office
The Office of Accessibility Resources (AR) is the University at Buffalo’s center for coordinating services and accommodations to ensure accessibility and usability of all programs, services, and activities of the university by people with disabilities-and is a resource for information and advocacy toward their full participation in all aspects of campus life. AR collaborates with the entire campus community to provide services in the most integrated setting appropriate to the access needs of the individual.

Student Eligibility
Students requesting disability-based services and accommodations must present comprehensive, qualified, and current documentation that they have one or more physical or mental impairments which substantially limit one or more of their major life activities related to the request.

Examples of Services Available to Students
- Sign language interpreters and readers
- Infrared listening devices
- Accessible computing
- Individualized accommodations for test-taking
- Note-taking assistance
- On-campus transportation
- Wheelchairs for short-term use and emergencies
- Consultation and advocacy throughout the campus community
- Liaison with community-based disability service agencies
- Personal adjustment counseling and information
- Temporary accessible parking permits
- Information and referral
- Academic adjustments

Services Not Available
- Diagnostic testing or evaluation
- Aids for personal care or study
- Equipment of a personal nature
- Specialized LD and tutorial support
- Off-campus transportation

**Legal Basis**
The University is subject to the requirements of Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA) regarding academic adjustments/auxiliary aids, including testing modifications, to qualified University students with disabilities. Individuals with complaints regarding denials of academic adjustments/auxiliary aids should contact the Equity, Diversity & Affirmative Action Administration Office.

**SCHOOL OF NURSING LABORATORIES AND SUPPORT FACILITIES**

**School of Nursing Clinical Labs**
A Health Assessment lab is located on the Ground floor of Wende Hall. It includes a 10-bed health assessment lab (26 Wende) in which each room simulates an examination unit including equipment used to assess a client’s condition. TV and video equipment is installed in the laboratory to enable faculty to unobtrusively observe and evaluate a student’s ability to conduct a health assessment.

**School of Nursing Practice Skills Lab**
The Nursing Practice Skills Lab, located on the 4th Floor of Wende Hall, is available to all students. This Lab is staffed by experienced RNs who assist students on a 1:1 basis in learning and practicing clinical nursing skills in a simulated setting. This well-equipped lab offers students the opportunity to develop and refine their skills prior to entering actual care settings.

**School of Nursing Simulation Center**
A full-body simulation manikin is available to provide opportunities for nursing students to practice life-saving clinical, technical and decision-making skills in a realistic situation without risk to patients or healthcare providers. The manikin breathes, speaks, and has heart, breath, and bowel sounds along with palpable pulses. It also has a functional airway allowing intubation and multiple advanced life support skills. Students may perform CPR or even use a defibrillator to elicit life-like responses in crisis situations. This manikin is utilized by undergraduate students for assessment training as well as critical thinking and clinical decision making skills.

**Clinical Lab Coordinator:**
Kelly Foltz-Ramos, MS, FNP-BS, RN
220N Wende Hall, Tel: 829-3216
Email: foltz@buffalo.edu

**Center for Nursing Research**
The Center for Nursing Research (CNR) was established in 1996 to facilitate the development of research by faculty and students. Goals of the CNR are to:

- Stimulate the development of a community of scholars/researchers
- Increase the knowledge base of nursing
- Establish a repository of research resources
- Enhance research skills and productivity through multidisciplinary teams
- Foster energy and interest in research
- Expedite preparation of grant proposals

The CNR staff provide theoretical, methodological, and clinical research consultation to School of Nursing faculty, students, and staff. Other services include computer resources and preparation of manuscripts. In addition, the CNR has information on internal and external sources of funding including guidelines and application forms. Updates of current faculty and student research studies and awards are published in the CNR Newsletter. The CNR also houses a research library. (http://nursing.buffalo.edu/research/center-for-nursing-research.html)

Research and Teaching Assistantships
The School of Nursing employs a varying number of research and teaching assistantships each year. Students may forward their interest in a Teaching or Research Assistantship to the Office of the Associate Dean for Academic Affairs in 101 Wende Hall. The Associate Dean’s Office will send the Application for Teaching/Graduate/ Research Assistantship. When completed, you should submit the forms to your program advisor for signature. Assistantships are awarded on the basis of academic merit and full-time student status. (Nine credits suffice for full-time status for TAs and GAs.)

Doctoral students are eligible for eight semesters of tuition scholarship support that accompanies a teaching or graduate assistantship. If needed, however, a doctoral student can apply for a ninth semester. The Graduate Student Request for Extension of Tuition Scholarship Support form must be completed and signed by the Director of PhD Program, School of Nursing Dean, and the Graduate School Dean. The form may be found at (http://www.grad.buffalo.edu/forms/students/extendtssupport.pdf).

Faculty researchers may have grants that will pay for a research assistant. Doctoral students may be eligible for such a position and should discuss this with the various nurse researchers.

University aid is based on financial need. To apply for University aid, students should complete the University at Buffalo financial aid application process starting with the Free Application for Federal Student Aid (FAFSA) which can be found at http://financialaid.buffalo.edu/process/index.php. Once FAFSA has been filed, a student receives, an “Information Acknowledgement – Student Aid Report (SAR).”

GENERAL INFORMATION

Communication System
Primary communication in the School of Nursing is through electronic email and listservs. Student and faculty computing needs are addressed by Computing and Information Technology (CIT). Users have web and e-mail and software application access while computing problems are addressed by the CIT Help Desk.

Access to School of Nursing classrooms and educational technology is coordinated by:
CoursEval

Course Evaluations

The Office of Judicial Affairs & Student Advocacy is responsible for the following aspects of student life at the University: Rules and Regulations for Student Conduct, Community Service, Student Wide Judicial, Telephone Directory, etc. (http://www.student-affairs.buffalo.edu) The State University of New York requires all students to acknowledge receipt of and affirm the SUNY Required Affirmation of UB Rules & Regulations. Assistance with setting up your email account and managing it through MyUB, which may be done during the registration process. For more information on this mandate, visit http://www.student-affairs.buffalo.edu/judiciaryprinting.php.

Course and Teaching Evaluations

CoursEval is the UB School of Nursing's web-based approach to course and instructor assessment. It is also used for a variety of other confidential survey-driven assessment activities. Students use CoursEval to submit their evaluations after their grades are submitted. The data from these evaluations are shared with faculty and staff. All you need is a web browser and your UBIT email address to begin. Your UBIT email address is your UB username@buffalo.edu. To receive all CoursEval messages and reminders, you must activate your UBIT account even though you may have another email address.

School of Nursing Email Policy

The UB School of Nursing requires that all students' email correspondence to university faculty and staff be sent from a UBIT address to protect the security of our server as well to respond to non-UBIT addresses. You must activate your UBIT account even though you may have another email address.

The print@UB print quota allocation for the 2014-2015 academic year goes into effect August 1. Students receive an allocation equivalent to 650 single-sided pages during each of the Fall and Spring semesters and 200 pages during the Summer Session. For more information, visit http://www.buffalo.edu/ubit/service-guides/printing.html.

Robert Cenczuk
102 Wende, Tel: 829-2287
Email: robertc@buffalo.edu

Della M. Dickey
829 Shelter, Tel: 829-2592/2543, Cell: 867-7372
Email: ddelma@buffalo.edu

James Lunarich
828 Wende, Tel: 829-2208
Email: jill2@buffalo.edu

UBlearns Administrator
Distance Learning Analyst
affordable rental price includes a number of University services, such as public safety and regular shuttle transportation to campus locations. For more information, students should visit the Graduate Student Housing page at http://www.ub-housing.buffalo.edu/flickinger.php or contact the Director of University Residence Halls & Apartments at the address below:

University Residence Halls & Apartments
Spaulding Quad Rm.106
University at Buffalo
Buffalo NY 14261-0008
Telephone: (716) 645-2171
Toll Free: (866) 285-8806
Fax: (716) 645-3968
Director: Mr. Joseph Krakowiak

Students may also maintain a residence off campus. Information on off campus housing can be obtained from The Off Campus Housing Office, 253 Harriman Hall, University at Buffalo, 3435 Main Street, Buffalo, NY, 14214, or telephone (716) 829-2224. The web address is: http://www.subboard.com/sbi-och/.

International Students
Dr. Yow-Wu Bill Wu is the International Graduate Student Advisor in the School of Nursing. Dr. Wu is available to meet with students on an individual basis. International nursing students currently enrolled in the School of Nursing meet together with Dr. Wu throughout the academic year.

International Student and Scholar Services (ISSS) also provide assistance to participants in international activities at the University at Buffalo. ISSS serves international students and visiting scholars at UB. Principal functions of ISSS include immigration services, orientation programs, and other enrichment programs designed to enhance the educational experiences of students, faculty, and research scholars. Other programs offered by ISSS include initial and ongoing orientation programs to acquaint visitors with the University and Western New York, and enrichment workshops on learning to live in a new culture, applying for jobs, and preparing to return to the home culture. For additional information, please visit the ISSS web page at http://wings.buffalo.edu/intlservices/.

International Student and Scholar Services also may be contacted at the following address:

International Student and Scholar Services
210 Talbert Hall, Box 601604
Buffalo, NY 14260-1604
Telephone: (716) 645-2258
Fax: (716) 645-6197
E-mail: intlservices@buffalo.edu

Health Requirements
Policy Regarding Health Insurance Portability and Accountability Act (HIPAA):
Patient confidentiality at the facilities used by the University at Buffalo, State University of New York School of Nursing is considered to be of primary importance. In addition to each facility policy, a
federal law called the Health Insurance Portability and Accountability Act (HIPAA) requires patient health information to be kept confidential. Patients and their families have a right to deal with their health information use in a private and secure manner, trusting that their privacy will be maintained. In order to protect this right to confidentiality and to comply with federal and state laws, students must agree to hold all information (including, but not limited to, patient names, their medical information, and relevant agency information) gained through their clinical assignments at any facility used by the University at Buffalo, State University of New York School of Nursing in strictest confidence. Confidentiality includes, but is not limited to, not discussing patients or their medical conditions with persons who do not have a need to know and not removing any documents with individually identifiable patient data from the facility.

Students need to understand the terms of this Confidentiality Policy and agree to abide by the above requirements. Students also need to understand that any breach of a patient’s confidentiality may result in disciplinary action against them and possible removal from the clinical site to which they have been assigned.

The privacy rule of HIPAA requires that all agencies be able to demonstrate that they have trained their employees and others who do business with them so that they understand all the privacy procedures required by this rule. Clinical agencies are requiring that we provide evidence that faculty and students have met this requirement. Students need to complete the online HIPAA certification course through the New York State Governor’s Office of Employee Relations at http://www.goer.state.ny.us/training_development/online_learning/hip/intro.html. In section two of the course you must choose a job function. You should choose “Direct Care Clinical”. Once students have obtained the certificate, a copy must be submitted to the Office of Student Affairs, 103 Wende Hall.

Clinical agencies require documentation of orientation to their facilities as well as completion of content related to HIPPA regulation.

For additional information, please visit http://ublib.buffalo.edu/libraries/units/hsl/resources/guides/hipaa.html and the US Department of Health and Human Services (http://www.hhs.gov/ocr/hipaa/).

**Policy Regarding Basic Life Support for Health Care Providers**

Students who participate in clinical experiences must maintain current documentation of having completed a course on Basic Life Support (including both adults and pediatrics) for Health Care Providers while in the nursing program. This course, along with appropriate documentation, can be obtained through the American Red Cross or the American Heart Association or their affiliates.

If the student is unable to fulfill this requirement due to physical inability to perform the procedures, he/she must provide medical documentation from a health care provider. Although the student has a disability, he/she must still provide evidence that a course was completed. This is in case the disabled student finds himself/herself in an emergency situation in which he/she is the only health care provider available who can verbally guide another individual through the process of rendering basic life support measures.
Upper division students are required to have a current BLS certification prior to any clinical nursing activity. Failure to provide documentation of BLS will significantly hinder student participation in and passing of clinical nursing courses. Be sure to bring a copy of BLS card to the Office of Student Affairs, 103 Wende Hall, to remain in the program and participate in clinical courses.

**Recommendations for Prevention of HIV Transmission in Health Care Settings for Students**

The School of Nursing has adopted the U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Postexposure Prophylaxis. Below is a summary of the 2005 update.

This report updates and consolidates all previous U.S. Public Health Service recommendations for the management of health-care personnel (HCP) who have occupational exposure to blood and other body fluids that might contain hepatitis B virus (HBV), hepatitis C virus (HCV), or human immunodeficiency virus (HIV).

Recommendations for HBV postexposure management include initiation of the hepatitis B vaccine series to any susceptible, unvaccinated person who sustains an occupational blood or body fluid exposure. Postexposure prophylaxis (PEP) with hepatitis B immune globulin (HBIG) and/or hepatitis B vaccine series should be considered for occupational exposures after evaluation of the hepatitis B surface antigen status of the source and the vaccination and vaccine-response status of the exposed person. Guidance is provided to clinicians and exposed HCP for selecting the appropriate HBV PEP.

Immune globulin and antiviral agents (e.g., interferon with or without ribavirin) are not recommended for PEP of hepatitis C. For HCV postexposure management, the HCV status of the source and the exposed person should be determined, and for HCP exposed to an HCV positive source, follow-up HCV testing should be performed to determine if infection develops.

Recommendations for HIV PEP include a basic 4-week regimen of two drugs (zidovudine [ZDV] and lamivudine [3TC]; 3TC and stavudine [d4T]; or didanosine [ddI] and d4T) for most HIV exposures and an expanded regimen that includes the addition of a third drug for HIV exposures that pose an increased risk for transmission. When the source person's virus is known or suspected to be resistant to one or more of the drugs considered for the PEP regimen, the selection of drugs to which the source person's virus is unlikely to be resistant is recommended.

In addition, this report outlines several special circumstances (e.g., delayed exposure report, unknown source person, pregnancy in the exposed person, resistance of the source virus to antiretroviral agents, or toxicity of the PEP regimen) when consultation with local experts and/or the National Clinicians’ Post-Exposure Prophylaxis Hotline ([PEP] 1-888-448-4911) is advised.

Occupational exposures should be considered urgent medical concerns to ensure timely postexposure management and administration of HBIG, hepatitis B vaccine, and/or HIV PEP.

2. A copy of the full report is on file in the School of Nursing Office of Student Affairs and the Office of the Associate Dean for Academic Affairs.

School of Nursing Policies Regarding HIV
- Hospitals affiliated with the University at Buffalo will be notified in writing of this policy.
- Agencies unable to comply with this policy will not serve as placement sites.
- Students must have successfully met the requirements encompassed in the performance of infection control procedures before providing care to patients involving contact with blood and body fluids.
- Content on AIDS should be addressed in all nursing courses as appropriate to clinical experiences within each course.
- Students judged to be competent to give such care will be expected to care for patients with diagnoses of AIDS, AIDS Related Complex and HIV. Students will be assigned at the discretion of the instructor.
- If a needlestick injury should occur, the student must immediately notify the health office of the agency in which the puncture occurred and also, within 24 hours, the University Health Service in Michael Hall.

Meningococcal Education Law
There is a new Public Health law that mandates the education of college students in the state on meningococcal disease and the availability of the meningococcal vaccine. It also requires that students acknowledge they have received the health education by submitting a response form. For more information on this law, student immunizations, and access to the Health Background Form, visit http://www.student-affairs.buffalo.edu/shs/student-health/immunization.shtml

United States Nursing Licensure
All CNS, NP, Nurse Anesthesia students must provide a copy of their current U.S. RN license to the Office of Student Affairs, 103 Wende Hall, before beginning their program as well as when their license is renewed.

Professional Dress
Students who participate in clinical experiences are required to wear the designated School of Nursing laboratory coat, providing the clinical agency requires it. The long laboratory coat has a UB/School of Nursing identification patch on the sleeve and identifying information on the front of the coat. The laboratory coat is available at the University Bookstore.

Liability Insurance
Student liability insurance is provided by The State University of New York. Coverage is effective only when students are performing activities associated with requirements of the educational program.

Family Educational Rights and Privacy Act of 1974 (FERPA)
As of January 1, 1975, admitted students have a right to inspect contents of their academic records maintained in the School of Nursing.
Admitted students also have a right to read recommendations for jobs or graduate study if they did not sign a waiver of this right.

The Family Educational Rights and Privacy Act of 1974 also allows students to waive their right of inspection of letters of recommendation "respecting an application for employment, respecting receipt of an honor or honorary recognition".

In order for the waiver to be valid, the letters must be used solely for the purpose for which they were specifically intended, and, on request, the student must be given the names of those making confidential recommendations. Signing a waiver may not be required as a condition for admission, financial aid, or other services of the institution.

Letters of recommendation put into a student's file prior to January 1, 1975, are not subject to this act, unless such letters are used for a secondary purpose. (This puts a responsibility on the institution to remove such letters from student files when a request to inspect the file is made under the law).

Students wishing to provide access to their educational records should see the Assistant Dean for Student Affairs.

Statement of Principle on Academic Integrity
The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect for others' academic endeavors. By placing their name on academic work, students certify the originality of all work not otherwise identified by appropriate acknowledgments. For more information on Student Conduct Rules, visit the Judicial Affairs website: www.ub-judiciary.buffalo.edu/rulereg.shtml.

The School of Nursing supports the Graduate School’s statement on academic integrity and its disciplinary procedures pertaining to academic infractions. Please refer to the Graduate School’s manual for a complete description of the statement and related disciplinary procedures (http://grad.buffalo.edu/Academics/Policies-Procedures.html).

Grievance Procedure for PhD Students
The grievance procedure for graduate students is described in University at Buffalo, the State University of New York, Graduate School Policies and Procedures Manual at http://grad.buffalo.edu/Academics/Policies-Procedures.html.

Obstruction or Disruption in the Classroom
The University recognizes that faculty members are responsible for effective management of the classroom environment to promote conditions which will enhance student learning. Accordingly, instructors should set reasonable rules for classroom behavior and must articulate these rules, in writing, in materials provided to the students at the start of the semester.

Fortunately, student obstructions or disruptions in UB classrooms are rare and seldom lead to disciplinary actions. The term “classroom disruption” means behavior that a reasonable person would
view as substantially or repeatedly interfering with the conduct of a class. Examples could include persistently speaking without being recognized, continuing with conversations distracting the class or, in extreme cases, resorting to physical threats or personal insults.

Lawful, civil expression of disagreement with the instructor or other students is not in itself “disruptive behavior” and is not proscribed under these or any other regulations. However, when student conduct interferes with or prevents the conduct of classes or other University functions or when the safety of members of the campus community is endangered by threats of disruption, violence, or violent acts, the administration has approved the following course of actions:

- If a student is disruptive, he/she should be asked to stop and warned that continuing such disruptive behavior can result in academic or disciplinary action. Many students may be unaware that their behavior is disruptive so that a private conversation with the student is often effective and preferable as an initial step.
- Should the disruptive behavior continue, the faculty member is authorized to ask the student to leave the classroom or site.
- A student may be dismissed from the course for the remainder of the semester, subject to Student Conduct Regulations and due process proceedings, as appropriate.
- If a student refuses to leave the area after being instructed to do so, the student should be informed this refusal is a separate violation subject to additional penalties.
- If, in the instructor’s best judgment, the behavior creates a safety risk or makes it impossible to continue class or function, the instructor should contact Public Safety to assist in removal of the student and/or may dismiss class for that day.

For more information on Student Conduct Rules, see the Judicial Affairs website:
www.ub-judiciary.buffalo.edu/rulereg.shtml

Guidelines for Reporting Bias-Related Confrontations and Incidents
Developed by UB Diversity Committee
The University makes a clear distinction between bias-related incidents prompted by intolerant behaviors and illegal discrimination based on issues of sex, race, ethnicity, national origin, religion, disability, sexual preference, sexual orientation, marital status, and veteran status. Matters of discrimination in the identified categories are handled by the Office of Equity, Diversity and Affirmative Action Administration. For more information see the website: http://www ub-judiciary.buffalo.edu/biasguide.shtml

Notice of Non-Discrimination
Pursuant to University policy, the University at Buffalo is committed to ensuring equal employment, educational opportunity, and equal access to services, programs, and activities without regard to an individual’s race, color, national origin, sex, religion, age, disability, gender, pregnancy, gender identity, sexual orientation, predisposing genetic characteristics, marital status, veteran status, military status, domestic violence victim status, or ex-offender status. Employees, students, applicants or other members of the University community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law or treated adversely based upon a protected characteristic.
The University’s policy is in accordance with federal and state laws and regulations prohibiting discrimination and harassment. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972, and the New York State Human Rights Law. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence.

Inquiries regarding the application of Title IX and other laws, regulations and policies prohibiting discrimination may be directed to Sharon Nolan-Weiss, Director of the Office of Equity, Diversity and Inclusion (EDI) and Title IX/ ADA Coordinator, 406 Capen Hall, Buffalo, New York 14260; Tel. (716) 645-2266; email aa-diversity@buffalo.edu. Inquiries may also be directed to the United States Department of Education’s Office for Civil Rights, 32 Old Slip 26th Floor, New York, NY 10005-2500; Tel. (646) 428-3800; Email OCR.NewYork@ed.gov.

The School of Nursing has identified two as Sexual Harassment Information Advisors who serve as a source of information and support for employees and students who have concerns about sexual harassment. Drs. Suzanne Dickerson and David Lang have received extensive sexual harassment training, conducted by the Director of Equity, Diversity and Inclusion (EDI), to act as educators and trainers and provide general information on sexual harassment. Students may contact either or both School of Nursing Sexual Harassment Information Advisors with any related questions or concerns.

STUDENT INVOLVEMENT

Student Representation on School of Nursing Committees
One doctoral student is a member of the PhD Committee; students are responsible for selecting the individual to represent them.

Graduate Nurse Organization (GNO)

Purpose
Article II of the Constitution and By-Laws of the University’s Graduate Student Association states that the purpose is "to enrich graduate nursing students' educational and social growth, and to facilitate communication, thereby establishing identity of the student as a part of the total University community."

Membership
All matriculated students in the Graduate Nursing Program, University at Buffalo, are automatically members of the GNO.

Officers
The Graduate Nurse Organization has the following officers: President, Vice President, Recording Secretary, and Treasurer. Officers are elected each April to serve a one-year term the following academic year.
Senators
The GNO is one of many student organizations that operate under the umbrella of the greater Graduate Student Association (GSA). Generally, two senators are elected from each organization for a one-year term to the GSA. This election takes place in April with the election of officers. Alternate senators are also chosen at this time. (See GSA By-Laws, Article I, Section 2.)

Committees
The three (3) standing committees are: 1) By-Laws and Elections, 2) Budget and, 3) Program Planning. The GNO is funded by the GSA in accordance with its guidelines. Students may apply to the GSA for conference funding. Additional information and conference funding forms can be found on the Graduate Student Association Web Site: http://www.gsa.buffalo.edu/

For more information on the GNO, visit http://nursing.buffalo.edu/StudentLife/NursingOrganizations.aspx

Sigma Theta Tau International Nursing Honor Society
Gamma Kappa is the local chapter of Sigma Theta Tau International Nursing Honor Society. The purposes of the society are to:

- Recognize superior achievement
- Foster the development of leadership qualities
- Foster high professional standards
- Encourage creative work
- Strengthen commitment of the ideals and purposes of the profession
- Provide unity and fellowship through social, educational, and service activities

Students who are interested in joining the Society should discuss eligibility requirements and application procedures with their advisor or with an officer of the Society.

OTHER SOURCES OF INFORMATION

Web Sites
- University at Buffalo: http://www.buffalo.edu
- School of Nursing: http://nursing.buffalo.edu/
- Your Web Portal: http://myub.buffalo.edu

Bulletins

Official University Newspapers and Publications
- The Reporter:
http://www.buffalo.edu/reporter/

- The Spectrum:
  http://spectrum.buffalo.edu/

- UB Nursing Newsletter:
  http://nursing.buffalo.edu/alumni/alumni_news.asp