



NEW GRADUATE NURSING FACULTY

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PREHIRE (BEFORE OFFICIAL HIRE DATE)

1. Ask the Chair for copies of previous syllabi for the courses you plan to teach
2. The **Program Assistant (PA)** can get you a copy of the texts.
3. **Library contact:** Maureen Gorman (mgorman@tcnj.edu), Assistant Director for Public Services, is the contact for nursing faculty who wish to have a session for a class in using the research resources.

POST HIRE PHASE

After official hire date in the contract and before your office is assigned/you have completed orientation:

Email & Canvas

Contact the **PA** who can look up your employee ID.

- a. IT sets up the email and Canvas based on the hire date in your contract.
- b. The **PA** can walk you through logging into TCNJ email (via "TCNJ TODAY" website and into Canvas.
- c. If you need training in Canvas, there is training available through Office of Instructional Design AND through LYNDIA.com, on the TCNJ website. Both trainings are excellent.
- d. The **PA** can assign you to your courses in Canvas so you can start planning. **FACULTY NOTE:** you must be assigned to a course to be able to log into Canvas.
- e. You get set up with email shortly after your official start date but this is usually not communicated directly to a new Faculty, ask the PA to find out your user name (usually last name then first initial and initial password. Then log in to the TCNJ Today by (Google "TCNJ TODAY") & **BOOKMARK**.
- f. The initial password is your employee ID number (available from the PA or from the ID/parking office in the Green building.
- g. See Appendix A for a helpful handout from the TCNJ IT department

TCNJ Orientation

Often the third week of August, the **PA** Can find out dates/times as if there is slow communication on the exact dates.

After the office is assigned and you have completed official TCNJ orientation. Take a look at the checklist in Appendix B. The PA and one of your colleagues can guide you through many of the questions.

• Business cards

- By email, ask the **PA** to get this. You will need your TCNJ email, and an office assignment/phone.

• Canvas

- In person training on Canvas through the Library the week before fall semester starts. The Library will do tailored trainings: canvashelp@tcnj.edu.
- The contact person in the Office of Instructional Design is Ryan Gladysiewicz: Gladysie@TCNJ.edu
- Online training through on Lynda.com (via TCNJTOAY) (2 hours): <https://www.lynda.com/Educational-Technology-tutorials/Overview-learning-management-systems/487936/511623-4.html?org=tcnj.edu>
- There is a formal Online Training Course for Blended/Online Courses offered by Judi Cook (cookj@tcnj.edu) Don't formally blend a course until you take this course.

• Calendar

- It is challenging managing everything one has to do as a student (or faculty). Here are 2 tips to stay organized for ourselves and our students:
- Add the Canvas Calendar to your Gmail calendar by following the directions on this [page](#) (Google "In Canvas, how to I subscribe to the calendar feed).

- Add the TCNJ Calendar to your Gmail calendar on this [page](#) (Google accessing the TCNJ Holiday Calendar).
- **Computer**
 - Ask the **PA** to requisition a computer for you.
- **Computer desktop support**
 - Paul Eaton eaton@tcnj.edu
- **Copy machine code**
 - Ask the **PA** to set you up with a code, usually the last 4 digits of your office phone number (put this in your phone so you remember)
- **Course Checklist and Syllabus Standards**
 - See Appendixes D.
- **Keys**
 - Ask the **PA** to requisition, you must pick up in the Maintenance Building
- **Meetings**
 - The Dean
 - When needed, no requirements
 - Nice to have an introduction
 - The Chair: Ask about:
 - Teaching evaluation criteria
 - Travel
 - Scheduling a teaching evaluation
 - Review of Disciplinary standards
 - Assignment of mentor
 - Plan for Support of Scholarly Activities (SOSA)/ Mentored Undergraduate Student Experience (MUSE)
 - Any other scheduled meetings especially School Meetings
- **Parking & ID**
 - Green Hall Room 119 609-771-3144, open 8-4:30 M-F, no lunch, bring your car registration.
 - You will need your employee ID number, get this from the PA. Put this number in your phone so you don't lose it.
 - PARKING ARRANGEMENTS FOR 2017-2018:
 - Faculty/Staff can park in lots 1, 2, 4, 8, 10, 12, 14, 15, 16 and 18.
 - There are Faculty/Staff spaces in lot 11 (upper levels of Travers/Wolfe garage)
 - Faculty/Staff cannot park in student-designated lots.
 - ID & Name pin: both available in Green Hall Room 119
 - ID is mandatory
 - Name Pin is "nice to have"
- **Sim Lab**
 - Access and scheduling: Refer these questions to Norma Brown nbrown@tcnj.edu
- **Travel Expenses**
 - For conferences: see Appendix E.

GENERAL NOTES FROM NEW FACULTY ORIENTATION

Academic Affairs

<https://academicaffairs.tcnj.edu/-->> For Faculty

Disciplinary Standards

Promotion and reappointment

Acronyms

AFT: American Federation of Teacher, a subsidiary of AFL-CIO

CAPS: Counseling & Psychological Service

CCS: Career & Community Studies Program

CSS: Center for Student Success

Developed 5/5/2018; Reviewed & Accepted 5/7/2018 GCC; Approved 5/14/2018 DON

DSS: Disability Support Services
EOF: Education Opportunity Fund
MUSE: Mentored undergraduate summer experience AKA “summer muse”
OGAE: Office of Graduate & Advancing Education
PAC's: Peer Advising Coaches
PRC: Promotions & Reappointment Committee
SOSA: Support of Scholarly Activity

AFT: Union President is John Kimmel x3184, Local 2364

Bookstore:

<http://tcnj.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=26551&catalogId=10001&langId=-1>

Go to Login/Sign up and create a user name and password

Faculty resources and sign up. There is a brief video worth watching on how to assign books to a course via Enlight.

Counseling & Psychological Services

If there is a student of concern, report it [here](#). On this same website is a helpful document with common student problems and responses for faculty. Well worth a bookmark.

CCS: Career & Community Studies Program

Amy Shuler (schuler4@tcnj.edu)

CSS: Center for Student Success

Ivonne Cruz, Director

Dean of Students x2273

Diversity

Kerri Thompson-Tillett, Associate Vice President & Chief Diversity Officer, x3139, works in HR

DSS Disability Support Services

Director: Megan Sooy: 609-771-3119, <https://differingabilities.tcnj.edu/>

Affiliation form on line. Accommodations NOT valid until the student meets w/faculty and both parties sign off.

Point person for faculty with disabilities

Grants: Office of Grants and Sponsored Research

2 contact sets, pre-award & Post award

<https://academicgrants.tcnj.edu/>

Contact Heather Mayen x3251

IRB

<http://irb.pages.tcnj.edu/>

Office of Instructional Design Dr. Judy Cook, Director of Instructional Design (cookju@tcnj.edu)

Offer Canvas training: <http://instructionaldesign.pages.tcnj.edu/events/>

IT help desk

(609) 771-2660 (x2660 on campus) or helpdesk@tcnj.edu

A very helpful helpdesk with fast turnaround and follow up. See Appendix A for their faculty info sheet.

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Map of Campus

<http://tcnj.pages.tcnj.edu/about/campus-info/campus-map/>

OGAE: Office of Graduate Studies & Advancing Education Susan Hydro

Writing Center

Nina Ringer (ringer@tcnj.edu) is in charge of the Writing Center and can guest lecture for your class on formatting.

PROMOTION AND TENURE LESSONS LEARNED

General

- Set reminders in your calendar especially for needing a Peer Review (better too many than not enough)
- If you don't know where to start, read
- THINK SMALL, timeline is SHORT (4 years is short in this context)
- Self-care is important and a priority
- ASK faculty to see a copy of their P & T documents (pay attention to the subject and the verb per Little Red Schoolhouse.

Evaluations

Peer

- SCHEDULE it in the syllabus both midterm (informal) and final (formal)
- EXPLAIN the evaluations to the students "it's payback"
REMINDE students to do the evaluations 2-3 times
Context: Course improvement
Content: Give the SMART feedback lecture
- Let students bring their laptops for final- or schedule a computer room to take final with AAAA
- Incorporate informal feedback from midterm evaluations into the professional statement.
- Make sure that the professional statement demonstrates willingness to learn from feedback
- Book: The slow Professor (go slow)

Student

- The Questions are located in Appendix C.
- General Policy information is located [here](#) on the TCNJ Records And Registration Page for Online Student Feedback on Teaching.
- Link: <https://recreg.tcnj.edu/online-student-feedback/>
- **Navigation in PAWS:** Main Menu > TCNJ Process > Student Records > Course Feedback > Course Feedback Results

Priorities

1. Teaching
2. Research
3. Service (way less than 1 & 2)

P & T Documentation

- Keep a file on everything so you don't have to look for things
- Download the CV document in word, fill it in and start saving things as you go
- Helps to have a hard copy and an online copy

Scholarship

- SOSA: do a little idea you can work up
- Do things with peers

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- Join the Wednesday writing group

APPENDIX A: TCNJ Information Technology Information



Information Technology Employee Information

Access Account Information

- ◆ Launch browser (Safari, Firefox, Chrome)
- ◆ In the location field, type: **account.tcnj.edu** & press **Enter** (Do not type www)
- ◆ Select **Account Lookup**
- ◆ Complete the application & click **Get Account Info** (6-digit **Employee ID #** required)
- ◆ Login user name / password for accounts will be displayed
- ◆ Passwords are case sensitive

The 6-digit Employee ID # is provided by Human Resources

If you get an error: **"Invalid User name or Password"**

Confirm that the user name & password are correct

If you get an error: **"Sorry, could not find matching account"**

Confirm with Human Resources (x2118) that your information is correct in the EIS (Employee Information System) Syncing between servers take a few days

Websites

- ◆ **Help Desk** – First line of support for hardware & software issues (Green, Room 6, x2660) (helpdesk.pages.tcnj.edu)
- ◆ **Instructional Technology Services Center** – Access scanners, color/large format printers & other equipment (Library, Room 4, x2114) (its.pages.tcnj.edu)
- ◆ **Office of Instructional Design** – Guidance & resources for faculty who want to integrate technology in teaching & learning. (Director's office: Kendall 211, x2609) (instructionaldesign.pages.tcnj.edu)
- ◆ **YESS** – Access YESS via Human Resources website (hr.pages.tcnj.edu)
- ◆ **MTSS** – Reserve media equipment, schedule training for media rooms, view media rooms (mtss.pages.tcnj.edu)
- ◆ **Canvas** – Online communication between students & faculty (canvas.tcnj.edu, canvashelp@tcnj.edu)
- ◆ **PAWS** – Online system for student information & to submit grades (Records & Registration, x2141, pawshelp.pages.tcnj.edu)

TeamDynamix Knowledge Base

Find Answers to IT questions

- ◆ Go to: helpdesk.tcnj.edu
- ◆ Select **Search the Knowledge Base**, then select a category
- ◆ Select **Ask a Question** or open a ticket
- ◆ Answers to frequently asked questions are provided

Lynda.com

Free Online Training

- ◆ Go to: www.lynda.com/portal/tcnj
- ◆ Log in with TCNJ account

Vast online library of instructional videos and transcripts covering software, creative, & business skills

Software for Home Use

- ◆ Go to: software.tcnj.edu
 - ◆ Select **TCNJ Software for Faculty & Staff**
 - ◆ Log in with TCNJ credentials
 - ◆ Available software includes:
 - ◆ Microsoft Office (Windows / MAC)
 - ◆ Anti-virus software
 - ◆ SAS / SPSS
 - ◆ **VPN connection may be necessary after install**
- Click in **Search** field on TCNJ webpage, type VPN, press **Enter**

User Name & Password

are used for all TCNJ accounts
Google Apps (email), YESS, PAWS, & Canvas

IT Help Desk

Green Hall ♦ Room 6
helpdesk@tcnj.edu
609.771.2660

Google Apps for Education **(Email, Calendar, Drive, Team Drive, Groups, Forms)**

- ◆ Launch browser (Safari, Firefox, Chrome)
- ◆ Go to: **today.tcnj.edu**, then select **Google Apps** (top)
- ◆ To view **Calendar, Drive, Forms**, or other applications, click the 3 rows of boxes (top right), and select the application
- ◆ To add email to mobile device:
 - ◆ On any TCNJ webpage, click in the Search field and type **mobile device**
 - ◆ Press the **Enter** key
 - ◆ Select **I want to access my email account via y mobile device (Phone, ipad, etc). How do I do this?**
 - ◆ Select **Please visit this page**
 - ◆ **Google Apps Mobile Setup** for devices will be displayed

Wi-Fi

- ◆ On device, access **Settings**
- ◆ Select **TCNJ Setup Wireless**, then Launch browser (**Safari, Firefox**)
- ◆ Click on **Begin the Setup Process**
- ◆ Add check mark at **I accept the terms of End user agreement** and click on **Start**
- ◆ In the **TCNJ User Name Field**, type use name, click **Continue**
- ◆ Click **Install**
- ◆ If the device requires a pass code, this will be required for the wi-fi to complete setup (This is one required to type when the device is first turned on - not the TCNJ password.)
- ◆ When prompted type password, then click **Done**
- ◆ Access **Settings** again & select **TCNJ Dot1X**
- ◆ To obtain the wi-fi hotspots, go to: **nts.pages.tcnj.edu/**, then **Campus Network**, then **Wireless@TCNJ**, then **Schedule / Locations**
- ◆ **Configure mobile devices after password change**

IT Help Desk

Contact the Help Desk for Assistance

- ◆ Assistance with multimedia rooms
- ◆ Request temp guest wi-fi accounts
- ◆ Request temp guest lab accounts
- ◆ IT training (MS Office, Google Apps)
- ◆ IT related issues
- ◆ Visit the Help Desk for Office (Windows / MAC) IT training guides

Change Password

Passwords expire every 180 days

- ◆ Go to: **account.tcnj.edu**, then **Change / Manage Password**
- ◆ Assign answers to security questions
- ◆ Password change is effective for all accounts (**Google Apps** (email), **YESS**, **PAWS**, & **Canvas**)
- ◆ Contact the Help Desk regarding account issues
- ◆ **Passwords may not be repeated within 185 days**
- ◆ **Configure mobile devices after password change**

APPENDIX B: ONBOARDING CHECKLIST

Cmp Date	Topic	Notes
	HR/Benefits Orientation	
	<input type="checkbox"/> Policy & Procedure Review	
	<input type="checkbox"/> Attend Benefits Orientation	
	<input type="checkbox"/> Ethics Training	
	<input type="checkbox"/> Diversity Training	
	<input type="checkbox"/> Turn in Benefits Paperwork	
	<input type="checkbox"/> Vacation & Sick Time Prorate	
	<input type="checkbox"/> Outside Activity Questionnaire	
	<input type="checkbox"/> Energy Leave	
	Tools	
	<input type="checkbox"/> Computer	
	<input type="checkbox"/> Shared directories	
	<input type="checkbox"/> Telephone	
	<input type="checkbox"/> Voicemail system	
	<input type="checkbox"/> Record voicemail message	
	<input type="checkbox"/> TCNJ website	
	General Information	
	<input type="checkbox"/> Emp ID#	
	<input type="checkbox"/> TCNJ ID badge	
	<input type="checkbox"/> Parking Pass	
	<input type="checkbox"/> Office phone numbers	
	<input type="checkbox"/> Address	
	<input type="checkbox"/> Office location	
	<input type="checkbox"/> Office key	
	<input type="checkbox"/> Office supplies	
	<input type="checkbox"/> Workspace	
	<input type="checkbox"/> Hours of work	
	<input type="checkbox"/> Softime Time Card	
	<input type="checkbox"/> Copier ID#	
	<input type="checkbox"/> Computer access	
	<input type="checkbox"/> Name plate	
	<input type="checkbox"/> Mail box	

Cmp Date	Topic	Notes
	<input type="checkbox"/> Business cards	
	<input type="checkbox"/> Dress code	
	<input type="checkbox"/> Credentials to employee file	
	TCNJ Organization	
	<input type="checkbox"/> Mission, Vision, Values	
	<input type="checkbox"/> TCNJ Operational Excellence Model	
	<input type="checkbox"/> Strategic Goals	
	Key Contacts: Department of Nursing	
	<input type="checkbox"/> Dept Chair	
	<input type="checkbox"/> Program Assistant	
	Information Technology Systems	
	<input type="checkbox"/> YESS	
	<input type="checkbox"/> Google Apps	
	<input type="checkbox"/> PAWS	
	<input type="checkbox"/> Canvas	
	<input type="checkbox"/> Work Order	
	<input type="checkbox"/> Library Services	
	Key Contacts: Office of the Dean	
	<input type="checkbox"/> Carole Kenner, Dean	
	<input type="checkbox"/> Joan Russell, Assistant to the Dean	
	<input type="checkbox"/> Nino (Antonino) Scarpati, Assistant Dean	
	Strategic Partners	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	

Cmp Date	Topic	Notes
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	Introduction to Department & Position	
	<input type="checkbox"/> Mission, Vision, Values & Goals for Department of Nursing	
	<input type="checkbox"/> Job description	
	<input type="checkbox"/> Organizational chart	
	<input type="checkbox"/> Nursing department committees and committee membership	
	Emergency Response	
	<input type="checkbox"/> Review emergency resources	
	<input type="checkbox"/> Weather Emergencies	
	<input type="checkbox"/> Computer downtime policies	

APPENDIX C: STUDENT EVALUATION QUESTIONS

Question Text	Liberal Learning	Major/Minor Requirement	Major/Minor Option	General Interest	Graduate Course	Other	Blank
A.) Please indicate your reason for taking this course:	4	3	7	3	0	0	0



Question Text	0-1	1-4	5-8	9-12	12+	Blank
B.) Please note the average number of hours per week doing work for this course outside of class: (e.g. reading, group work, studying, research, assignment, etc.)	0	12	5	0	0	0



Question Text	A	A-	B+	B	B-	C+	C	C-	D+	D	F	Blank
C.) What do you think your grade for this course will be?	12	4	1	0	0	0	0	0	0	0	0	0



Question Number	Question Text.	5	4	3	2	1	N/A	AVG
22	1.) The course materials were well prepared and carefully explained.	11	3	2	0	1	0	4.35
23	2.) Assignments added to my understanding of the course.	11	3	2	0	1	0	4.35
24	3.) Where relevant, collaborative work with classmates added to my understanding of the course.	10	2	2	1	1	1	4.19
25	4.) Required readings were valuable and enriched my learning experience.	7	1	3	2	4	0	3.29

26	5.) The examinations or written work in the course reflected the content and emphasis of the course.	10	4	0	2	0	1	4.38
27	6.) Methods utilized for evaluating student work were fair and appropriate.	16	1	0	0	0	0	4.94
28	7.) I acquired valuable skills and knowledge in this course.	11	4	1	0	1	0	4.41
29	8.) I found the course intellectually challenging.	7	5	3	1	1	0	3.94
30	9.) I increased my ability to analyze and critically evaluate ideas, arguments, and points of view.	10	3	0	3	1	0	4.06

<u>Question Number</u>	<u>Question Text.</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>N/A</u>	<u>AVG</u>
6	1.) The instructor encouraged and motivated me to do my best in this course.	16	1	0	0	0	0	4.94
7	2.) The instructor's teaching style contributed to learning material covered in the course.	11	3	1	2	0	0	4.35
8	3.) The instructor clearly explained the goals and requirements of this course.	12	3	0	1	1	0	4.41
9	4.) The instructor presented background for concepts or skills developed in class.	10	3	4	0	0	0	4.35
10	5.) Where relevant, the instructor presented contrasting points of view on topics.	11	5	0	0	0	1	4.69
11	6.) The instructor provided valuable feedback on assignments.	12	3	1	1	0	0	4.53
12	7.) The instructor returned assignments in a timely manner.	11	4	2	0	0	0	4.53

13	8.) The instructor was accessible to students outside of class time.	12	5	0	0	0	0	4.71
14	9.) The instructor promoted an atmosphere that was conducive to students sharing ideas and knowledge.	16	1	0	0	0	0	4.94
15	10.) The instructor used student questions and comments to help students understand course material.	12	4	1	0	0	0	4.65
16	11.) The instructor was well organized and prepared for class.	13	2	2	0	0	0	4.65
17	12.) The instructor communicated enthusiasm for the subject matter.	16	1	0	0	0	0	4.94
18	13.) The instructor was respectful of differing viewpoints expressed by students.	15	2	0	0	0	0	4.88
19	14.) The instructor was responsive to student needs and concerns.	15	2	0	0	0	0	4.88
20	15.) The instructor treated students with respect.	17	0	0	0	0	0	5.00
21	16.) The instructor challenged me to think.	12	3	1	0	1	0	4.47

1.) Please indicate aspects of the instructor's teaching or of the course that have been most valuable to you. **I really enjoyed learning about ethics and policy through movies**

2.) Please indicate aspects of the instructor's teaching or of the course that you feel most need improvement. **N/A**

3.) Please use additional space to clarify any of your responses on your overall impressions of the course. **I like how this class can be used for anyone considering a health profession**

APPENDIX D. FACULTY COURSE CHECKLIST

1. Make sure you have returned your signed contract if you are an adjunct instructor. It will arrive via email.
2. Contact the PA if you do not receive your contract in a timely manner.
3. Prep the course:
 - a. Obtain a syllabus and course outline and revise the dates as needed. Additional revisions should be cleared with full time faculty. See the Appendixes for Syllabus Standards and the official Grading policy.
 - b. Load the course in CANVAS—as little or as much as you like. At a minimum, the syllabus and outline should be loaded in Canvas. Canvas instruction is available through the office of instructional design (<https://instructionaldesign.pages.tcnj.edu/events/canvas-demo-and-training-schedule/>).
 - c. Check your class roster in PAWS—everyone in class registered and everyone registered in class? Yes –yippee—no? tell them to enroll, contact me etc.
 - d. Look for the ‘class audit’ notification around week 3. It will ask you to go into PAWS and verify
 - e. Midsemester: look for the midsemester warning grade notice. Go into PAWS and assign. Be liberal with warnings.
 - f. End of the semester:
 - g. Assign grades in PAWS.
 - h. Encourage students to do the course evaluation. Schedule a time for this during the last class. Give them a pep talk about how evaluations matter.
 - i. Complete a course summary—syllabus, content outline and your comments and suggestions per the sample here. The BSN Curriculum Committee Chair gets the completed undergrad syllabi & course summaries and the Graduate Curriculum Committee Chair gets the syllabus & summaries for Graduate courses. A template of this document is in Appendix H.

APPENDIX E: TRAVEL REQUESTS

Travel request tips: Always round up, can't ask for more money after it has been approved, in the case of airline tickets, this means round up as much as \$300 because it can take a couple weeks to get the Request approved and in that time the price can fluctuate.

APPENDIX F: GRADING POLICIES

The following is the grade distribution followed by the Department of Nursing for Graduate Students:

Letter Grade	Percent
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	78-79
C	75-77
C-	72-74
F	71 and below

College-wide policies on academic standing are found in the Graduate Bulletin of the College of New Jersey.

Academic Policy Statement on Minimum Grades and Academic Progression in All Graduate Nursing Programs

Graduate students must achieve a grade of B- or better in the following courses in order to continue in the course sequence:

- NURS 503
- NURS 504
- NURS 633
- NURS 643
- NURS 636
- NURS 637
- NURS 638
- NURS 690
- NURS 660
- NURS 695

A graduate student who earns a C or C+ in any of the above courses may repeat the course once, the next time it is offered. A student who earns a C- or F in any of the above courses will be dismissed from the program.

Graduate nursing students may only repeat one course in the program, one time. If a student repeats a course and subsequently earns a grade less than B- in one of the above courses, that student will be dismissed from the program.

Clinical courses are those that include both theoretical learning in the classroom as well as practice in a clinical setting. Students who are not meeting the academic requirements of the theoretical component of any clinical

course may not be considered safe and may, at the discretion of the instructor, be removed/excluded from the clinical practicum for that course.

The college policy for all graduate programs specifies that students must maintain a cumulative GPA of 3.0. Students who fall below this cumulative GPA are placed on academic probation and given one semester to bring the GPA up to greater than or equal to 3.0. If the student does not achieve a GPA of greater than or equal to 3.0, the student is dismissed from the college. In the Department of Nursing, if a student received a low grade in a course that is offered only once a year and that grade is solely responsible for lowering the GPA, the student may be allowed to stay in the program until that course is repeated. However, progression may not be allowed until the course is repeated and the GPA is ≥ 3.0 .

APPENDIX G: STANDARDS FOR SYLLABI

DON End of Program Learning Objectives/ Outcomes
1. Critical Thinking- Utilize <u>critical thinking</u> to synthesize knowledge derived from nursing, natural and behavioral sciences, humanities and arts in the practice of professional nursing.
2. Clinical Competence: Practice professional nursing competently in diverse settings, utilizing caring, critical thinking and <u>therapeutic nursing interventions</u> with individuals, families, aggregates and communities, at any developmental stage, to promote, maintain, and restore health.
3. Autonomy: Utilize the requisite knowledge and skill to practice independently and collaboratively with other health professions as an advanced beginner professional nurse.
4. Research & Theory: Integrate research findings and nursing theory in decision making in professional nursing practice.
5. Leadership: Apply concepts of <u>leadership, autonomy,</u> and management to the practice of professional nursing.
6. Ethical principles: Integrate professional <u>caring</u> into practice decisions that encompass values, ethical, moral, and legal aspects of nursing.
7. Communication: <u>Communicate</u> effectively with clients, peers, and other healthcare providers.
8. Caring: Respect the dignity, worth, and uniqueness of self and others.
9. Professional Role: Participate in the advancement of the profession to improve health care for the betterment of the global society.
10. Professional Responsibility: Accept responsibility and accountability for the effectiveness of one's own nursing practice and professional growth as a learner, clinician, and leader.
Essentials 2011 Essentials of Baccalaureate Education in Nursing
Essential 1: Liberal Education for Baccalaureate Generalist Nursing Practice
Essential 2: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
Essential 3: Scholarship for Evidence Based Practice
Essential 4: Information Management and Application of Patient Care Technology
Essential 5: Health Care Policy, Finance, and Regulatory Environments
Essential 6: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
Essential 7: Clinical Prevention and Population Health
Essential 8: Professionalism and Professional Values
Essential 9: Baccalaureate Generalist Nursing Practice
Code of Ethics Provision American Nurses Associate Code of Ethics
Provision 1 The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
Provision 2 The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

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Provision 3	The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
Provision 4	The nurse has authority, accountability, and responsibility for nursing practice; makes decision; and takes action consistent with the obligation to promote health and to provide optimal care.
Provision 5	The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
Provision 6	The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
Provision 7	The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
Provision 8	The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
Provision 9	The profession of nursing, collectively through its organizations, must articulate nursing's values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.
SP American Nurses Association Scope and Standards of Practice	
Standard 1	Assessment The registered nurse collects comprehensive data pertinent to the healthcare consumer's health or the situation.
Standard 2	Diagnosis The registered nurse analyzes the assessment data to determine the diagnoses or issues.
Standard 3	Outcomes Identification The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.
Standard 4	Planning The registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.
Standard 5	Implementation The registered nurse implements the identified plan.
Standard 6	Evaluation The registered nurse evaluates progress toward attainment of outcomes.
PP American Nurses Associate Professional Practice	
Standard 7	Ethics
Standard 8	Culturally congruent practice
Standard 9	Communication
Standard 10	Collaboration
Standard 11	Leadership
Standard 12	Education
Standard 13	Evidence-based practice and Research
Standard 14	Quality of Practice
Standard 15	Professional Practice Evaluation
Standard 16	Resource Utilization
Standard 17	Environmental Health

EXAMPLE: COURSE/STUDENT LEARNING OBJECTIVES

1. Evaluate relevant theories and principles of acute illness for adults requiring health maintenance and health restoration services. (DON 1, 9, Essential 7)
2. Assess the needs of clients with acute illness conditions using a comprehensive database. (DON 1, Essential 4,7, SP 1)

3. Demonstrate increasing expertise in decision-making when caring for acutely ill adults with complex problems. (DON 4, 5, Essential 7, SP 4,5, Code of Ethics Provision 3)
4. Formulate a research-based plan of care for adults suffering from acute illness. (DON 1, Essential 3, SP 4,)
5. Communicate effectively with acutely ill patients, their families, and other members of the health care team. (DON 6, Essential 6, Code of Ethics Provision 8)

Demonstrate an increasing skill level while maintaining safe and therapeutic

APPENDIX H: COURSE SUMMARY SAMPLE TCNJ DEPARTMENT OF NURSING

NUR XXX (Sections XX, XX, & XX)

COURSE TITLE

SEMESTER/YEAR

COURSE SUMMARY AND EVALUATION

A. RATIONALE FOR COURSE DEVELOPMENT:

COURSE SUMMARY FROM BULLETIN

SAMPLE COURSE DETAILS: NUR 220 is placed in the first semester of the sophomore year, concurrent with Professional Role Development I and Nutrition, and is open to non-nursing majors with permission of the department chairperson. Is a selected course for the Public Health Minor?

B. FACULTY:

NAME, CREDENTIALS

ASSISTANT PROFESSOR OF NURSING

C. ENROLLMENT:

SAMPLE TEXT: Seventy (70) students were enrolled in the course.

D. GRADING: (NUMBER OF STUDENTS WITH WHICH GRADE AND TOTAL)

A	7
A-	31
B+	18
B	12
B-	0
C+	0
C	0
C-	0
D+	2
D	0
F	0
Total	70

E. COURSE REQUIREMENTS:

REQUIRED TEXTS

(COPY AND PASTE FROM SYLLABUS)

ASSIGNMENTS:

(COPY AND PASTE FROM SYLLABUS WITH WEIGHT)

F. COURSE EVALUATION: SAMPLE TEXT BELOW

Quantitative Data: (Each item is the mean of means for three sections; N= 70)

Key: A Likert scale with 5 = "Strongly Agree" and 1 = "Strongly Disagree"

Seventy out of seventy enrolled students completed the evaluation of the course. Below are the means of the scores for each item on the "*Anonymous Instructor and Course Feedback*" for the two sections of the course. Raw data is available on request. (Please note that items 1 through 16 on the previously referenced evaluation tool relate to teacher effectiveness)

17) The course materials were well prepared and carefully explained: **4.9**

18) Assignments added to my understanding of the course: **4.69**

19) Collaborative work with classmates added to my understanding of the course: **4.76**

20) Required readings were valuable and enriched my learning experience: **4.59**

21) The examinations or written work in the course reflected the content and emphasis of the course: **4.81**

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22) Methods utilized for evaluating student work were fair and appropriate: **4.85**

23) I acquired valuable skills and knowledge in this course: **4.81**

24) I found the course intellectually challenging: **4.56**

25) I increased my ability to analyze and critically evaluate ideas, arguments, and points of view: **4.79**

Course Question Mean 4.75

Qualitative Data SAMPLE TEXT BELOW

Narrative comments were received from 30 students; many comments were directed at the instructor's effectiveness (which are not included below) Sample comments:

Positive comments: "the nursing experiences that the professor shared helped me understand concepts better; I learned a lot just by listening"; "lots of outside information"; "Excellent course"; "casual environment, welcoming atmosphere"; "I learned a lot of valuable information that will stay with me during my nursing career"; "well organized; clear, nice power points"; "the readings were very helpful"; "interesting discussions"; "everything we did in and out of class was relevant/useful"

Negative comments: "service learning presentations took way too long"; "power points get boring and there is a lot of reading"; "make the class time shorter"; "heavy and dense reading assignments"; "too much lecture, power point"; "wish we had more guidance in choosing service learning project"

G. Faculty recommendations: (SAMPLE TEXT BELOW)

Based on the above quantitative and qualitative data, this course was well received by the students. No changes planned. Instructor will continue to up-date all materials.

APPENDIX H: SAMPLE COURSE SUMMARY

THE COLLEGE OF NEW JERSEY

Department of Nursing

NUR 220 (Sections 01, 02, & 03)
FALL 2012

WELLNESS PROMOTION
ACROSS THE LIFE SPAN

COURSE SUMMARY AND EVALUATION

A. RATIONALE FOR COURSE DEVELOPMENT:

This course addresses human activities that are directed toward sustaining, developing, and enhancing wellness and self-actualization at all stages of development and across the life span. Topics include: concepts of health, wellness assessment, introduction to teaching and learning theory, values clarification, and communication and facilitative interaction focused on wellness promotion. In addition, students will discuss family systems theory and social, environmental and economic issues relative to wellness promotion and to access to health care. An underlying theme in this course is wellness promotion of the student with a focus on the use of self in wellness promotion across the life span. Specific interventions for lifestyle changes will be explored: stress and stress management, health education, strategies for disease prevention and specific protection, sexuality, social support, exercise and physical fitness, family and community violence, and issues related to smoking, alcohol and other forms of substance abuse. Opportunities for interactive and experiential learning are provided in the Nursing Clinical Laboratory and through community-engaged learning.

NUR 220 is placed in the first semester of the sophomore year, concurrent with Professional Role Development I and Nutrition, and is open to non-nursing majors with permission of the department chairperson. Is a selected course for the Public Health Minor?

B. FACULTY:

Susan E. Mitchell, MSN, RN
Assistant Professor

C. ENROLLMENT:

Seventy (70) students were enrolled in the course.

D. GRADING:

A	7
A-	31
B+	18
B	12
B-	0
C+	0
C	0
C-	0
D+	2
D	0
F	0
<hr/>	
Total	70

E. COURSE REQUIREMENTS:

REQUIRED TEXTS

Alters, S. and Schiff, W. (2011). *Essential concepts for healthy living* (5th ed. update). Boston: Jones and Bartlett.

Edelman, C. L., & Mandle, C. L. (2010). *Health promotion throughout the lifespan* (7th ed.). St. Louis: Mosby

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Watson, J. (2012). *Human caring science: A theory of nursing*. (2nd ed.). Sudbury, MA: Jones and Bartlett Learning.

ASSIGNMENTS:

Midterm Exam*	275 points
Genogram	50 points
Final Exam*	325 points
Service Learning Presentation	50 points
Field Experience Paper	125 points
Group Presentation	100 points
<u>Class Attendance and Participation</u>	<u>75 points</u>
Total	1000 points

* Students must attain a minimum average of 75% on exams (Mid-term and Final) in order to achieve a passing grade in this course. If that average is not attained, the student will receive a D+ in the course, even if the total points achieved in the course are in excess of 749.

F. COURSE EVALUATION:

Quantitative Data: (Each item is the mean of means for three sections; N= 70)

Key: A Likert scale with 5 = “Strongly Agree” and 1 = “Strongly Disagree”

Seventy out of seventy enrolled students completed the evaluation of the course. Below are the means of the scores for each item on the “*Anonymous Instructor and Course Feedback*” for the two sections of the course. Raw data is available on request. (Please note that items 1 through 16 on the previously referenced evaluation tool relate to teacher effectiveness)

- 17) The course materials were well prepared and carefully explained: **4.9**
 - 18) Assignments added to my understanding of the course: **4.69**
 - 19) Collaborative work with classmates added to my understanding of the course: **4.76**
 - 20) Required readings were valuable and enriched my learning experience: **4.59**
 - 21) The examinations or written work in the course reflected the content and emphasis of the course: **4.81**
 - 22) Methods utilized for evaluating student work were fair and appropriate: **4.85**
 - 23) I acquired valuable skills and knowledge in this course: **4.81**
 - 24) I found the course intellectually challenging: **4.56**
 - 25) I increased my ability to analyze and critically evaluate ideas, arguments, and points of view: **4.79**
- Course Question Mean 4.75**

Qualitative Data

Narrative comments were received from 30 students; many comments were directed at the instructor’s effectiveness (which are not included below) Sample comments:

Positive comments: “the nursing experiences that the professor shared helped me understand concepts better; I learned a lot just by listening”; “lots of outside information”; “Excellent course”; “casual environment, welcoming atmosphere”; “I learned a lot of valuable information that will stay with me during my nursing career”; “well organized; clear, nice power points”; “the readings were very helpful”; “interesting discussions”; “everything we did in and out of class was relevant/useful”

Negative comments: “service learning presentations took way too long”; “power points get boring and there is a lot of reading”; “make the class time shorter”; “heavy and dense reading assignments”; “too much lecture, power point”; “wish we had more guidance in choosing service learning project”

G. Faculty recommendations:

Developed 5/5/2018; Reviewed & Accepted 5/7/2018 GCC; Approved 5/14/2018 DON

Based on the above quantitative and qualitative data, this course was well received by the students. No changes planned. Instructor will continue to up-date all materials.