



GRADUATE NURSING PROGRAM ACADEMIC PROCESSES MANUAL

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The College of New Jersey Department of Nursing
Graduate Nursing Program Academic Policies Manual

The TCNJ Graduate Nursing program follows the TCNJ academic policies located [here](#).

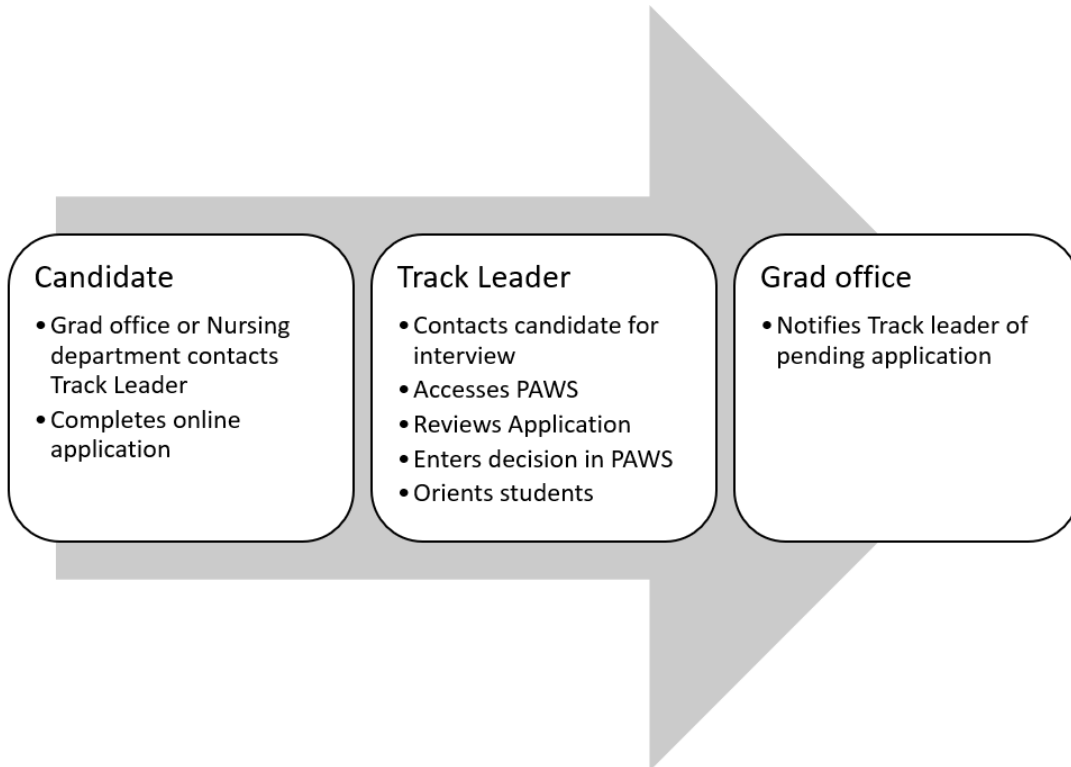
ACADEMIC INTEGRITY POLICIES AND PROCEDURES

The TCNJ Graduate Nursing program follows the TCNJ academic policies located [here](#). Faculty who encounter academic integrity issues are encouraged to:

- Discuss concerns with the Nursing Chair and/or Assistant Dean.
- Document the concerns either on paper or in writing and file the document in the student's academic file.

ADMISSIONS PROCESSES

The graduate nursing department manages admissions of student to the program in collaboration with the Graduate and Advancing Education Office (<https://graduate.tcnj.edu/>). Application requirements can be found in the graduate bulletin and on the web site (<https://graduate.tcnj.edu/resources/graduate-bulletin/>). Questions on the admission process can be answered through the graduate office (graduate.tcnj.edu). The diagram below summarizes the roles of the Candidate, Track Leader and Graduate and Advancing Education Office in this process:



1. **Student Contact:** The initial step in the Graduate Admissions process begins when a prospective student contacts the nursing department or the Graduate and Advancing Education Office. This request for information is forwarded to the Track Leader for the program of interest to the student. As of January 2018, there are 5 Track Leaders:
 - Adult/Gerontological Nurse Practitioner (Pam Ford)
 - Clinical Nurse Leader (Deirdre Jackson)
 - Family Nurse Practitioner (Colleen Silk)
 - Neonatal Nurse Practitioner (Connie Kartz)
 - RN to MSN Bridge Program (Connie Kartz)
 - School Nurse (Tracy Perron)
 - Undecided (Connie Kartz)

Track Leaders or their designee should contact the student, answer any questions and refer to the student to a graduate open house if available (normally 2 per year January and September). This initial telephone contact may serve as an Admissions Interview.

2. **Online Application:** Students should be directed to complete an online application. Upon receipt of the application, the Graduate and Advancing Education Office contacts the Track Leader to inform of a pending application.

3. **Application review:** Track Leaders access PAWS to review the application. The track leader should holistically assess the following elements to determine if the candidate meets basic requirements for admission:

- i. **Essay.** A clearly written essay with good grammar and a clear reason for seeking a degree at TCNJ within the track selected.
- ii. **GPA** of all programs of study. **GPA of 3.4** or better in the most recent academic degree **OR** GRE of 65th % tile or better.
- iii. **Experience:** 2 years of experience as an RN.
- iv. **The recommendations.** Very good or excellent ratings on both recommendations with clear support for graduate study.
- v. **The Interview:** The track leader should make a best effort to interview candidates. This interview may be during students' initial contact by phone.
- vi. **Transcripts:**
 - a. **Statistics course:** All incoming graduate students must show evidence of successful completion of a course in basic statistics (Grade C or higher) within five (5) years prior to their matriculation into the MSN program or, for non-matriculated students, within five (5) years prior to taking NURS 506. The course should be equivalent to a one semester undergraduate level statistics course and should include, at a minimum, content on probability, hypothesis testing, normal distributions, sampling, and basic descriptive and inferential statistics. Proof of completion must be presented to the Track Leader and must include an official course description plus documentation of successful completion, official grade report, official college transcript, or a certificate from an approved equivalent non-academic course. Courses must be approved by the Track Leader. If students do not meet this requirement based on their prior undergraduate coursework, it is suggested that students acquire this approval prior to registering for any statistics course.

Note: Post-MSN Certificate students and School Nurse Certificate students are exempt from this requirement.

- b. **Health assessment** course: All students must demonstrate achievement of baseline knowledge and skills in health assessment prior to matriculation into the graduate nursing program. To meet this requirement, one of the following is required:
 - Graduation from a CCNE or NLN accredited program with a Bachelor's Degree in Nursing after 1981 (Since 1982 all NLN or CCNE accredited BSN programs have had a health assessment course as a required part of their curriculum).
 - A health assessment course on a college transcript;
 - A continuing education certificate for a health assessment course that includes all body systems;
 - A statement from an employer or supervisor that states that you are currently practicing health assessment on individuals of all ages and genders which includes all body systems (including gynecological exams).

vii. **Course Transfer Policy for Matriculated Students**

The graduate faculty of TCNJ's Department of Nursing is committed to providing a rigorous and coherent course of study. As our curriculum is carefully planned and coordinated, taking courses at outside institutions places students at risk of missing critical content and does not allow for full immersion in the TCNJ academic experience. Students may not take courses at outside institutions and then transfer the credit to TCNJ.

Exceptions will be considered for extenuating circumstances (e.g. severe health concerns) when the student finds an equivalent course. **No transfer credit will be given for clinical courses under any circumstances.** The student must get prior approval from the Track Leader and Graduate Curriculum committee to take the course. In accordance with TCNJ policies, a student may not transfer more than 6 – 9 credits depending on the graduate program (see TCNJ Graduate Bulletin).

4. **Application decisions** are made on a rolling basis. Specific instructions on how to complete this process are located in Appendix F.

- a. *Admit:* Track Leaders are authorized to admit students who meet the above criteria and there is space in the program.
- b. *Do not Admit:* GPA of < 2.8 in the most recent degree and/or BSN degree OR GRE scores of < 30th percentile.
- c. *Borderline Candidates:* Track Leaders will encounter candidates who apply who do not meet all criteria but still may show promise. In these cases, Track Leaders may choose to:
 - i. Summarize the applicant in an email to the members of the graduate curriculum committee. An email vote will take place. Majority decision will rule.
 - ii. Contact the chair of the graduate curriculum committee to request time at the next meeting to discuss the candidate.

NOTE: Applicants who do not meet the requirements may be offered non-matriculated admission following the standards in the graduate bulletin.

5. **Variations to Admissions Procedures**

Variations to this process include applications that are completed over the summer or during winter break when the Track Leaders are unavailable. In these cases, Track Leaders will

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provide an email summary of the candidate and send the email to all Graduate Curriculum Committee members. A minimum of 3 members must respond to determine the application decision. If three members cannot be found, Track Leaders should contact the Nursing Department Chair or designee, so that a minimum of 3 faculty or staff vote.

6. Notification of Office of Graduate and Advancing Education. After the decision to admit is made, Track Leaders will enter the admission decision in PAWS and email the office of Graduate and Advancing Education who notifies the candidate and provides enrollment instructions.

NOTE: While not required, it is customary for Track Leaders to personally notify candidates of the decision to admit by congratulatory email in which they provide contact information. In the instance of a rejection, Track Leaders are not required to send a personal email. However, if a rejected candidate seeks feedback about the rationale for rejection, Track Leaders are ***not*** obligated to offer such feedback, and if done, it should be limited to generalities of the rigor of the program.

6. Notification of the Nursing Department Program Assistant. After acceptance, the Track Leader will notify the Nursing Department Program Assistant who creates an academic folder.

7. Attendance of Graduate Student Orientation: All students must attend graduate orientation. At orientation (see section) students receive information about the program and how to access policies. They sign that they have received the policies and a copy is placed in their academic folder. If a student cannot attend orientation, the Track Leader must make arrangements for an orientation. A virtual orientation is available, but the Track Leader, who will become the student's advisor, is responsible for ensuring the student has been provided with an opportunity to review instruction and that they sign a statement of such.

ADVISING

Assignment of Advisor: As part of their normal work responsibilities, full time faculty are required to take an advising load as assigned by the Department Chair who assigns graduate students to a faculty advisor in consideration of their total advising load. Typically, faculty advise ½ of an undergraduate class (approximately 35 students). Faculty teaching at the graduate level may be asked to advise graduate students of a similar number in lieu of undergraduate advising or may be asked to take on a small number of graduate students (e.g.5-10) as part of their service to the department. Track Leaders will ideally advise students in their own track, but the Chair may distribute the advisees based on full or part time status of the faculty. The Chair will make a final determination based on expertise of faculty member, faculty load across the department and ability of a faculty to advise a student for their entire time as a student at TCNJ.

Student Advising Components: Resources for advising can be found on the Academic Affairs [website](#). In general, advisors are requested to:

1. Contact students within a few weeks of the student beginning at TCNJ;
2. Provide the student with a program plan for their course of study (Appendix B);
3. Ensure that the student's academic and clinical folders are up to date and contain any official transcripts submitted at admission, a gap analysis if necessary, and a signed acknowledgement of the graduate nursing policies;
4. Meet with advisees prior to registration in the Fall and Spring semesters to guide course selection, review clinical assignment goals, and answer questions. As per the TCNJ policy, these meetings may take place in small groups, but advisors of graduate students should also

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meet privately to review academic progress, work-life balance and needs for clinical placements to help ensure academic success.

5. Document the outcomes of advising meetings

6. Be available to student for questions via phone or email on an ongoing basis.

AWARDS: End of program awards are decided at March Graduate Curriculum Committee meeting, decisions forwarded to the Dean's Assistant. Students do ***not*** receive more than one award.

- DELTA NU AWARD: Awarded to the student with the highest GPA-- this award comes with \$250 check
- GRADUATE STUDENT AWARD: Awarded to a student who has completed a minimum of 23 semester hours of the graduate program & who has demonstrated caring toward peers & empowerment of clients by meeting their holistic needs.
- MARILYN SCHLENTZ AWARD: Awarded to the graduate student who demonstrates an interest in holistic healing modalities, based on the capstone project.

CLINICAL ROTATIONS

ASSIGNMENT OF CLINICAL ROTATIONS: Clinical assignments are made in consultation with the clinical coordinator, the Track Leaders and, if necessary, with the Chair of the Graduate Curriculum Committee. Track Leaders alert the Clinical Site Coordinator 6-9 months in advance of the likely clinical placement needs. Students will complete the request for clinical sites a minimum of 4 months prior to the beginning of the semester. Students are **not** guaranteed a clinical site, but if they request a site, every effort will be made to secure an appropriate site. Students may find their own site, but the vetting process must take place. A student who finds their own site may not be guaranteed the site will be approved. Students who request a site placement must accept that placement, regardless of the distance of the site. **Sites must be within 90 minutes driving time from campus**, unless the Graduate Curriculum Committee determines that no other reasonable options are available for clinical placement.

The Clinical Site Coordinator secures clinical sites for the appropriate semesters according to the program needs expressed by the Track Leaders

NEW SITES must be vetted and approved by the Track Leader. New Preceptors must have a minimum of 1 year of experience as a Nurse Practitioner or in a leadership role to precept. Considerations prior to accepting a new preceptor include:

1. Years of experience (minimum 1 year);
2. Certification in the appropriate specialty;
3. Community reputation of the preceptor;
4. Breadth and depth of experience available. Ideally students will be able to independently evaluate 6-12 patients per day;
5. Safety of the site.

Timeline for Clinical Placements:

- a. *6-9 months before:* track leaders and clinical coordinator discuss clinical needs; advisors discuss possible clinical site needs with students and advise students if they want to find their own site to clear it with the Clinical Site Coordinator before any contact;
- b. *4 months before:* students formally complete the request for clinical paperwork;
- c. *3 months before:* clinical coordinator presents plan for the upcoming semester to the appropriate Track Leaders. Once approved students are notified. If there are concerns

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about the plan, the Clinical Site Coordinator may request time to discuss the concerns at a Graduate Curriculum Committee meeting. While it is ideal to have clinical rotations match content, this is not always possible. The Track Leaders determine if a student is capable of handling a site that is 'off content' for the semester. After sites are approved by the Track Leaders, the Clinical Site Coordinator sends letters of agreement to the Preceptors and verifies clinical contracts. The Clinical Site Coordinator verifies that all students' clinical compliance is up to date and notifies students of placements, provides contact information, and asks students to contact their Preceptors. The assignments shall be attached to the graduate curriculum meeting minutes and stored on the R drive.

- *2 months before:* students who committed to finding their own site but have failed to secure a site notify the clinical coordinator.

Clinical Placement Requests:

Students may request a specific clinical placement at any time, but these placements are not guaranteed. A minimum of 4 months in advance, students will make requests to the Clinical Site Coordinator via email). Students will indicate if they will find their own placement, or if they request a placement. **At no time may students contact a potential clinical site and ask a preceptor to take them unless the clinical site coordinator has granted permission to do so.** Students who approach clinical preceptors without permission may be denied the site and denied a placement. Students who indicate and commit to finding their own placements are responsible to do so. Students who are unable to find placements should contact the Clinical Site Coordinator a minimum of 2 months in advance of the semester to see if an alternative can be arranged. Students who do not meet this deadline may be asked to withdraw from the course.

Students who find a placement must contact the Clinical Site Coordinator and provide the contact information. The Clinical Site Coordinator will obtain credentialing information about the preceptor, forward to the Track Leader and once the site is approved, then secure a letter of agreement. If a student has found a placement that requires a clinical contract with an agency, this may take up to a year and is not guaranteed.

Students who request TCNJ to obtain clinical placement agree to accept the placement **within 90-minute driving time of the TCNJ campus.** Students who refuse the assignment for any reason, may not be provided a site and may be asked to withdraw from the course unless they can secure a site on their own following the above procedure. The Clinical Site Coordinator and Track Leader will make every effort to work with students' preferences, but distance is not an excuse to refuse a site. Similarly, students who request TCNJ to place them agree to be available Monday through Friday for the assignment. **Work obligations are not a reason to refuse an assignment.** students who have work obligations that are not flexible, should secure their own sites.

Clinical Concerns

Occasionally, clinical situations may not be ideal for optimal learning. Clinical concerns about a placement site may originate from a variety of sources including (but not limited to) advisor, clinical site visitor faculty, course faculty, preceptor, student or other TCNJ or clinical site employee. When clinical concerns occur:

1. The party raising the issue should communicate with the Course Faculty and the appropriate Track Leader or Academic Advisor.

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2. It may be necessary for the Course Faculty, Track Leader and Academic Advisor to meet with the student. This meeting is documented in the student's academic folder.
3. If the issue cannot be resolved, the Department Chair should be consulted.
4. Clinical issues may represent an academic integrity issue should be reported to the academic integrity officer and follow the TCNJ [policy](#) on Academic Integrity.

NOTE: Options for resolving clinical issues include (but are not limited to):

1. Placing a student on clinical 'hold' until the issue can be resolved or there is creation and implementation of a clinical remediation plan (written work, simulation or face to face meetings).
2. Securing a new clinical site. If the faculty deems that the clinical situation is unable to be remedied for optimal student learning, then the track leader should inform the Department Chair that a new site will be secured. The course faculty will contact the current clinical placement and inform the preceptor of the decision to pull the student. The course faculty will contact the clinical coordinator for a new site.

Clinical Documentation

All students are responsible for following the procedures for documentation of clinical hours and cases as specified in the course syllabus. All NP students will document their clinical compliance, hours, self-evaluations, evaluation of preceptor and faculty and cases with the Typhon management system.

Orientation for the Typhon management system occurs in the first few weeks of NURS 633 and is coordinated by the course faculty and track leaders. This responsibility is rotated among faculty who sit on the graduate curriculum committee. The selected faculty will schedule the orientation with the Typhon educator. All students are required to attend this orientation and to purchase the system.

The clinical coordinator is responsible for ensuring that student's clinical compliance documentation is up to date at least one month prior to the beginning of the semester and notifying the student if there is an impending expiration. The clinical coordinator is responsible to notify course faculty if documents are not uploaded. Students who are not in compliance will be asked to refrain from going to clinical until the item is uploaded. If a student has let an item expire for more than 7 days, the student must provide an adequate plan for correcting the deficiency. If the student does not provide a plan, they may be asked to withdraw from the course after 14 days from expiration.

The course faculty is responsible for evaluating the case documentation, time logs and evaluations and verifying that they are complete *prior* to giving a grade for the course. The faculty must timestamp the appropriate documents and let the nursing department administrative assistant know that the files are ready to be downloaded and printed to the paper clinical folder.

Clinical Hours Carry-over from one semester to another (voted on 1-23-18)

All clinical hours must be completed within the semester of the class offered. Course faculty are responsible for verifying that the student has completed the required number of hours for their specialty for the course. This should be verified in Typhon, or through a signed paper copy. If hours cannot be verified, faculty should assign and "In Process" grade for the course. Students who do not provide verification of complete hours prior to the beginning of the subsequent clinical course will be asked to drop the next course prior to the end of add/drop.

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CLINICAL EVALUATION

Objectives of the On-Site Clinical Visit

1. Evaluate student's progress towards achievement of course objectives.
2. Provide student with feedback and constructive advice on:
 - a. Progress towards achievement of course objectives.
 - b. Specific aspects of patient assessment and clinical decision-making including:
 - i. History taking
 - ii. Physical examination
 - c. Formulating appropriate diagnoses and differential diagnoses
 - d. Developing management plans for well or ill clients and families, including pharmacological, non-pharmacological therapies, patient and family education, and short and long-term follow-up plans
 - e. Documentation of patient encounter
3. Communicate and consult with preceptor about:
 - a. Expectations for student progress and abilities during this clinical rotation
 - b. Preceptor's assessment of student's strengths and learning needs.
 - c. Your own assessment of student's strengths and learning needs
 - d. The process of student advisement and mentoring
 - e. Expectations for, process and timing of preceptor evaluations of student progress
4. Assist preceptor and student to develop a plan to meet the individual student's learning needs.
5. Evaluate adequacy of site and preceptor to meet learning needs of this student and students that may be placed in this site in the future.

Process of Visit

1. Arrange date and approximate time of visit in advance with student and preceptor. Usually 2-3 weeks lead time should be adequate advance notice for student and preceptor. To ensure that preceptor is aware and prepared for your visit, schedule this by speaking with them directly.
2. Arrange for student to submit to you 2 hand-written SOAP notes. Review these notes prior to your visit.
3. Introduce yourself to the student, preceptor and other key staff at site.
4. Review purpose and process of visit with the preceptor and student.
5. During each site visit the following should be accomplished:
 - a. Review clinical logs
 - b. Review clinical time sheet
6. Observe student interaction with one or more patients (See attached "Suggested Sequence for Student Observation"). The number of patients you observe the student with may vary from visit to visit and will depend on the type of patient and type of visit. You should observe enough patient interactions so that you feel you have enough information to evaluate the student's abilities and learning needs.
7. Review the SOAP notes that were submitted to you prior to the visit, with the student.

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8. After evaluating the student's interactions with a patient, discuss your evaluation and the student's self-evaluation with the student. Clearly communicate to the student areas that need improvement as well as strengths. Work with the student to develop a plan to reinforce areas of strength and address learning needs. It is helpful to complete the Clinical Performance Evaluation of Student prior to this discussion, if possible.
9. Discuss your evaluation as well as the preceptor's evaluation of the student with the preceptor.
10. With the preceptor, develop a plan to assist the student to progress further in meeting the course and program objectives.
11. Review expectations for student evaluation with the preceptor and advise them when evaluations are due to be returned to course faculty.
12. Provide preceptor with contact phone numbers for you and for course faculty and/or advisors. Make sure preceptor knows to contact faculty if they have concerns about:
 - a. Student's preparedness for clinical
 - b. Student progress towards meeting course objectives
 - c. Student's ability to perform required assessments and participate in the decision-making process
 - d. Student's attendance, attire, or behavior
 - e. Any other concerns or questions they may have about the program or the student
14. Before leaving the clinical facility, it may be helpful to set up dates for future visit(s).
15. Deliver or fax your midterm evaluation to course faculty as soon as possible after your visit.
16. Your assessment of the student is very important! Please notify course faculty as soon as possible if you, or the preceptor, have concerns about a student's ability to meet course objectives within the allotted time for the course and clinical.

Suggested Sequence for Student Observation

The following is a suggested sequence for observation of student during clinical visits:

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1. Review patient chart and have student discuss pertinent factors with you.

 2. Observe student as she/he does initial patient interview.

 3. Prior to physical examination, review student's history taking with them. If they have missed elements, they should complete the assessment prior to the exam.

 4. Physical examination (You may assist student with techniques during or after exam as seems appropriate to you).

 5. After physical examination, review content of exam and give student a chance to complete elements they missed or performed incorrectly.

 6. After physical examination is completed to your satisfaction, have student provide you with their assessments/differential diagnoses and suggested patient management plan.

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7. Discuss assessments and suggested plan with student. (It is important to evaluate the student's understanding of the scientific rationale behind their choice of diagnoses and management plan elements).

 8. Observe the student presenting the patient to the preceptor including history, PE, assessment/diagnosis and proposed plan.

 9. Observe student as they communicate the final management plan to the patient and provide patient education.

 10. After student completes charting, review their charting and discuss it with them. (You may request to review some other charts if you wish).

 11. Review SOAP notes submitted prior to the visit with the student and discuss your suggestions for improvement of documentation with them.
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COMMUNICATION WITH STUDENTS

Faculty are encouraged to keep open lines of communication with students. Students are provided with instructions to use email as the official form of communication and faculty should follow that guideline. Information on communication can be found in the **Graduate Nursing Student Manual**. Faculty should review this information.

CURRICULAR PLAN

The TCNJ Graduate Nursing program follows the curricular plan located in Appendix B.

COMPLAINT POLICY

The TCNJ Graduate Nursing program follows the TCNJ student complaint policy located [here](#).

FACULTY CREDENTIALING

All faculty who teach in the TCNJ Graduate Nursing program are required to submit an electronic copy of the following documents to the Nursing Department Administrative Assistant by January 15 of each year:

- CV
- Professional NP certification or other appropriate professional certification
- Summary form for CCNE (Appendix C)

GRADUATE NURSING POLICIES

The TCNJ Graduate Nursing program follows specific Nursing Policies located in Appendix A.

GRADE APPEAL POLICY

The TCNJ Graduate Nursing program follows the TCNJ grade appeal policy located [here](#).

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.

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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 .

GUEST SPEAKERS

Faculty who wish to have guest lecturers receive a stipend (typically \$50 will be approved) should notify the Chair to get approval and cc Carol J. Wells, Operations and Program Coordinator of School of Nursing, Health, and Exercise Science (wells@tcnj.edu). Once the speaker is approved by the Department Chair, Ms. Wells will email the appropriate financial forms to be completed by the speaker so compensation can be processed. Please allow at least 4 weeks lead time. A convenient time to send this email is when the speaker is first arranged. After the lecture send an email to Ms. Wells and the speaker and attach a thank you note on letterhead.

NURS 99

To have a platform to communicate with large groups of students and provide a location for documents such as the student handbook and clinical forms, a CANVAS course was created. NURS 99 'runs' each semester. The department chair will include this course in PAWS each semester and students should register for this no cost course. The Program Assistant should ensure that each graduate student is enrolled and that all the track leaders have access to this course.

QUALITY IMPROVEMENT

Outcomes plan: The outcome evaluation plan for the graduate department is found in Appendix D. The Department of Nursing Chair presents these data to the annual Graduate Curriculum Committee Meeting and to the Department of Nursing.

Evaluation plan: Evaluation of courses, faculty, clinical facilities and preceptors is regular and occurs for each course taught. For each course, the students complete a course and faculty evaluation through the PAWS system. As the policy of the college is that summer courses, and courses with fewer than 7 students are not evaluated, course faculty in these courses should gather qualitative data about student perception of the course through verbal feedback. The faculty complete a course evaluation summary (Appendix E) after the student evaluations are posted in PAWS.

In clinical courses students are also asked to evaluate the preceptor and clinical site visitor in addition to the clinical setting. These evaluations take place through Typhon. The course faculty assesses this data, includes it in the course summary. At the first Graduate Curriculum Committee of each semester, faculty are responsible for presenting the course summary of the preceding semester.

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Evaluation of faculty teaching takes place through the established department procedure for tenure track faculty. Clinical faculty, clinician educator faculty and adjunct faculty will be evaluated according to TCNJ policy.

While these are formal evaluation steps, it is expected that faculty participate in ongoing evaluation through discussion at Graduate Curriculum Committee meetings, ongoing conversations with students, community partner meetings and conference attendance.

A total curricular evaluation shall take place every 3 years at minimum. Faculty should complete a crosswalk with national standards (e.g. NONPF Criteria for Evaluation of Nurse Practitioner Programs, AACN Master's Essentials) to ensure that the program as a whole meets these criteria.

Process for change: When changes need to be made to course content, textbooks or other course-based items, the Graduate Curriculum Committee reviews these requests and votes (simple majority rules), documenting this vote in the meeting minutes. If the changes do not alter the objectives of the course, then the change may be implemented. Changes to objectives, course title or other substantive changes (e.g. online versus face to face) should be brought to the Department of Nursing meeting for approval.

While changes in policy surrounding clinical placements, waiving prerequisites, clinical compliance or other graduate specific policies can be approved by the Graduate Curriculum Committee, the Department Chair should notify the Department of Nursing in monthly reports.

REGISTRATION DEADLINE

The deadline for registration for off campus graduate classes is: (voted on 1-23-18)

- 5 pm 2 weeks before 1st day of class;
- Site and time will be listed in the notes as to be announced (TBA) until an enrollment of 6.

STUDENT ORIENTATION

Graduate students are required to attend an orientation session. These sessions take place in January, June and August and are coordinated and hosted by the Graduate and Advancing Education Office. That office provides information about the library, records and registration, health requirements, financial office and parking. The graduate curriculum committee chair (or designee representing the department on graduate council) is responsible for ensuring that this event is staffed by a member of the faculty, ideally a track leader. It is expected that all track leaders rotate this responsibility by attending at least one orientation or information session per year. The faculty attending orientation is responsible for getting the Graduate Nursing Policy and Procedure statement signed for each student and securing it in each academic folder.

The following topics should be covered at orientation:

1. The graduate nursing policies and TCNJ policies (Appendix A)
2. The advisor for the student. If not known, the student should be given a name and email of a temporary advisor
3. The curricular plan for each student with instruction for which courses to register for that night.

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SYLLABUS STANDARDS

Course descriptions and objectives may not be changed by faculty with the affirmative vote of the MSN Curriculum committee AND the Department of Nursing committee. All Graduate syllabi will have the objectives labeled according to the outcome standards. See Appendix G: Standards for Syllabi.

Appendix A: TCNJ Graduate Nursing Policies (letterhead)

Welcome to The College of New Jersey (TCNJ) and graduate study in the Department of Nursing (DON). We hope that you are excited to begin your educational journey and we look forward to working with you to help you achieve your professional goals.

This letter also serves to inform you of the DON's and college wide policies and to provide you with information about how to access those policies. Please sign one copy and return it to your Track Leader/Advisor. That signed copy will be kept in your academic file. Please keep the other copy as a reference.

TCNJ has several policies that can help you negotiate graduate school. The graduate bulletin (<https://graduate.tcnj.edu/resources/graduate-bulletin/>) contains information regarding: tuition, attendance policies and academic progression. The DON section of the bulletin contains critical information about progression standards within the nursing department. Of note: graduate students must maintain a 3.0 GPA at all times. If a student drops below a 3.0, they are given one semester to bring up the GPA. If the GPA is not 3.0 at the end of the semester, students are dismissed from TCNJ.

TCNJ's college wide policies can be found at: <http://policies.tcnj.edu/index.php>. This site contains the academic integrity policy as well as others. A brief summary of the academic integrity policy is noted here.

Academic Honesty: All students are expected to adhere to standards of academic honesty in their study at the College. The College of New Jersey defines academic dishonesty as:

“any attempt by the student to gain academic advantage through dishonest means; to submit, as his or her own, work which has not been done by him or her; or to give improper aid to another student in the completion of an assignment. Such dishonesty includes, but is not limited to, submitting as one's own a project, paper, test, or speech copied from, partially copied, or partially paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. These standards apply to any academic work, whether it is graded or ungraded, group or individual, written, or oral.”

All students are expected to read and abide by the policy. The TCNJ policy can be found at <http://policies.tcnj.edu/policies/digest.php?docId=9394>. Cheating and plagiarism are each grounds for academic jeopardy or dismissal. Department of Nursing faculty are instructed to contact the academic integrity officer (currently Anne Farrell, PhD, Exercise Science) upon any instance of suspected academic dishonesty. The academic integrity officer will then evaluate the evidence and meet with the student (please see the college wide policy). The TCNJ DON utilizes the most current issue of the American Psychological Association (APA) referencing guidelines. Each course syllabus will note which edition the faculty will use for that course. Students are responsible to following the standards for referencing found in the APA manual.

Other information to support you learning is noted below.

Students with Disabilities: Any student who has a documented disability and is in need of academic accommodations should notify the professor of the course and/or contact the Office of Differing Abilities Services at (609) 771-2571. Accommodations are individualized and

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in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

Required Computer Capabilities and Abilities (Resources may be accessed from TCNJ computer labs if you do not have a computer and internet access at home). Please ask for help early in the semester if you anticipate difficulty with any of the following tasks.

1. Internet access
2. Adobe Acrobat Reader
3. A TCNJ email account. Please check it at least twice a week. Faculty will contact students through this email address. ***Email is the official method of communication at TCNJ. ****
4. Ability to access the class CANVAS website using your TCNJ user name and password.
5. Ability to download and print documents from CANVAS, including those that require an Adobe Acrobat Reader.
6. Ability to upload papers and assignments onto CANVAS

Again, welcome to TCNJ and the Department of Nursing. We look forward to working with you as you pursue your educational goals.

Sincerely,

_____/Track Leader

**By signing below, I acknowledge that I have read the contents of this letter, that I am aware that I am responsible for following the noted policies and that I will be held accountable to TCNJ's standards for academic excellence.

_____	_____	_____	_____
STUDENT NAME	DATE	FACULTY NAME	DATE

**Appendix B: TCNJ Department of Nursing Family Nurse Practitioner Curricular Plan
PART TIME**

Fall 1	Credits	Spring 1	Credits	Summer 1	Credits
NURS 504 Advanced Human Pathophysiology	3	NURS 503 Pharmacology for Advanced Practice	3		
NURS 506 Theoretical Foundations for Advanced Nursing Practice and Research	3				
Credits for semester	6	Credits for semester	3		
Fall 2		Spring 2		Summer 2	
NURS 501 Perspectives in Advanced Nursing Practice	3	NURS 633 Health Assessment (includes 35 clinical hours)	4	NURS 636 Primary Care I (135 clinical hours)	5
NURS 603 Individual, Family and Community Systems	3		NURS 643 Primary Care of the Childbearing Family		3
Credits for semester	3	Credits for semester	7	Credits for semester	5
Fall 3		Spring 3		Summer 3	
NURS 638 Primary Care II (200 clinical hours)	5.5	NURS 694 Capstone Seminar	1	NURS 690 Practicum in the Nurse Practitioner Role (180 clinical hours)	5
NURS 604 Evidenced Based Practice for Advanced Practice Nursing	3		NURS Primary Care III (200 clinical hours)		5.5
				NURS 705 Capstone Seminar	
Credits for semester	8.5	Credits for semester	6.5	Credits for semester	5
TOTAL CREDITS					47

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The College of New Jersey Department of Nursing
Family Nurse Practitioner Curricular Plan
FULL TIME

Fall 1	Credits	Spring 1	Credits	Summer 1	Credits
NURS 504 Advanced Human Pathophysiology	3	NURS 503 Pharmacology for Advanced Practice	3	NURS 636 Primary Care I (135 clinical hours)	5
NURS 506 Theoretical Foundations for Advanced Nursing Practice and Research	3	NURS 633 Health Assessment (includes 35 clinical hours)	4		
NURS 603 Individual, Family and Community Systems	3	NURS 643 Primary Care of the Childbearing Family	3		
Credits for semester	9	Credits for semester	10		5
Fall 2		Spring 2		Summer 2	
NURS 501 Perspectives in Advanced Nursing Practice	3	NURS 694 Capstone Seminar	1	NURS 690 Practicum in the Nurse Practitioner Role (180 clinical hours)	5
NURS 604 Evidenced Based Practice for Advanced Practice Nursing	3	NURS 637 Primary Care III (200 clinical hours)	5.5		
NURS 638 Primary Care II (200 clinical hours)	5.5			NURS 705 Capstone Seminar	
Credits for semester	11.5	Credits for semester	6.5	Credits for semester	5
TOTAL CREDITS					47

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Appendix C: Post BSN/Graduate Nursing Faculty Profile



All Faculty Complete this Form

Attach CV of lead faculty for the program/track CVs or resumés for other faculty available on request.

Name: _____ **Credentials:** _____

State License/Approval/Recognition # RN: _____ **APRN:** _____

Certification (List certification body and exp. date)

Copy of current national certification and state license/approval/recognition available on file: 
Yes  No

Academic Program Completed: ___ **Graduation Date:** ___ **Track/Major:** __

Faculty Appointment: % of FTE in Grad track: ___ % of Time in School of Nursing: ___

Clinical Teaching Responsibilities: (Include past academic year and current responsibilities)

Clinical Course # Students Clinical Sites Dates

Didactic Teaching Responsibilities: (Include past academic year and current responsibilities)

Didactic Course # Students Dates

List Other Faculty Responsibilities: (e.g. other teaching, committee work, thesis/dissertation supervision, research, etc.)

Practice Experience: (List last 5 years with current practice first)

Are you practicing now? ___ Yes ___ No

If yes, describe the following: Setting, Patient Population and Practice

Approximate current # of hours per week/month: ___ Approximate # hours last year per week/month: _____

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Appendix D: MSN Outcomes Assessment Plan Summary

To determine achievement of Program Outcomes and Program Effectiveness for Continuous Quality Improvement

Measurable Indicators of Program Effectiveness in the Aggregate	Expected Outcomes	Data to be Collected Responsible party/Timelines/Reporting
Aggregate Indicators of Program Effectiveness		
Program completion/Graduation rates $\geq 70\%$	$\geq 70\%$ of student complete program within 4 years of enrolling in NURS 633 (MSN & Post-MSN)	<p>Graduation Rates</p> <p>Graduate Outcomes Coordinator</p> <p>Annually at the end of the Calendar year</p> <p>Reported to graduate curriculum committee, department faculty and chair and dean no later than February 15 of the subsequent year</p>
Certification Pass Rates $\geq 80\%$	$\geq 80\%$ of students who take certification exams pass on first try (NP & CNL)	<p>Certification pass rates</p> <p>Annually at the end of the Calendar year</p> <p>Reported to graduate curriculum committee, department faculty and chair and dean no later than February 15 of the subsequent year</p>
Employment rates $\geq 80\%$	$\geq 80\%$ of new graduates are employed in nursing within one year	<p>Employment rates within 12 months of Graduation by TCNJ MSN End of Program Survey and Alumni Survey</p> <p>Graduate Outcomes Coordinator</p> <p>Annually at the end of the Calendar year</p> <p>Reported to graduate curriculum committee, department faculty and chair and dean no later than February 15 of the subsequent year</p>

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Program Satisfaction		
Student/Graduate Satisfaction	Graduate student & Alumni surveys will demonstrate that students are satisfied –a minimum of 75% and a ranking in the top ½ of the Carnegie class comparator schools	EBI/Skyfactor End of Program Survey TCNJ Graduate Nursing End of Program Survey Annually at end of program (August) Reported to Graduate Curriculum Committee and Department of Nursing Annually
Alumni Satisfaction	1 and 5 year post-graduate surveys demonstrate program satisfaction	TCNJ Alumni Satisfaction Survey Annually for 1 & 5-year Alumni (Fall) Reported to Graduate Curriculum Committee and Department of Nursing Annually
Employer Satisfaction	1 and 5 year surveys demonstrate program satisfaction	TCNJ Employer Satisfaction Survey Annually for employers of 1 & 5-year alumni (Fall) Reported to Graduate Curriculum Committee and Department of Nursing Annually

Individual Student Learning Outcomes		
Clinical Competence/Clinical Decision-Making	≥80% of students who take certification exams pass on their first try (FNP, Adult/Gero NP, CNL)	Certification Pass rate as reported by certifications agencies Graduate Outcomes Coordinator Annually Reported to Graduate Curriculum Committee and Department of Nursing Annually
HESI NP predictor exam for Adult/Gero and Family NP	≥80% of students receive an acceptable performance rating on the HESI	HESI scores Graduate Outcomes Coordinator (June) Annually during last semester prior to graduation Reported to Graduate Curriculum Committee and Department of Nursing Annually
Clinical courses	Student achieves a grade of B- or better in clinical courses and designated pre-clinical courses as per DON policy related to minimum grade in graduate courses	Final Grades in clinical and designated pre-clinical courses Each semester students whose grades do not meet these criteria are reported to the Graduate Outcomes Coordinator who reports to the Graduate Curriculum Committee

<p>Evidence-Based Practice</p>	<p>Student demonstrates the ability to develop and evidence-based practice proposal based on current nursing and related sciences</p> <p>Student demonstrates the ability to carry out an evidence-based practice proposal and disseminate results</p>	<p>Grade of C+ or better on Evidence-Based Practice Proposal in NURS 604</p> <p>Graduate Outcome Coordinator (January)</p> <p>Reported by course faculty to Graduate Curriculum Committee and Graduate Coordinator at the end of semester in which course is offered</p> <p>Pass/Satisfactory in NURS695 an 705 (Capstone Seminar and Capstone Project)</p> <p>Reported by course faculty to Graduate Curriculum Committee and Graduate Coordinator at the end of semester in which course is offered</p>
<p>Ethical and Professional Practice</p>	<p>Student demonstrates understanding of ethical principles and ethical practice regarding human subjects</p> <p>Student demonstrates ethical and professional behavior</p>	<p>Satisfactory completion of NIH Ethics Certificate in NURS506</p> <p>Reported by course faculty to Graduate Curriculum Committee and Graduate Coordinator at the end of semester in which course is offered</p> <p>Student achieves at least a satisfactory on items 11-15 of the faculty and preceptor clinical performance evaluation</p> <p>Reported by course faculty to Graduate Curriculum Committee and Graduate Coordinator at the end of NURS 366, 637, 638, 690</p>

<p>Communication & Interprofessional Communication</p>	<p>Student demonstrates ability to communicate information in a clear and comprehensive manner</p> <p>Student receives a Pass on the poster and poster presentation of the graduate capstone project</p>	<p>Course embedded presentation Reported by course faculty to Graduate Curriculum Committee and Graduate Coordinator at the end of semester in which course is offered</p> <p>At end of program. Reported by course faculty to Graduate Curriculum Committee and Graduate Coordinator at the end of semester in which course is offered</p>
<p>Alumni Achievement/Commitment to Lifelong Learning</p>	<p>Alumni Achievement including enrollment in/completion of higher degrees, publications, employment and continuing education 20% of graduates will either publish in the peer review literature OR enroll in a doctoral level program at 5 years post-graduation 60% of graduates at 5 years will report service to the profession (e.g. precepting, committee or board memberships in a professional organization)</p>	<p>TCNJ Alumni Survey at 5 years.</p> <p>Graduate Outcomes Coordinator</p> <p>Reported to Graduate Curriculum Committee and Department of Nursing Annually</p>

SUMMARY OF OUTCOME MEASUREMENTS/CQI TIMELINE

JUNE/JULY	AUGUST	OCTOBER-NOVEMBER	JANUARY	FEBRUARY	MAY
<p>1. HESI for A/G and FNP students</p> <p>2. Completed Capstone Paper submitted and Poster presented</p>	<p>1. EBI/SKYFACTOR end of program satisfaction</p> <p>2. Qualtrics TCNJ end of program satisfaction survey</p>	<p>1. 1 year and 5-year Alumni and Employer Survey</p> <p>2. NIH research certificates</p>	<p>1. Graduation rate calculation</p> <p>2. Annual board certification pass rate</p> <p>3. All syllabi and course evaluations for previous year-to include evaluations of preceptors and clinical sites</p> <p>4. Annual review of any academic integrity issues, students who had to repeat courses or academic dismissals</p> <p>5. Graduate Curriculum Committee Annual Review meeting-ALL outcomes presented, discussed and changes suggested.</p>	<p>1. Annual Review presented to Department of Nursing Faculty and Dean</p>	<p>1. Spring Syllabi and Course Evaluations--to include evaluations of preceptors and clinical sites. Semiannual review of academic integrity issues, students who had to repeat courses</p>

**Appendix E: 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**

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- 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 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 F: PAWS Online Application Review

To View the Application and Attachments:

- 1- Log into PAWS via the link <https://auxpawsp.tcnj.edu/psp/paws/EMPLOYEE/HRMS>
If you have trouble viewing attached documents, please use FIREFOX as your internet browser.
- 2-Under the Main Menu Search, navigate to Student Admissions/Application Maintenance/Maintain Applications.
- 3-In the ID field enter the applicant's PAWS ID # and click the Search button at the bottom of the screen. A list of applicant IDs is listed by program on the R:Drive at **R:\GraduateStudies\Coordinator Application Review.**
- 4-If the student has only one application in the system you will be taken directly to that application. If the student has multiple applications, you will be provided a list of all applications in the system. Choose the GRAD application for the current term and program. To view the application, simply click to select.
- 5-Once in the application go to the Application Data tab found at the top of the page.
- 6-In the Application Data tab, you'll see "File Attachments" at the bottom. Supplemental documents will be attached here for your review. Click "**View All**" to see the full list of attachments. Each attachment will have an individual "View" button to opens the attachment. Note: some attachments have multiple pages.

To Enter a Decision:

- 1-Click on the "Add a New Comment" icon near the top right of the screen (). This will open the Person Comment Entry Screen:

*Administrative Function: Admissions Application

*Academic Institution:

*Comment Category: Variable Data

Comment Data

Comment ID: Hydro, Susan L


Department:

Comment Date:

Comments:

Append Comments:

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2-Click on the magnifying glass next to the Comment Category field ()

3-Select one of the following comments:

GCORCC / GradStudies Coordinator-Accept

GCORRJ / GradStudies Coordinator- Deny

GCORWL / GradStudies Coordinator – Wait

4-If you have comments to add within one of the above categories (i.e. additional pre-requisites needed), enter that information into the Append Comment field.

5-Click “Save”

6- Open the Excel sheet listing your applicants (on the campus R- Drive at

R:\GraduateStudies\Coordinator Application Review) and check off those that that are completed.

You have now successfully made an online admission decision!

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.
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.

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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)

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6. Demonstrate an increasing skill level while maintaining safe and therapeutic.