

MARIA

COLLEGE

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RN - BS Degree in Nursing Completion Program

Student Handbook

2017-2018

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Welcome

Dear Student,

Welcome to the RN - BS Degree in Nursing Completion Program! Entry into this Program marks a continuation of your education as a nurse. I hope that you will find the curriculum current, applicable to your practice, and growth producing.

The faculty has been selected to assist you on this journey, to meet your professional and personal educational goals. We take pride in the mission of both the College and the Nursing Programs.

This handbook was prepared to provide you with valuable information to facilitate your achievement of academic success in the Program. The Handbook contains policies and procedures that are applicable during your course of study at Maria College. General College policies are found in the College Catalog and the Maria College Student Handbook. As a student, you are responsible to both the Maria College Student policies and those of the RN - BS Degree in Nursing Completion Program.

Please keep this Handbook as a reference during your academic career at Maria College. A copy of this Handbook can also be found on the Maria College website. It is a supplement to the Maria College Catalog and Maria College Student Handbook. All information in this Handbook is subject to change. Any changes will be communicated to students as they occur.

It is my pleasure to have you join the Maria College RN - BS Degree in Nursing Completion Program!

Elizabeth J. Heywood, PhD, RN
Department Chair, Nursing Programs

Revised 10/2017

Student Handbook Disclaimer

Notwithstanding anything contained in this Maria College RN-BS Degree in Nursing Completion Program Student Handbook, Maria College expressly reserves the right, wherever it deems advisable, (1) to change or modify its schedule of tuition and fees, (2) to withdraw, cancel, reschedule or modify any course, program of study, degree or any requirement in connection with the foregoing, and (3) to change or modify any policy. Please be advised that, due to printing deadlines, information in this Student Handbook may be outdated. It is the responsibility of each student to ascertain current information that pertains to the individual's program, particularly with regard to satisfaction of degree requirements, by consultation with the student's advisor, the Program Director, the office of the Academic Dean and other appropriate offices such as the Registrar or Financial Aid. In preparing this Handbook, efforts are made to provide pertinent and accurate information; however, Maria College assumes no responsibility for Handbook errors or omissions.

College Mission

Maria College of Albany is a private college that offers Bachelor of Arts (BA) – Liberal Arts, Bachelor of Science (BS) - Health and Occupational Science, Healthcare Management, Nursing Degree Completion Program, and Psychology. Associate in Applied Science (AAS) – Management, Nursing, and Occupational Therapy Assistant. Associate in Arts (AA) - Liberal Arts. Associate in Science (AS) - General Studies. Certificate Programs – Bereavement, Gerontology, and Practical Nurse.

Its curriculum is grounded in the humanities, seeking to instill in its graduate's respect for the dignity of each person and the ability to transform learned skills into caring service.

The ideal of “service to others” is rooted in the Judeo-Christian tradition and the ideals of the Sisters of Mercy who founded and sponsor the College.

The intent of the College is to deliver these programs with high academic standards, convenient scheduling formats for students of any age who will benefit from small classes and a warm, encouraging environment.

The Mission of the Nursing Programs is to promote lifelong learning through education reflective of the Judeo-Christian tradition and the ideals of the Sisters of Mercy. Individuals from diverse backgrounds are educated through rigorous academic programs offered in a supportive environment that fosters the transformation of learned skills into a caring nursing practice.

Philosophy

The philosophy of the Nursing Program supports and compliments the mission of Maria College. The works of Florence Nightingale and Jean Watson shape the philosophy of the Nursing Program. Based on their work, the faculty have identified that human needs, the environment, the nursing process, caring, critical thinking, and the roles of the nurse are the foundation for the conceptual framework for the nursing program curriculum. The Metaparadigm of nursing provides a foundation for the nursing faculty's beliefs concerning nursing, the environment, human being and health as well as their beliefs about education.

Nursing

The faculty believes that nursing is the professionalization of the human capacity for caring. Caring behaviors respect client choices related to cultural values, beliefs, and lifestyle. Nursing is an art and science, constantly dynamic and evolving, which utilizes the nursing process as a systematic approach to nursing care. Nurses are responsible for ethical practice in relation to their clients, the public, their colleagues, and themselves. In addition, the practice of nursing ensures advocacy for those clients who are unable to advocate for themselves. Furthermore, nurses have a professional responsibility to continually seek to improve their clinical judgment and practice through reflection, evidence-based practice, and life-long learning.

Environment

The faculty believes that the environment includes all conditions, internal and external, surrounding and affecting the individual. The environment can be manipulated to place a client in the best possible condition for health promotion, healing and/or a dignified death.

Human Beings

The faculty believes that human beings are individuals, families, groups, and communities who coexist in diverse, multicultural societies. These human beings are individuals who are holistic; possess integrity, dignity, free will, and the ability to learn. Nursing is a caring profession with the goal of meeting human needs that have an impact on health and illness.

Health

The faculty believes that health is the extent to which people are able to realize their aspirations, satisfy needs, and to change or cope with the environment. Health is a positive concept that emphasizes both personal resources and physical capacities. Health is not limited to the absence of disease; a person can experience good health in the presence of illness. Promoting health involves enabling people to increase control over and to improve their health.

Education

The faculty believes that it is their mission to educate people from diverse backgrounds in a variety of environments that meets their learning needs. They believe that distance learning provides an opportunity for students to learn and engage with faculty and peers in a manner that is accessible and provides convenient scheduling for students of all ages. The faculty strive to create an environment that is supportive and fosters mutual respect, genuine relationships, encourages personal and professional growth and instills in students the desire for life-long learning. Nursing, as an art and science, uses the humanities and sciences to provide a foundation for nursing education.

The Baccalaureate Nurse

Focus of the RN - BS Degree in Nursing Completion Program:

The focus of Maria College's RN - BS Degree in Nursing Completion Program is to develop nurses who utilize evidence for practice decisions throughout a variety of healthcare settings and have knowledge of contemporary issues shaping nursing and healthcare.

Baccalaureate prepared nurses function in the roles of providers of care, designers, coordinators, managers of care, and members of the profession. Professional nurses are generalists whose practice includes both direct and indirect care for clients including the role of patient advocates and educators. This role is realized through partnerships with clients, who include individuals, families, groups, communities, and populations. To successfully realize this role, the nurse will demonstrate high quality care, evaluate care outcomes, and provide leadership in improving care.

Nursing practice is built on nursing knowledge, theory, and research. Additionally, nursing practice utilizes knowledge from other disciplines, both adapting and applying the knowledge as appropriate for professional practice.

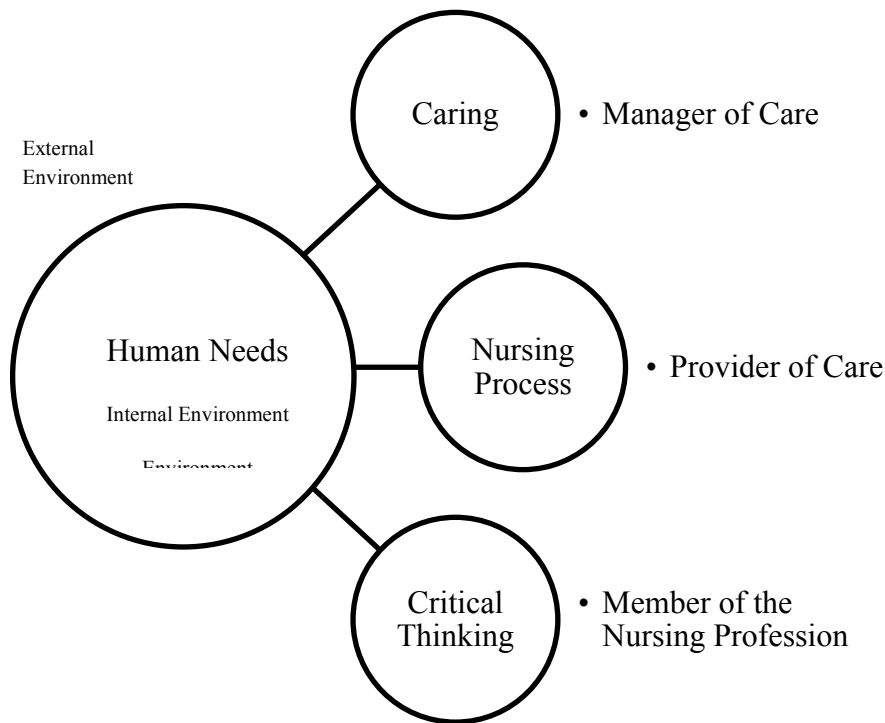
As designers, coordinators, and managers of care, the baccalaureate prepared nurses have the knowledge and authority to delegate tasks to other healthcare personnel, as well as to supervise and evaluate them. Additionally, they are responsible for the outcomes of client care. They are healthcare providers who function independently within a multidisciplinary healthcare team. Nurses bring knowledge, judgment, skills, and caring to the healthcare team.

The baccalaureate degree graduates serve as advocates for the client and the profession of nursing. The professional nurse will demonstrate strong clinical reasoning, clinical judgment, communication, and assessment skills. As advocates for high quality care for all clients, baccalaureate prepared nurses possess appropriate values and ethics, are knowledgeable about the policy processes defining healthcare delivery, and systems of care.

Conceptual Framework

The conceptual framework is derived from the philosophy of the Maria College Nursing Program. The major foci are human needs, environment, the nursing process, critical thinking, and the roles of the nurse.

The nursing faculty envisions the nurse as a caring professional who effects the meeting of human needs as they are impacted by the external and internal environment. The nurse utilizes the nursing process to critically think while functioning as a care provider, manager of care, and member of the profession.



End of Program Student Learning Outcomes

The focus of the RN - BS Degree in Nursing Completion Program is to develop nurses who utilize evidence for practice decisions throughout a variety of healthcare settings and have knowledge of contemporary issues shaping nursing and healthcare.

At the completion of the RN-BS Degree in Nursing Completion Program, the graduate of the program will:

- Exhibit caring behaviors, cultural competence, and effective communication to meet the human needs of clients as a member of the profession of nursing and an inter-professional team.
- Integrate ethical and legal standards with personal and professional values that encompass life-long learning into nursing practice.
- Incorporate principles of holism, health promotion, teaching learning, and risk reduction across the life span to improve population health.
- Utilize the research findings, evidenced-based practice, and the nursing process to collaborate, coordinate, evaluate, and improve care for the advancement of nursing knowledge and practice in a changing health-care environment.
- Advocate for socially just health-care policies for individuals, groups, and communities in diverse health-care environments.
- Integrate theory, bio-psycho-social knowledge, technology, and critical thinking to provide leadership in the design, coordination, and management of care across the lifespan for individuals, groups, and communities.

Faculty/Learner Responsibilities

Teaching and learning are crucial activities for an educational program. The teaching-learning process is interactive and occurs between a teacher and learner when specific objectives or desired behavioral changes are achieved.

1. Consider the needs of the learner when formulating course outcomes;
2. Provide an educational environment that is conducive to effecting behavioral changes in the learner;
3. Acknowledge the individuality of the learner;
4. Present appropriate content in an educationally sound manner;
5. Utilize varied teaching techniques that are appropriate to the identified outcomes;
6. Evaluate the learner based on identified outcomes;
7. Serve as a role model as a member within the profession of nursing;
8. Encourage continued growth and development;
9. Assist the learner with setting objectives for professional growth and development;
10. Participate in evaluating teaching effectiveness.

In the teaching-learning process, the learner as participant:

1. Identifies learning needs;
2. Works actively toward identified learning outcomes;
3. Assumes responsibility to synthesis knowledge presented;
4. Evaluates learning based on identified outcomes;
5. Develops behavior/skills appropriate to nursing practice;
6. Takes responsibility for professional growth and development;
7. Participates in evaluation of teaching-learning process.

Accreditation

The Maria College RN-BS Degree in Nursing Completion Program is registered by the New York State Education Department, HEIGS #1203.10, and accredited by the New York State Board of Regents. The Board is recognized by the U.S. Department of Education as a national accrediting body for nursing education programs.

The RN - BS Degree in Nursing Completion Program is accredited by the Accreditation Commission for the Education of Nurses (ACEN) (formally known as the National League for Nursing Accreditation (NLNAC). If there are any questions or complaints about the Program the reader should contact them. The address of the ACEN is 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia, 30326 as well acenursing.org. Their telephone number is 404-975-5000.

Maria College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104 Phone: (267)284-5000. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

Admission

The admissions requirements for the RN - BS Degree in Nursing Completion Program requires that the applicant be a graduate of an accredited AD or Diploma Program, hold a current unencumbered RN license and be able to practice nursing. The following prerequisite courses will be required:

- 3 Credits of English Composition
- 3 Credits of Developmental/Life Span Psychology
- 8 Credits Anatomy and Physiology
- 4 Credits Microbiology
- 12 Credits Liberal Arts Electives

Admission Criteria

1. Completion of an associate degree or diploma in nursing from an accredited school of nursing (Diploma graduates may qualify if the college-level prerequisites courses can be satisfied).
2. Current unencumbered RN license within the United States or U.S. territory or have met the RN licensure requirement within six months of the completion of the two-year associate's degree in nursing. At the end of six (6) months if a student is not licensed they may not enroll in any course(s) that requires a clinical experience.
3. Ability to meet both College and clinical agency health requirements.
4. A cumulative grade point average (GPA) of at least 2.5.
5. Have appropriate health-clearance requirements on file in the Nursing Program office prior to clinical facilities visits.
6. Course work within the RN - BS Degree in Nursing Completion Program will require the student to have a firm foundation in Liberal Arts and Nursing, as well as a license and ability to practice nursing. These requirements will ensure that the student is prepared to meet the Program's demands. Diploma graduates must have completed their non-nursing course work at a college or university for credits to be applicable for transfer into Maria College.

International Student Requirements

The Test of English as a Foreign Language (TOEFL) is required of all international applicants for admission as full-time students to determine their level of English proficiency and to enable the College to meet their academic needs. The applicant must obtain a minimum score of 500 for paper-pencil test and 173 for computer-based test to qualify for admission. A student must present an official translated copy of academic credentials.

Students, who have attended a post-secondary institution outside the United States and desire transfer credit, must submit a Comprehensive Course-by-Course Evaluation Report of their foreign school academic record from the World Education Service (WES). Once Maria College has received the course-by-course evaluation report from WES, the College will review the report and grant appropriate transfer credit.

World Education Services, Inc. (WES)
 Bowling Green Station
 P.O. Box 5087 New York, N.Y. 10274-5087
<http://www.wes.org/students/index.asp>
 Phone: (212) 966-6311
 Fax: (212-739-6100

Once admitted, the student will receive an I-20 Form (Student Visa) but only after completion of an affidavit of financial support. There are no financial assistance programs available to students attending on a visa. The code number for Maria is 2434.

Nondiscrimination Policy

Please see the Maria College Student Handbook for this information.

RN-BS Degree in Nursing Completion Program

The Maria College RN to Bachelor of Science Degree in Nursing Completion Program curriculum is designed for graduates of an accredited Associate degree or Diploma program in nursing, who hold a current unencumbered RN license or receive the RN license within 6 months from graduation of their AD program. This option allows you to complete the last two years of a four-year bachelor's degree in nursing in a four semester 60 credit program.

First Semester			Second Semester		
Course		Credits	Course		Credits
ENG 300	Advance Composition	3	BIO 310	Pathophysiology	3
MAT 200	Statistics	3	CUL 320	Culture, Health and Healing	3
NUR 301	Nursing Theory and Practice Issues	3	NUR 340	Intro to Research and Evidence-based Practice	3
NUR 360	Health Assess., Promotion, and Diagnostic Reasoning	3	NUR 385	Community Health Nursing and Epidemiology	6
PSY 300	Organizational Psychology	3			
	Total	15		Total	15
Third Semester			Fourth Semester		
NUR 308	Healthcare Informatics	3	NUR 460	Nursing Specialty and Synthesis Seminar	6
NUR 410	Pharmacology	3	PHI 300	Healthcare Ethics	3
NUR 421	Leadership, Management and Ethics in Nursing	3		Liberal Arts and Sciences Electives*	6
SOC 410	Health Promotion across the Lifespan	6		Total	15
	Total	15			

*** Electives (6 credits)**

Liberal Arts and Sciences Electives (6 credits): any ART, BIO, CHM, COM, CUL, ECO, ENG, GER, HIS, HUM, MAT, MUS, PHI, PHY, POL, PSY, RES, SCI, SOC, SPA

Students who have not taken RES 201, Foundations in Social Justice, must select this course as a liberal arts and science elective.

NUR 301 Nursing Theory and Practice Issues

This course focuses on issues and concepts that influence contemporary professional nursing practice. Theory is discussed in relation to practice and knowledge development. Transformations in health care and the nursing profession created by changing economics, demographics, and technical forces are explored. Concerns related to the ethical, legal, cultural, and social issues that influence nursing practice are examined. The concept of lifelong learning is discussed in the context of transition to baccalaureate education and practice.

NUR 308 Healthcare Informatics

This course provides knowledge and understanding of the applications of computer technology and informatics in the health care delivery system. Computer basics, electronic communication within the health care agency, bedside computer technology, client education systems, decision support and integrated hospital information systems will be covered in this computer applications course.

NUR 340 Introduction to Research and Evidence-based Practice

This course focuses on the introduction and application of critical thinking and reasoning to the core competencies needed for evidence-based research in nursing practice. The research methods used in contemporary nursing with exemplars from current literature are examined. Evidence, critical thinking, interpersonal perspectives, and patient preferences are used to improve patient care outcomes and promote evidence-based care.

Prerequisite: MAT 200

NUR 360 Health Assessment, Promotion and Diagnostic Reasoning

This course combines dyadic and laboratory experiences to develop advanced skills in assessment of physical, genetic influences, cognitive, cultural and spiritual domains. Practitioner-client interactions, data collection, diagnostic reasoning, communication and the role of the nurse in health promotion are emphasized. Use of evidence-based practice to guide health teaching, health counseling and disease prevention throughout the life span will be explored.

Prerequisites: BIO 210.

NUR 385 Community Care Nursing and Epidemiology

This course focuses on the synthesis of population-based community and public health concepts to promote, maintain and restore health to individuals, families, groups and communities. Community assessment, risk identification, cultural competence, health care policy, the economics of care, and application of community health nursing strategies are emphasized. In addition, epidemiological concepts are explored. Course includes a 3-credit clinical/lab section of 90 hours.

Prerequisite: RN Nursing License

NUR 410 Pharmacology

This course explores the fundamental properties of pharmacology, describes medications used for common disorders, and discusses properties of an ideal drug, therapeutic objectives, and the factors that determine the intensity of drug responses. Content builds on anatomy and physiology, microbiology, chemistry, and pathophysiology.

Prerequisites: BIO 310

NUR 420 Independent Study 1-6 credits

This course offers an opportunity for students at an advanced level of study in a bachelor's degree program and in good academic standing to undertake an independent project under the supervision of a faculty member. A maximum of 6 credits of independent study at the 220 and/or 420 level can be earned for a bachelor's degree. A detailed proposal and advisor approval are required prior to registration for an independent study. Course is restricted to bachelor's degree students.

NUR 421 Leadership, Management and Ethics in Nursing.

This course focuses on the principles of organizational and systems leadership in nursing and health care. Students will explore the impact of power, politics, policy, social justice, finance, and the influence of regulatory agencies on ethical delivery of quality care. The need for the development of leadership and management skills that emphasize ethical and critical decision-making, collaboration, and communication, as a member of intra-professional team will be discussed.

NUR 460 Nursing Specialty and Synthesis

This course is designed to immerse the student in the complex integration of baccalaureate nursing knowledge and practice in professional systems and settings. This course promotes the synthesis of community level, societal, and geopolitical factors that influence global health. Students will explore interdisciplinary perspectives of global health, including healthcare systems, environmental health and disasters, trends in communicable and non-communicable diseases, which will enhance the newly defined professional role and allow the student to pursue opportunities for life-long learning. Course includes a 3-credit clinical lab section of 90 hours.

Prerequisites: All nursing and non-nursing courses required in RN-BS Degree in Nursing completion program

Academic Advisement

Academic advisement is a continuous, interactive process between an advisor and a student, which facilitates the development and achievement of the student's overall goals. The College provides each student with an opportunity for academic advisement. Upon entrance, each matriculated student is assigned to a faculty advisor. The faculty advisor meets with the student on a regular basis to discuss choice of courses and to guide the student in formulating long-range plans. Together the advisor and student are expected to maintain a professional and mutually respectful relationship as they review the student's progress toward the attainment of educational objectives.

An advisor's approval is necessary to complete registration (by paper or online) and to add, drop or withdraw from a class. Admission to a course depends on the completion of the prerequisite if one exists.

The advisee is expected to:

- Learn the name and office location of the advisor early in his/her first semester.
 - Schedule appointments with his/her advisor and keep them. If the advisee finds that it is not possible to keep the scheduled appointment, the advisee should notify the advisor before the appointed time.
 - Understand Program and College policies, procedures, and requirements as listed in the Catalog, College Student Handbook, RN - BS Degree in Nursing Completion Program Student Handbook and accept the responsibility for fulfilling them.
 - Be responsible for requesting transcripts to be sent to the Office of Student Records in a timely manner, so that the advisor may assist the advisee in course selection based on transfer credits.
 - Consult with the advisor on a regular basis, for course selection, when experiencing academic difficulty, before making changes in an approved schedule, before transferring to another college, or withdrawing from the College.
 - Take responsibility for decisions made. The advisee will seek assistance with the decisions to be made rather than expect the advisor to make the decisions.
 - Follow through with appropriate action after the advising session in a timely manner.
 - Clarify personal values and goals in advance of the advisement session and will be prepared. The advisee will have an idea of the kind of courses required.
 - Complete advisor evaluation forms for the faculty evaluation process when requested to do so.
- The academic advisor will advise the student on all matters related to his or her Program of study and will aid the student in interpretation of policies whenever necessary. However, it is ultimately the student's responsibility for meeting all stated requirements for the degree and related policies.

Degree and Graduation Requirements

Degree Requirements:

No degree shall be conferred unless the candidate has:

- Completed at least 36 credit hours at Maria College and earned a cumulative quality point average of at least 2.0.
- Completed all course requirements for the program in which he/she is matriculated with at least an overall 2.0 quality point average.
- Completed at least 60 college credits through courses at Maria and transfer credit(s).

Time Limit for Degree Completion

The RN to BS portion of the degree program must be completed within eight years from the end of the semester of completing the first applicable course. Students may be required to repeat successfully completed courses if it was taken greater than eight years previously.

Graduation Requirements:

A candidate for graduation with the degree of Bachelors in Science must fulfill the following requirements:

- Application for graduation by the end of the fourth week of the semester in which the student expects to complete matriculation requirements.
- Payment of the \$60 graduation fee.
- The fulfillment of any special requirements, which may have been imposed at the time of his/her matriculation.
- The payment of all College bills and the return of all College property in satisfactory condition.
- Attendance at Commencement rehearsal and the Commencement ceremony, unless officially excused by the Academic Dean.

Only the Academic Dean makes exceptions to the degree and graduation requirements, but in no event, can any exception be made to the total degree hours or minimum quality point average required.

Student Evaluation and Grading

Evaluation of student work in the RN - BS Degree in Nursing Completion Program is achieved primarily using rubrics. These rubrics include the Baccalaureate Writing, Presentation, Online Discussion and Class Participation, Preparation and Attendance Rubrics. The rubrics are based on a 100-point scale. These rubrics are posted in Blackboard for each course and may be found in the Handbook. In each course, the syllabus will contain what method is used for the evaluation of the assignment and the overall weight (or % of the final grade) of each assignment. For each course a variety of sources such as, online discussions, papers, presentations, etc., will be used to determine the final grade.

Rounding of Grades

Only the final grade for the course will be rounded. Final grades will be calculated to the tenth if there is a partial grade. Grades 0.6 and greater will be rounded up to the next highest whole number. Grades 0.5 will retain the same whole number value.

Clinical Grading

The faculty for the course will award a grade of pass/fail for the clinical component of the course based on his/her feedback from the clinical mentor, discussion with the student, and Clinical Log. Students must pass the clinical portion of the course to receive credit for the course.

Change of Grade

The instructor of a course has the sole and final responsibility for any grade reported for that course. Any change of grade (except removal of an "Incomplete") after the grade is on record in the Registrar Office must be requested within three months after the end of the semester in which the original grade was issued.

Academic Progression Policy

Students must obtain a minimum grade of "C+" in all nursing courses required for the Program. (A grade of "C" is not adequate to meet the minimum requirement of "C+"). A student may repeat a nursing course only once. Failure to successfully complete course work that is required by the Nursing Program results in dismissal from the program.

Grading for the Nursing classes:

Numerical average	Grade	Quality Points*
92.6 - 100 (93 - 100)	A	(4.0)
89.6 - 92.5 (90 - 92)	A-	(3.7)
86.6 - 89.5 (87 - 89)	B+	(3.3)
82.6 - 86.5 (83 - 86)	B	(3.0)
79.6 - 82.5 (80 - 82)	B-	(2.7)
76.6 - 79.5 (77 - 79)	C+	(2.3)
72.6 - 76.5 (73 - 76)	C	(2.0)
69.6 - 72.5 (70 - 72)	C-	(1.7)
66.6 - 69.5 (67 - 69)	D+	(1.3)
62.6 - 66.5 (63 - 66)	D	(1.0)
59.6 - 62.5 (60 - 62)	D-	(0.7)
59.5 (59) and lower	F	(0.0)

Classroom Expectations

These seminar classes are highly participatory; therefore, class attendance, punctuality, and participation are expected behaviors for these courses. The faculty reserves the right to lower a grade based on absences or lateness. Please email the instructor if you are to be late or absent, as this is a professional courtesy. Furthermore, it is your obligation to contact the faculty regarding what was covered in your absence.

The classroom is a microcosm of the real practice world. Therefore, as in a professional setting, so in the classroom, positive and respectful manners are expected. These include careful listening in class, polite responses to instructor and colleagues, an awake and attentive presence, and turning off cell phones.

Due dates are indicated on the class schedule; please refer to this to guide your work. Late papers and discussion postings may not be accepted unless prior arrangements have been made with the instructor in advance of the deadline. The same is true of exams, both written and practical; prior notification is necessary and arrangements for make-ups will only be given at the discretion of the instructor. Finally, students who fail to be in class for their presentations may be awarded a zero for the presentation. Provisions for late submissions of course work are at the discretion of the instructor. Note that ignorance of applicable deadlines and procedures is not a basis for a waiver of existing regulations.

Social Networking Policy

Social Media is a way for people to use technology for social interaction through the use of words, images, audio and video. Examples of Social Media sites include, but are not limited to, websites such as Facebook, MySpace, LinkedIn, Twitter, YouTube and more. **Any statement made electronically which can cause actual or potential harm or injury to another individual or to the school will be grounds for dismissal.** Maria College Nursing students are free to express themselves as private citizens on social media sites to the degree that their speech or posting:

- Does not violate the American Nurses' Association (ANA) Code of Ethics
 - Does not violate confidentiality implicit in their roles as nursing students
 - Does not impair working relationships among students and staff of the Nursing Department
 - Does not ridicule, malign, disparage or otherwise express bias against any race, religion or protected class of individuals
 - Does not reflect behavior that would reasonably be considered reckless or irresponsible as members of the Maria College Nursing Department
 - Does not contain false information that harms the reputation of another person, group or organization (defamation).
 - Does not cause harm or injury to another or to the Maria College Nursing program.
1. Maria College Nursing students shall not post, transmit or otherwise disseminate any information to which they have access as a result of their attendance in the program without written permission from the Nursing Department Chairperson and the instructor of the course. This includes but is not limited to audio or videotaping of lectures and lab.
 2. Maria College Nursing students may be required to access their social media sites at the request of the Nursing department or Maria College administration to verify compliance with the above stated policies. Failure to comply may result in immediate dismissal from the Nursing program.

3. Failure to comply with this social media networking policy may be grounds for disciplinary action, including but not limited to dismissal from the Maria College Nursing program.

Academic Integrity – Student Responsibilities

Maria College expects that students will act as responsible, courteous, and law-abiding citizens. All students are expected to contribute to a positive learning environment. Nursing students are expected to be reflective, courteous, respectful, and empathetic to classmates, instructors, and others assisting students in their learning. Further, as members of an intellectual community, students are expected to maintain standards of personal and academic honesty in all course work and examinations.

Academic misconduct includes plagiarism, cheating, forgery or alteration of institutional records. Within the nursing program as a part of academic integrity, students are also expected to follow the *ANA Code of Ethics* in both the classroom and clinical setting.

Ignorance of the standards of academic integrity is not an acceptable excuse for breaking these ethical standards. Examples of failure to comply with the academic integrity are as follow:

Cheating: cheating is defined as using another’s test answers or assignments, as well as personal unauthorized information during a test, with the intent of escaping observation by the instructor for the purpose of improving a grade. Examples include but are not limited to:

(a) referring to materials that the instructor has not allowed to be used during the test, such as textbooks, notes or websites;

(b) using devices the instructor has not allowed to be used during the test, such as cell phones, text messages, or calculators; and

(c) copying from another student’s paper or asking another student for an answer. During exams, all personal items (including hats) must be left at the front of the class— only writing implements and provided calculators will be allowed. **If a student leaves the testing site, their examination is considered completed.**

Plagiarism: plagiarism is defined as using another’s words or ideas as one’s own without acknowledging that the words or ideas originated from another source. Not only do quotations have to be referenced, but also any use of the ideas of others, even if expressed in the student’s own words, must be referenced.

Submission of work that is not entirely the student’s own work: having another person write a paper or parts of a paper is one example of this offense; allowing another student to copy test answers is another example.

Theft or sale of examinations, falsification of academic records, and similar offenses are also included.

A nursing student who violates the academic integrity policy and *ANA Code of Ethics* will be disciplined and can be dismissed from the Maria College nursing program.

Recording a Class

Audio/video recording of a class is at the discretion of the faculty teaching the class. In order to audio/video record the class, the student must request the permission of the faculty teaching the class. There is no audio/video recording of the laboratory, test review classes, or collaborative testing.

Email

All students are assigned Maria College email addresses to facilitate communication with the faculty and students. Course updates are communicated to students via Maria College email. Students are expected to check their Maria College email at least daily.

Blackboard

Since course-related material is posted on Blackboard, students are expected to be proficient in the use of Blackboard. Faculty will post announcements and updates for students on Blackboard. All students should regularly check Blackboard for announcements and updates.

Deficiency Warnings

Letters are sent to students taking a course who has shown a weakness in one or more of the areas of the course that make up the final grade. The intent of this letter is to offer you help to improve your performance in the course. If you receive a Deficiency Warning letter, please talk to the course faculty about it. Your advisor will also contact you, and you will receive a call from the Office of Student Life. It is part of the Maria College's mission to provide students with a supportive environment. Please understand that the Deficiency Warning letter is a way that the College is attempting to be a successful student.

Grades and Quality Points

Grades issued at the end of each semester use a letter system and a quality point value:

Grade	Quality Points	Grade	Quality Points
A	4.0	C-	1.7
A-	3.7	D+	1.3
B+	3.3	D	1.0
B	3.0	D-	.07
B-	2.7	F	0
C+	2.3	S	0
C	2.0	U	0

The grade "I" is assigned to a student who, for good reason, is unable to complete the work for the course. Normally, all work must be completed within three (3) months after the end of the semester; with the concurrence of the Academic Dean, this deadline may be extended by the instructor. Work not completed by the established deadline will warrant the assignment of an "F" for the course.

"W" is given when a student withdraws from a course and completes the withdrawal form. This may be done up to the 10th week of the semester. Withdrawal after the 10th week results in an "F." Students who discontinue attending classes and do not officially withdraw may be assigned "F" in all courses and will not be allowed to continue at Maria College.

To determine a student's academic standing, a quality point system is used. This is computed by dividing the total number of quality points by the total number of credit hours taken. A quality point average of 2.0 is required for graduation.

Honors

President's List: Any student who earns 9 or more matriculated credits during a semester is eligible if a 4.0 average is attained and no grade other than "A" is received.

Dean's List: Any student who earns 9 or more matriculated credits during a semester is eligible if a 3.2 average is attained with no grade less than "C."

Graduation Honors: Honors are awarded to degree recipients based on attainment in scholarship during the entire college program as reflected in the cumulative quality point average:

Honor	GPA
Highest Honors	3.8
High Honors	3.5
Honors	3.2

Withdrawal and Readmission

Course Changes

Students may add courses during the first five days of a semester with the prior permission of their academic advisors.

Students may repeat a course to raise a grade. All grades are recorded but only the most recent grade carries credit and quality points.

Students may withdraw from courses upon academic advisement and the filing of proper request forms up to the end of the 10th week of classes. After the 10th week, or if the required procedures have not been followed, a grade of "F" will be assigned to each dropped course.

Leave of Absence

A student who wishes to take a leave of absence must request this in writing from the Academic Dean. In any 12-month period, a student may be granted no more than one leave, and ordinarily it may not extend beyond six months.

A student who does not return at the end of a Leave of Absence will be considered withdrawn from the College, and this withdrawal will be effective as of the beginning date of the Leave of Absence. It is the responsibility of the student on leave to be aware of registration dates and to make arrangements with an advisor to enroll for the semester after the leave period.

Withdrawal from the College

Should a student find it necessary to withdraw from the College, he/she should arrange conferences with the chairperson and the Academic Dean. Withdrawal becomes official only after the Director of Financial Aid, Director of Library, and the Business Manager have completed the appropriate forms.

Dismissal from the RN-BS Degree in Nursing Completion Program

A student may be dismissed from the program if any of the following conditions occur:

1. Failure to maintain a C+ in nursing courses.
2. Unsatisfactory completion of assignments.
3. Clinical failure.
4. Failure to adhere to Program and Maria College policies.
5. Grievous incident by the student.

Readmission

Students who are dismissed from any program and who wish readmission must submit this request in writing to the Program Chairperson. Readmission to the RN - BS Degree in Nursing Completion Program is not automatic, is at the discretion of the Nursing chair and faculty, and may depend upon space availability. Requests for readmission must be submitted by March 15 for the fall semester and October 15 for the spring semester.

Student Code of Conduct

Maria College expects that its students will act as responsible, courteous, and law-abiding citizens. In addition, will treat others and the campus facilities with appropriate respect and civility. Further, as members of an intellectual community, students are expected to maintain standards of personal and academic honesty in all coursework and examinations and to refrain from behaviors that are disruptive to the teaching and learning of others in the classroom. Please see the Maria College Student Handbook for the full Student Code of Conduct Policy.

Student Grievance Procedures

A grievance may involve any area of student life on campus. It is the right of all students to file an incident report with the College if a violation of the code of conduct has occurred. In such incidents, the due process for a violation of code of conduct for students will commence. All grievances involving conduct in violation of sexual misconduct should follow the procedures listed in Title IX Policy. Please see the Maria College Student Handbook for the full Student Grievance Policy.

Drug Free Policy

The objective of a drug free policy is to maintain a healthy and productive environment; free from the effects of alcohol/drug abuse.

Maria College views chemical dependency as a disease that can endanger the well-being of students, faculty, staff, and the community they serve. Therefore, Maria College prohibits the use, possession, selling, or distribution of alcohol/drugs on campus property. The College holds each person responsible for his/her conduct at all times, including behaviors which occur under the influence of alcohol/drugs, and any person violating these policies may be subject to disciplinary action. Violations are considered a serious offense, and disciplinary action may include referral for treatment, disciplinary suspension, dismissal, and/or referral for prosecution. Such violations of the standards of conduct will be dealt with on a case-by-case basis, with imposition of discipline appropriate to the severity of the violation. Please see the Maria College Student Handbook for the full Drug Free Policy.

Contact the College Counseling Office, Deb Corrigan, LCSW Marian Hall, Room 100, 861- 2550.

Clinical Expectations

Clinical courses are an integral part of the curricula of the program. Students are expected to represent professional nursing and Maria College when they are in the clinical area and are expected to conduct themselves accordingly. Student progress is measured by the course and clinical objectives and guided by the clinical rubric. Students who are unable to be assigned to a clinical area are not able to continue in the Program. When a student has a condition in which there is actual or possible limitation in the student's ability to function, the student will be denied the learning experience. Before returning to the learning experience, the student will be required to submit to the Program Director a medical clearance from a health care provider indicating that the student can function in the learning environment. This clearance must be submitted before attending the learning experience.

The courses with clinical practicums in the curriculum includes: NUR385, Community Health Nursing and Epidemiology (90 hours) and NUR460, Nursing Specialty and Synthesis (90 hours). SOC410 Health Promotion across Life Span requires experiential learning (90 hours).

Clinical Placement

Students work with course faculty to identify clinical opportunities to meet course outcomes. The course faculty approves the clinical placement and a clinical contract is generated for the agency if one is not already in place. The preceptor for the experience must be a nurse with a minimum of a bachelor's degree in nursing.

The clinical preceptor evaluates the student performance and the program faculty validates completion of required hours using the clinical log. Grades are based on successful completion and objectives using the clinical rubric. Unsatisfactory performance in a clinical may result required remediation, failure in the course, and/or dismissal from the program, based on the recommendation of the course faculty.

Clinical Agency Requirements

The Program is committed to providing meaningful experiential learning opportunities for all students enrolled in the program. The Program is required to maintain student records that assure that the student meets the agency health policies and other mandates. In addition, there may be agency specific requirements that the student must complete before the clinical experience. Some agencies require criminal background checks and/or an agency identification badge.

1. Students must submit the appropriate physical form to the nursing program before the clinical experience.

The Physical Form requires:

- Physical assessment
- Results of Mantoux-PPD test or chest x-ray
- Description of any physical limitations
- Date of vaccination or antibody titer levels with accompanying laboratory report
 - a. Measles
 - b. Rubella
 - c. Rubeolla
 - d. Varicella
 - e. Tetanus (dTap) within the last 10 years
 - f. Flu (annually)
 - g. Hepatitis B or a signed declination
 - h. Pneumovax or a signed declination

Submission of a completed Physical Form with accompanying laboratory reports by the required due dates results in clearance for experiential learning opportunities in the specific clinical sites. If completed information is

not provided prior to the required dates, the student will be prohibited from attending clinical experiences, will be required to attend a clinical make-up and will be subject to a clinical make-up fee.

In addition, the student must submit a completed physical form annually that includes a physical and result from Mantoux-PPD test.

Annual documentation of influenza vaccination no later than October 15th

Submission of a completed Physical form with accompanying laboratory reports at the beginning of the semester results in clearance for experiential learning opportunities in clinical. If completed information is not provided, the student will be prohibited from attending clinical experiences.

2. Certification of Cardio-pulmonary Resuscitation (CPR)

The student must provide a copy of a current Basic Life Support (BLS) card from either American Heart Association (AHA) or the American Red Cross before attending clinical experience. These agencies offer many different courses, you must select and participate in a BLS certification course designated for health care providers

Accepted courses are:

1. American Red Cross: Basic Life Support (BLS) training for health care providers which provides two years of certification.
2. American Heart Association: CPR with Basic Life Support (BLS) for healthcare providers which provides two years of certification.

A copy of both sides of the card is required with signature.

If a signed card is not provided prior to the required dates, the student will be prohibited from attending clinical experiences, will be required to attend a clinical make-up and will be subject to a clinical make-up fee.

Preceptor Requirements

The preceptor must have a minimum of a bachelor's degree in nursing. Preceptor resumes must be on file in the nursing office before the beginning of the clinical assignment.

Nursing Student Health Records

The Nursing Programs maintains student health records. If you need a copy of this record, the student needs to first sign a release form that is available in the Nursing Administrative Assistant's office. Once the release is signed, copies will be sent to the designated agency or the student may pick them up in the administrative assistant's office during business hours (8:30 AM-4:30 PM). Requests for records will take up to 72 business hours to fulfill.

Students must submit a completed Maria College Physical Form annually to the Nursing Administrative Assistant.

Clinical Dress Code

The student is to dress in a manner appropriate to the clinical setting and abide by their dress code. The student must wear the Maria College ID badge at all times when in the clinical facility.

Technology

Hybrid Classes

The courses offered in the Program are offered in a hybrid fashion. A hybrid course combines asynchronous online learning with on-campus learning strategies. That means that some of the “class meetings” will occur online, rather than in the classroom.

Technology Requirements

While there are, no technology required, it is helpful to have a computer at home with high speed internet connect for the hybrid courses and exams. All students, have the ability, to download a free copy of Microsoft Office 2016 to any device. When you, login into your Office 365 account, if you click on the Office 365 in the upper left hand corner you will then see Download Office 2016. If you need any additional help please feel free to contact the IT office either by phone, email or stop in and see us in the IT office.

Computer Facilities

Students at the Albany campus can use computers in room 103. In addition, computers for literature searches are available in the Library. Students at Saratoga Hospital can use the Computer Training Room and the computers at the Medical Library at the Hospital can be used for literature searches.

RN - BS Degree in Nursing Completion Program Student Participation in Governance

Nursing Alumni Committee

Students who are graduates of Maria College Nursing Programs are eligible to participate in the Nursing Alumni Committee. This committee conducts educational and social events for students, alumni, and the community.

RN - BS Degree in Nursing Completion Program Student/Faculty Meetings

These meetings provide an opportunity for students to dialogue with faculty and participate in the governance of the Program. Meetings will be scheduled each academic year.

RN- BS Degree in Nursing Completion Program Preceptor Clinical Assessment Tool

Directions: This form is to be completed by the clinical preceptor for the nursing student twice during the semester. The first time is during the middle of the completion of their required hours and at the end of the clinical experience. Please review and share your evaluation with the student and return it to the course faculty. Please feel free to contact the course faculty if you have any questions or concerns. Thank you for your time and role in educating the next generation of professional nurses. Required for NUR385 Community Health & Epidemiology and NUR460 Nursing Specialty and Synthesis.

Student Name:

Preceptor Name:

Clinical Site:

Characteristics or attributes the student displayed during this clinical rotation:	Novice 1	Advanced Beginner 2	Competent 3	Proficient 4	Expert 5
Exhibit caring behaviors, cultural competence, and effective communication to meet the human needs of clients as a member of the profession of nursing and an inter-professional team.					
Integrate ethical and legal standards with personal and professional values that encompass life-long learning into nursing practice.					
Incorporate principles of holism, health promotion, teaching learning, and risk reduction across the life span to improve population health.					
Utilize the research findings, evidenced-based practice, and the nursing process to collaborate, coordinate, evaluate, and improve care for the advancement of nursing knowledge and practice in a changing health-care environment.					
Advocate for socially just health-care policies for individuals, groups, and communities in diverse health-care environments.					
Integrate theory, bio-psycho-social knowledge, technology, and critical thinking to provide leadership in the design, coordination, and management of care across the lifespan for individuals, groups, and communities.					

Comments (you may use the back):

Signature of Preceptor:

Date:

RN-BS Degree in Nursing Completion Program Writing Rubric 2017-2018

*This rubric is used to evaluate written work, the work must meet the requirements of the assignment. A zero score is given for: a plagiarized paper, or no paper submitted. *Documentation refers to crediting information to the proper sources. **APA Format is required for all written work, refers to the appearance of the paper, i.e., title page, margining, spacing, font, header, and references page.*

Criteria	Novice	Advanced Beginner	Competent	Proficient	Expert
Focus / Thesis *The focus of your work should be clear. Weight 20.00%	65 to 70 % Missing thesis. Does not address purpose. Lacks coherence.	71 to 75 % Unsupported thesis, the focus and main point of the work is not defined. Demonstrates awareness of purpose but does not fully respond to the purpose. Conclusions are inaccurate and not supported by the evidence.	76 to 79 % Unsupported thesis, the focus of the work is not clearly identified and may be confusing to the reader. Evidence is present, but does not fully support the focus of the paper. Conclusions that are drawn do not flow from the body of the work.	80 to 89 % The focus and main point of the work is evident in the title, abstract (if present) and opening paragraph. The focus is mostly supported with factual evidence throughout the paper. Accurate conclusions are drawn. Does not stray from purpose.	90 to 100 % The focus and main point of the work is clear in the title, abstract (if present) and opening paragraph. The focus is clear, and fully supported with factual evidence throughout the paper. Accurate conclusions are drawn. Maintains cohesiveness throughout. Accomplishes the purpose of the assignment.
Content / Subject Knowledge * Describe your issue. Make sense of what you are trying to discuss Weight 30.00%	65 to 70 % Vague, unresponsive, or incorrect content. Content demonstrates minimal analysis. Does not meet course outcomes.	71 to 75 % Student does not demonstrate a clear understanding of the subject matter. Minimal or no linkages between course content and practical examples or applications. Paper is not outlined in a logical sequence. Somewhat meets course outcomes.	76 to 79 % Student demonstrates a general understanding of the subject matter. Minimal linkages between course content and practical examples or applications. Sequence of paper is somewhat difficult to follow. Content demonstrates minimal analysis. Marginally meets course outcomes.	80 to 89 % Student exhibits and above-average command of the subject matter. Able to relate most course content to practical examples and applications. Paper is laid out in logical sequence, with few exceptions. Content demonstrates thoughtful analysis. Meets course outcomes.	90 to 100 % Student exhibits proficient command of the subject matter. Student demonstrates ability to relate course content to practical examples and applications. Paper is laid out in logical sequence. Content demonstrates creative and critical thinking. Expertly meets course outcomes.
Details & Sources * Use scholarly peer reviewed journal articles/references dated within the last five years. Weight 10.00%	65 to 70 % Lacks details. Inappropriate sources. Ambiguous citations. *	71 to 75 % Details not developed. Sources not supported. Incomplete citations. *	76 to 79 % Too few details. Questionable sources. Inconsistent citations. *	80 to 89 % Details are specific and illustrative. Reliable sources. Complete citations. *	90 to 100 % Details are illustrative, polished, and sophisticated. Authoritative/scholarly sources. Complete citations. *
Organization / Structure * Keep the paper flowing. Keep focused but stay on	65 to 70 % No logical order. Lack of organizational	71 to 75 % Logical paragraph order vague with poor transitions. Conclusion	76 to 79 % Lapses in logical paragraph development and/or organization. Lacks smooth	80 to 89 % Paragraphs are logically developed and organized. Transitions used.	90 to 100 % Paragraphs are logically developed and organized. Use of varied and smooth transitions.

topic. Weight 10.00%	transitions.	does not support introduction.	transitions. Conclusion is inconsistent with introduction.	Conclusion reflects introduction.	Conclusion reinforces introduction.
Style, Mechanics, Punctuation, Grammar, & Spelling *Check and double check. Look for easy errors. Have someone else proof read your paper. Weight 10.00%	65 to 70 % Inappropriate or incorrect words. Lack of proper sentence structure. Errors create ambiguity and make comprehension difficult.	71 to 75 % Primitive or confusing words. Sentence structure confusing. Paper contains numerous grammatical, punctuation, and spelling errors. Language uses jargon or conversational tone. Errors interfere with ease of work and make comprehension difficult.	76 to 79 % Basic or confusing words. Repeated ideas. Inflated phrases. Paper contains grammatical, punctuation and spelling errors Language lacks clarity or includes the use of some jargon or conversational tone. Rudimentary sentence structure. Errors interfere with ease of reading, but work is comprehensible.	80 to 89 % Student demonstrates consistent correct use of the rules of grammar, usage, punctuation and spelling, with a few minor errors. Sentence variety. Errors do not interfere with ease of reading or comprehension.	90 to 100 % Student demonstrates consistent correct use of the rules of grammar, usage, punctuation and spelling. Language is clear and precise; sentences display consistently strong, varied structure. Clear, vivid words. Reader can visualize what writer intended. Mechanical integrity throughout.
APA Format *Follow guidelines given in class and correct APA citations from your APA 6th edition Reference book. Weight 20.00%	65 to 70 % Errors reveal lack of Students understanding of APA format. Citations are not correct.	71 to 75 % Student is inconsistent in the correct use of APA format. Several formatting errors. Assignment does not meet all requirements as instructed, including length of assignment.	76 to 79 % Student is consistent in the correct use of APA format, with a few formatting errors. Assignment may not meet all requirements as instructed, including length of assignment. Some citation errors.	80 to 89 % Student is consistent in correct use of APA format, with few errors. Student follows assignment instructions, including length of assignment. Demonstrates strong understanding of APA format.	90 to 100 % Student is consistent in correct use of APA formatting. Formatting is free from errors. Student follows assignment instructions, including length of assignment. Demonstrates mastery of APA format. Citations are correct.

RN-BS Degree in Nursing Completion Program Presentation Rubric 2017-2018

*This rubric is used to evaluate your class presentation. The presentation must meet the stated requirements of the assignment. A zero score is given for: Plagiarized PowerPoint or poster, or no presentation. *Documentation refers to crediting information to the proper sources.*

***APA Format refers to the required citation of references.*

Criteria	Novice	Advanced Beginner	Competent	Proficient	Expert
Focus & Organization Weight 20.00%	65 to 70 % Presentation and PowerPoint/poster missing thesis. Does not address purpose. Lacks coherence.	71 to 75 % Presentation and PowerPoint/poster have a weak thesis. Demonstrates some awareness of purpose but does not respond to purpose. Audience has difficulty following the presentation.	76 to 79 % Presentation and PowerPoint/poster have an unclear or unsupported thesis. Demonstrates awareness of purpose but does not fully respond to the purpose.	80 to 90 % Presentation and PowerPoint/poster have coherently, but not completely, supports a stated thesis. Does not stray from purpose.	91 to 100 % Presentation and PowerPoint/poster have a clear, engaging, appropriate thesis. Maintains cohesiveness throughout. Accomplishes purpose.
Content, Ideas, Details & Sources Weight 40.00%	65 to 70 % Presentation and PowerPoint/poster have vague, unsupportive, or incorrect ideas. Lacks details. Inappropriate sources. Ambiguous documentation*. Does not meet course outcomes.	71 to 75 % Presentation and PowerPoint/poster are not developed or not correct. Questionable sources. Somewhat meets course outcomes.	76 to 79 % Presentation and PowerPoint/poster ideas are minimally developed, not developed, or not correct. Too few details. Mostly reliable sources. Inconsistent documentation*. Marginally meets course outcomes.	80 to 90 % Presentation and PowerPoint/poster ideas developed. Details are specific and illustrative. Reliable sources. Complete documentation*. Meets course outcomes.	91 to 100 % Presentation and PowerPoint/poster have ideas developed in proportion to their significance. Details are illustrative, polished, and sophisticated. Authoritative/scholarly sources. Complete documentation*. Expertly meets course outcomes.
Organization Weight 10.00%	65 to 70 % Presentation and PowerPoint/poster have no logical order. Lack of organizational transitions.	71 to 75 % Presentation and PowerPoint/poster have vague logical order with poor transitions. Conclusion does not support introduction.	76 to 79 % Presentation and PowerPoint/poster have lapses in logical organization. Lacks smooth transitions. Conclusion is inconsistent with introduction.	80 to 90 % Presentation and PowerPoint/poster are logically developed and organized. Transitions used. Conclusion reflects introduction.	91 to 100 % Presentation and PowerPoint/poster are logically developed and organized. Use of varied and smooth transitions. Conclusion reinforces introduction.
Oral Presentation Style & Elocution Weight	65 to 70 % Voice not clear. Inappropriate or	71 to 75 % Voice faint, simplistic or confusing words.	76 to 79 % Voice weak. Some basic or confusing words.	80 to 90 % Voice clear. Effective words. Sentence variety.	91 to 100 % Voice powerful. Clear, vivid words. Sophisticated

10.00%	incorrectly pronounces terms. Sentences lack appropriate structure. Reads entirely from notes and PowerPoint with no eye contact. Presentation not at a professional level.	Undeveloped Sentences. Reads from notes & occasionally uses eye contact. Presentation not at a professional level.	Repeated ideas. Inflated phrases. Reads mostly from notes or PowerPoint. Rudimentary sentences. Presentation at a minimally professional level.	Uses notes or PowerPoint effectively. Presentation at a professional level.	sentence variety. Speaks extemporaneously. Presentation at a professional level.
PowerPoint/Poster Mechanics Punctuation Grammar Spelling APA Format** Professional Style Weight 20.00%	65 to 70 % Errors create ambiguity and make comprehension difficult. Errors reveal minimal understanding of APA format for citations. Power-Point / poster not appropriate for a professional audience.	71 to 75 % Errors create vagueness and make comprehension problematic. Errors reveal lack of understanding of APA format. Citations are not correct. PowerPoint/poster not appropriate for a professional audience	76 to 79 % Errors interfere with ease of reading, but work is comprehensible. Contains some errors in multiple facets of APA format for citations. PowerPoint/poster minimally appropriate for a professional audience.	80 to 90 % Errors do not interfere with ease of reading or comprehension. Demonstrates strong understanding of APA format for citations. PowerPoint/poster appropriate for a professional audience.	91 to 100 % Mechanical integrity throughout poster. Demonstrates mastery of APA format for citations. PowerPoint/poster meets standards of a professional presentation.

RN-BS Degree in Nursing Completion Program On-line Discussion Rubric 2017-2018

*This rubric is used to evaluate your on-line written discussion work; the work must meet the stated requirements of the assignment. A zero score is given for: Plagiarized work, work that is submitted after the due date or no original or response posts. Students who post after the assigned due date, may not receive credit for the postings. *Documentation refers to crediting information to the proper sources using APA format.*

Criteria	Novice	Advanced Beginner	Competent	Proficient	Expert
Focus & Organization Weight 20.00%	50 to 70% Missing thesis. Does not address purpose. Lacks coherence. No logical order. Lack of organizational transitions.	71 to 75 % Unclear thesis. Demonstrates some awareness of purpose. Logical paragraph order vague with poor transitions. Conclusion does not support introduction.	76 to 79 % Unsupported thesis. Demonstrates awareness of purpose but does not fully respond to the purpose. Lapses in logical paragraph development and/or organization. Lacks smooth transitions. Conclusion is inconsistent with introduction.	80 to 90 % Coherently, but not completely, supports a stated thesis. Does not stray from purpose. Paragraphs are logically developed and organized. Transitions used. Conclusion reflects introduction.	91 to 100 % Clear, engaging, appropriate thesis. Maintains cohesiveness throughout. Accomplishes purpose. Paragraphs are logically developed and organized. Use of varied and smooth transitions. Conclusion reinforces introduction.
Content, Details & Sources Weight 30.00%	50 to 70 % Vague, unsupportive or incorrect content. Content demonstrates minimal analysis. Inappropriate sources. Ambiguous documentation. Does not meet course outcomes.	71 to 75 % Content is not developed or not correct. Details not congruent with content. Sources not supported. Incomplete documentation. Somewhat meets course outcomes.	76 to 79 % Content is minimally developed, not developed, or not correct. Content demonstrates minimal analysis. Too few details. Questionable sources. Inconsistent documentation*. Marginally meets course outcomes.	80 to 90 % Content is well developed. Content demonstrates thoughtful analysis. Details are specific and illustrative. Reliable sources. Complete documentation*. Meets course outcomes.	91 to 100 % Content is developed in proportion to their significance. Content demonstrates creative and critical thinking. Details are illustrative, polished, and sophisticated. Authoritative/scholarly sources. Complete documentation*. Expertly meets course outcomes.
Scope of Reply Weight 20.00%	50 to 70 % Poorly expressed reply. Comments express little to no thought process.	71 to 75 % Brief reply. No substance to the reply commentary to two other student posts	76 to 79 % Post and reply to two student posts are relevant to the discussion and encourage further discussion.	80 to 90 % Good, reflective contribution to two student posts. Understands peer posts and connects to them adequately.	91 to 100 % Excellent reply to three or more student posts. Clearly connects to posts and superbly examines them while replying in a cohesive, intellectual and helpful way.
Style, Mechanics, Punctuation, Grammar, & Spelling Weight 10.00%	50 to 70 % Inappropriate or incorrect words. Lack of proper sentence structure. Errors create ambiguity and make comprehension difficult.	71 to 75 % Primitive or confusing words. Sentence structure confusing. Errors interfere with ease of work and make comprehension difficult.	76 to 79 % Basic or confusing words. Repeated ideas. Inflated phrases. Rudimentary sentence structure. Errors interfere with ease of reading, but work is comprehensible.	80 to 90 % Posting is essentially free of grammatical, spelling, or punctuation errors. Errors do not interfere with ease of reading or comprehension.	91 to 100 % Posting is free of grammatical, spelling or punctuation errors.

APA Citations, Originality and References Weight 20.00%	50 to 70 % Does not meet criteria. Evidence of plagiarism is present	71 to 75 % Citation and reference errors detract from writing. Writing lacks original content and is suggestive of plagiarism	76 to 79 % Citations and references contain three or more errors. Writing lacks original content.	80 to 90 % Citations and references are formatted with two or less errors. Writing is mainly original with some overuse of direct quotes	91 to 100 % All citations and references are formatted correctly. Writing is original work with limited use of direct quotes.
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*Maria College RN-BS Degree in Nursing Completion Program Class Participation, Preparation & Attendance Rubric 2017-2018
This Rubric is used to evaluate and grade your class participation, preparation for class and class attendance.*

Criteria	Novice	Advanced Beginner	Competent	Proficient	Expert
Conduct Weight 20.00%	65 to 70 % Student shows a lack of respect for members of the class and the discussion process. When contributing, can be argumentative or dismissive of others' ideas.	71 to 75% Student shows minimal lack of respect for members of the class and the discussion process. When contributing, may be argumentative or dismissive of others' ideas.	76 to 79 % Student shows respect for members of the class and for the method of shared inquiry and peer discussion. Participates regularly in the discussion but occasionally has difficulty accepting challenges to his/her ideas or maintaining respectful attitude when challenging others' ideas.	80 to 89 % Student shows respect for members of the class, both in speech and manner, and for the method of shared inquiry and peer discussion. Does not dominate discussion. Student challenges ideas respectfully, encourages and supports others to do the same.	90 to 100 % Student always shows respect for members of the class, both in speech and manner and for the method of shared inquiry and peer discussion. Does not dominate discussion. Student challenges ideas respectfully, and encourages and supports others to do the same.
Listening Weight 20.00%	65 to 70 % Behavior frequently reflects a failure to listen or attend to the discussion as indicated by repetition of comments and questions, incongruent, off-task activities.	71 to 75 % Does not regularly listen well as indicated by the repetition of comments or questions presented earlier.	76 to 79 % Minimally listens and takes steps to check comprehension by asking clarifying questions, and making connections to earlier comments. Responds to ideas and questions offered by other participants.	80 to 89 % Always listens well and takes steps to check comprehension by asking clarifying and probing questions, and making connections to earlier comments. Responds to ideas and questions offered by other participants.	90 to 100 % Always actively attends to what others say as evidenced by regularly building on, clarifying, or responding to their comments. Often reminds group of comments made by someone earlier that are pertinent.
Ownership & Leadership Weight 20.00%	65 to 70 % Does not play an active role in maintaining the flow of discussion or undermines the efforts of others who are trying to facilitate discussion.	71 to 75 % Rarely takes an active role in maintaining the flow or direction of the discussion. When put in a leadership role, often acts as a guard rather than a facilitator: constrains or biases the content and flow of the discussion.	76 to 79 % Minimally will take on responsibility for maintaining flow and quality of discussion, and occasionally encourages others to participate but either is not always effective or is effective but does not regularly take on the responsibility.	80 to 89 % Will take on responsibility for maintaining flow and quality of discussion, and encouraging others to participate but either is not always effective or is effective but does not regularly take on the responsibility.	90 to 100 % Always takes responsibility for maintaining the flow and quality of the discussion whenever needed. Helps to redirect or refocus discussion when it becomes sidetracked or unproductive. Makes efforts to engage reluctant participants. Provides constructive feedback and support to others.

<p>Reading Weight 20.00%</p>	<p>65 to 70 % Student either is unable to adequately understand and interpret the material or has frequently come to class unprepared, as indicated by serious errors or an inability to answer basic questions. Comments are frequently so illogical or without substantiation that others are unable to critique or even follow them.</p>	<p>71 to 75 % Student has read the material, but comments often indicate that he/she did not read or think carefully about it, or misunderstood or forgot many points. Contributions to the discussion are more often based on opinion or unclear views than on reasoned arguments or positions based on the readings.</p>	<p>76 to 79 % Student has read and understood the readings as evidenced by oral contributions. In general, the comments and ideas contribute to the group's understanding of the material and concepts. Often comes prepared with questions.</p>	<p>80 to 89 % Student has always read and understood the readings as evidenced by oral contributions. Arguments or positions are always reasonable and supported by evidence from the readings. Comes prepared with questions.</p>	<p>90 to 100 % Student has carefully read and understood the readings as evidenced by oral contributions, familiarity with main ideas, supporting evidence and secondary points. Often deepens the conversation by going beyond the text, recognizing implications and extensions of the text. Provides analysis of complex Idea's that help deepen the inquiry and further the conversation. Comes to class prepared with questions and critiques of the readings.</p>
<p>Attendance Weight 20.00%</p>	<p>65 to 70 % Missed Four (4) or more classes. Consistently late or rarely on time for class.</p>	<p>71 to 75 % Missed Three (3) Classes. Frequently late for class.</p>	<p>76 to 79 % Missed Two (2) Classes. Rarely late for class.</p>	<p>80 to 89 % Missed One (1) Class. Late once for class.</p>	<p>90 to 100 % Attendance. Never late for class.</p>

Maria College
RN - BS Degree in Nursing Completion Program

2017 -2018

I, _____ have received the RN - BS Degree in Nursing Completion Program Student

Handbook. I recognize that it is my responsibility to understand and follow the policies in the Handbook.

Signature: _____ Date: _____

Disclaimer

Notwithstanding anything contained within the RN - BS Degree in Nursing Completion Program Student Handbook, the Nursing Programs reserve the right, whenever it is deemed advisable, (1) to change or modify its schedule of tuition or fees, (2) to withdraw, cancel, reschedule, or modify any course, program of study, degree, or any connection with the foregoing and (3) to change or modify any policy. Please be advised that due to printing deadlines, information in this RN - BS Degree in Nursing Completion Program Student Handbook may be outdated. It is the responsibility of each student to ascertain current information as it pertains to the individual's program particularly with regard to satisfaction of degree requirements by consultation with the student's advisor, the Programs Chairperson, the office of the Academic Dean, and other appropriate offices such as the Registrar or Financial Aid. In preparing this Handbook, every effort is made to provide pertinent and accurate information; however, Maria College assumes no responsibility for errors or omissions.