



# School of Science & Health Professions

Master of Science  
Nursing Education

Student Handbook

2009-2010

## TABLE OF CONTENTS

	Page
Welcome .....	4
History of the Department of Nursing.....	6
Graduate Nursing Faculty Directory.....	7
General Nursing Information.....	8
Background Check Policy.....	9
Part-time Enrollment.....	10
Online Courses.....	10
Skills Laboratory.....	11
Scholarship and Loan Information.....	11
Financial Aid Information.....	11
Awards and Honors.....	12
Standards of Practice.....	12
General Information Related to the University.....	12
Graduate Student Senate.....	12
Departmental Committees.....	12
University Wide Committees.....	12
Learning Resources.....	13
Honor Society of Nursing .....	14
Computer/Information Technology Skills.....	15
NGCSU Academic Policies.....	16
Admission Criteria for Graduate School.....	19
Plagiarism.....	22
Tobacco Policy.....	22
Alcohol Policy.....	22
Students Health Policy.....	22
Withdrawal Policy.....	23
Department of Nursing Policies	
Confidentiality.....	23
Professional Conduct.....	23
Appeal and Procedures.....	23
Master of Science Program Policies	
Graduation Eligibility and Requirements.....	25
Process for Nurse Educator Comprehensive Exams.....	25
AIDS Policy for Students.....	27
Auditing a Graduate Nursing Course.....	27
Dress Code.....	27
Grading Policy.....	27
Retention and Progression Policy.....	27
Substance Abuse Policy.....	28
Readmission Policy.....	28
Complaint/Conflict Resolution.....	28
Attendance.....	29
Clinical Information/Requirements	
Preceptorship Requirements.....	30
Choosing a Preceptor and Clinical Site.....	30
Establishing a Preceptorship Site Contract.....	30
Dress Standard and Name Tag.....	30
Developing Preceptorship Outcomes.....	30
Orientation of Nursing Education Preceptor.....	31
Confidentiality.....	31
Preceptorship Guidelines.....	31

Banner2000 Web Registration Instruction.....	32
List of Forms.....	34
Curriculum	
Department of Nursing Mission, Goals and Philosophy.....	35
Purpose and Outcomes.....	37
Conceptual Framework for Nurse Educator.....	38
Program of Study Outline.....	42
Course Descriptions.....	43
Evaluation Methods.....	47
Requirements for Teaching.....	47
Eligibility Requirements for Nurse Educator Certification Exam.....	48
Forms	
Department of Nursing Medical Report.....	49
Clinical Confidentiality Agreement.....	51
Preceptor/Clinical Site Request Form.....	52
Preceptor Agreement Form.....	53
Preceptor Qualification Record Form.....	54
Name Tag Order Form.....	55
Complaint Form.....	56
Handbook Agreement Form.....	57
Substance Abuse Declination Form.....	58
Turnitin.Com Form.....	59
Peer Evaluation Form.....	60
Student Evaluation of Academic Preceptor/Site.....	62
Student Applied Learning Experience Agreement.....	64
Authorization for Release of Records and Information.....	66

Dear Graduate Student:

Welcome to the North Georgia College & State University (NGCSU) Master of Science Nursing Program and to the NGCSU experience. The nursing program at NGCSU has a proud history of preparing quality nurses since 1974 and is pleased to offer a degree in advanced practice nursing and/or education.

Health care has experienced dramatic changes in recent years and the department of nursing is committed to the preparation of suitable graduate nurses to meet the health care needs of society at many levels. You may be assured of a quality educational experience with the uniqueness afforded you through an association with a liberal arts institution dedicated to academic excellence.

Sincerely,

Toni Barnett, PhD, APRN, BC, FNP  
Nursing Department Head

Dear Graduate Student:

Welcome to North Georgia College & State University! On behalf of the Department of Nursing and the MS faculty and staff I would like to tell you how pleased we are that you are joining us.

This program is foundational in learning theoretical foundations supporting roles in academic or clinical education. Further, the coursework will support matriculation into a doctoral program. The curriculum is based on The National League for Nursing's Core Competencies for Nurse Educators.

The curriculum is designed so that a student may progress full time through four semesters of study, or at an individualized part time pace to complete the program. Most classes are scheduled on one day per week (either Tuesday or Thursday) with WebCT enhancement. Therefore, home internet access facilitates success and communication with professors and peers. The final two semesters require clinical hours (1 credit/4 hour) and therefore additional days will be required for clinical and teaching practicums.

Post masters students may also obtain a Post masters certificate in nursing education. This program is 15 credits in length and classes are also taught one day per week. Preceptors include both academic and clinical nurse educators who hold advanced degrees and have substantial experience in nursing education.

My philosophy of teaching is one of active learning and collaboration. Check your competitive self at the door and learn from your peers and professors. Your pedagogical knowledge will scaffold and build with in and out of class presentations and experience. You will be amazed at the profound changes and insights you will gain in a short time.

After reviewing the materials, if you have further questions, please contact the Coordinator of MS Nursing Education Program, Dr. Michelle Byrne at [mbyrne@ngcsu.edu](mailto:mbyrne@ngcsu.edu) or at 706-864-1652. Or contact Ms. Pat Walden, staff assistant at [pdwalden@ngcsu.edu](mailto:pdwalden@ngcsu.edu) or 706-867-2800.

Sincerely,

Michelle Byrne, RN, MS, PhD, CNOR  
Nursing Education Program Coordinator

## History of the Department of Nursing

The Department of Nursing was established in 1974 with the Associate of Science in Nursing Program. It has full approval by the Georgia Board of Nursing. The program received initial National League for Nursing accreditation in 1980 and subsequent reaccreditation in 1988, 1995 and by the National League for Nursing Accrediting Commission (NLNAC) in 2003.

In 1985, and LPN-RN Mobility Program was established which allowed LPNs the opportunity for advanced placement. Fall, 1987 marked the admission of the first class of baccalaureate nursing students, all of whom were RNs either from associate degree or diploma nursing programs. Winter/Spring 1989 was the first BSN graduation. The BSN program received initial NLN accreditation in March 1990. Reaccreditation of the BSN Program occurred in 1993 and by NLNAC in 2000 and 2008.

The Master of Science (MS) Family Nurse Practitioner Program (FNP) was established in 1998. The first MS class graduated in May 2000. NGCSU's MS Program received the maximum five years accreditation for a new program during the February 2000 NLNAC visit. The program was again visited in February 2005 and received full accreditation for eight years.

The Master of Science (MS) with a minor in Nursing Education Program was proposed to the Board of Regents (BOR) in the fall of 2005 and received full approval by the BOR in May 2006. The initial class entered in fall 2006. The program of study was approved by the National League for Nursing Accreditation Commission as part of the overall MS Program. It will be evaluated through annual reports to NLNAC and through subsequent accreditation visits. The initial class graduated six students in December 2007. Current class sizes range between 10 and 15 students.

**North Georgia College & State University  
School of Natural & Health Sciences  
Graduate Nursing Faculty Directory**

Dr. Toni Barnett, APRN, BC, FNP  
Professor/Department Head  
Room #422  
706/864-1934 (w);  
706/636-1537 (h);  
706/344-8682 (cell)  
[tbarnett@ngcsu.edu](mailto:tbarnett@ngcsu.edu)

Dr. Michelle Byrne, RN, CNOR  
Professor/Nursing Education Coordinator  
Room #460  
706/864-1939 (w);  
404/281-6449 (cell)  
[mbyrne@ngcsu.edu](mailto:mbyrne@ngcsu.edu) or [mphinallydone@aol.com](mailto:mphinallydone@aol.com)

Prof. Carolynn DeSandre, MSN, CNM, FNP-BC  
Assistant Professor  
Room #459  
706/864-1939 (w);  
706/664-2859 (h);  
770/401-1015 (cell)  
[cadesandre@ngcsu.edu](mailto:cadesandre@ngcsu.edu)

Dr. Grace Newsome, APRN, BC, FNP  
Professor FNP Coordinator  
Room #457  
706/864-1489 (w);  
706/265-7261 (h);  
706/344-8357 (cell)  
[gnewsome@ngcsu.edu](mailto:gnewsome@ngcsu.edu)

Dr. Marina Slemmons, RN, CPNP  
Professor  
Room #458  
706/867-2777 (w);  
678/513-3920 (h);  
770/617-4961 (cell)  
[mslemmons@ngcsu.edu](mailto:mslemmons@ngcsu.edu)

## Graduate Nursing Information

### 1. **Accreditation:**

All three programs in the Department of Nursing are currently accredited by the National League for Nursing Accrediting Commission (NLNAC). The MS program was most recently accredited in 2005 and a revisit is scheduled for 2013.

### 2. **Advisement:**

Advisement for the Master of Science (MS) Program is carried out by the MS faculty. Advisement is congruent with the individual student's program of study, which was developed at the time of their admission into the MS Program. The program of study is developed using the student's status (Regular admission vs Post Masters Certificate admission, etc) and any transferable credit supported by official transcripts. Any transient enrollment must be approved by faculty prior to the student enrolling in courses offered at other institutions.

Advisement is conducted during the preregistration and registration period of each semester. These dates may be found on the school calendar in the college catalog or on the NGCSU web site. Pre-registration for summer and fall is normally done at the same time during the preregistration period of spring semester. Students may register "on line" and a balance due with a due date is provided at that time. Should bills not be paid by the due date the student will have to register again during the registration period at the beginning of the semester during which the course is offered.

Dropping courses and course changes shall be processed according to academic regulations stated in the North Georgia College & State University Catalog.

### 3. **Communication:**

1. E-Mail: Each graduate nursing student will have an e-mail address established as part of NGCSU. It will be the student's responsibility to check their e-mail on a regular basis for communications from faculty and students.
2. A change in name, address, telephone number or e-mail address should be immediately reported to the secretary for graduate nursing.
3. Students desiring to tape record a class or lecture should get permission from the faculty member responsible for the class prior to taping.

### **Student E-Mail @ NGCSU**

Incoming Freshmen and New Students:

**Username** is the first letter of first name, first letter of middle name, first 4 letters of your last name, and last 4 digits of your ngcsulD#. Example: jamcha1187 for Judy A. McHan, ngcsulD# 9XXXX1187. This is your Campus Network ID for e-mail and the computer labs.

**The Default Password** is a combination of the lowercase letter s plus the exclamation mark ! plus your birthdate in the order of DDMMYY - **s!DDMMYY**

**Example:** Judy McHan's birthdate is Feb. 1, 1986 so her default password would be: s!010286. **Your e-mail address** is structured like this: [jamcha1187@student.ngcsu.edu](mailto:jamcha1187@student.ngcsu.edu).

#### 4. **Background Check Policy:**

Increasingly, the clinical agencies utilized by NGCSU Nursing Department for clinical education are requiring background checks and drug screening on all nursing students to better ensure the safety of their clients. Students accepted into the MS program will be required to obtain a background check and drug screen through **Advantage**, a firm specializing in background checks on healthcare workers. Background checks need to be ordered in sufficient time to be reviewed by the clinical agency prior to the beginning of the clinical rotation. The cost for the online student check is \$78.50. Payment can be made securely online with a credit or debit card. You will be provided a receipt and confirmation of your background check order. Instructions for initiating a background check through Advantage are outlined below.

NGCSU BSN graduates who come directly into the MS program after graduation and have a valid background check through the BSN program, will not be required to complete another background check/drug screening unless the student withdraws from the MS program. If a student withdraws from the MS program and is out one semester or more, the student must complete another background check and drug screen upon readmission to the program. If a student fails one or more background checks, such as Advantage or an agency required background check, the student will be withdrawn from the MS program.

#### **Advantage Guidelines for Students**

Before beginning your clinical rotation experience, completion of a satisfactory background check and drug screen is required. We are pleased to announce that InfoMart Advantage Students is the Atlanta area preferred screener for students in the healthcare field.

#### **Student package: \$78.50 for all students (Package includes)**

Criminal History

Multistate Sex Offender Search

NSSS (National Social Security Search)

Patriot Act Search

OIG List of Excluded Individuals/Entities

GSA List of Parties Excluded from Federal Programs

OFAC (US Treasury, Office of Foreign Asset Control)

11 Panel Drug Screening (includes Amphetamines, Cannabinoids, Cocaine Metabolites, Opiates, Phencyclidine, Barbiturates, Benzodiazepines, Methadone, Propoxyphene, Methaqualone and Oxycodone)

Employment History (*only required for students over 21 years of age*)

#### **To Place an Order:**

- Log into [www.advantagestudents.com](http://www.advantagestudents.com)
- Click on Students, select the school attending. If your school or hospital is not listed on the initial drop down menu, please select "Other Schools/Hospitals".
- Select the Student Package (*unless instructed otherwise by your school or clinical site*)

- Select method of payment (*If paying by money order, the request will NOT be processed until the money order is received in InfoMart's office*).

**Money Order payable to InfoMart.**

- Enter all required information – watch for error messages in red!
- Make a note of the email and password entered, as this will be your log in to access the website in the future.
- Select the North Georgia College & State University for results with.

**Drug Screening:** Once the order has been processed, you will receive by mail a Chain of Custody form and instructions on locating a testing lab. Your results will be sent to us by the lab and your profile will be updated online.

**Order Status:** After the request is underway, you may log into the site to view your profile progress. Simply click the status link to view the profile. You will be notified by email when the background is complete.

For further assistance, please contact via email:

**Julie Keef, Assistant Team Lead, Client Relations**

[julie.keef@infomart-usa.com](mailto:julie.keef@infomart-usa.com)

**5. Part-time Enrollment:**

Students may enroll in non-clinical courses on a part-time basis throughout the year once admitted to the nursing graduate program. Enrollment in clinical courses is restricted to those formally admitted to the MS Program. Enrollment in and successful completion of non-clinical courses does not guarantee admission to the Nursing Education Program.

**6. Online Courses:**

Pre-requisites for enrollment in online courses:

- Ability to perform necessary computer functions including email, attaching documents, navigation in windows environment.
- Access to appropriate computer hardware & software including Microsoft Office.

Students are expected to participate in each course as indicated in the course syllabus.

A student may be administratively withdrawn from an online course if one of the following occurs within the first 2 weeks of the semester:

1. Failure to post as required in the course.
2. Inability to perform the necessary computer functions required for the course (email, attach documents to an email, navigate the site, etc.)
3. Failure to have access to adequate computer hardware and/or software required for the course.

## 7. **Skills Laboratory:**

The Nursing Department maintains a physical assessment lab located in the School of Science & Health Professions Building, Room 127. Ample room with exam tables, diagnostic equipment and supplies as well as practice mannequins are supplied. Electronic aids such as heart sounds tutor systems as well as video tapes are available and are incorporated into the assessment and clinical classes as appropriate and available to the students for practice or review as needed. Some items are also available for check-out and should be done with the permission of the instructor. The student is encouraged to use these facilities as needed for practice.

## 8. **Scholarships and Loans**

Part time and full time students may qualify for Federal Family Education Loan Programs. Federal work-study loans are available based on need. The Financial Aid Department on campus can provide you with a variety of resources including many web sites. The following web sites may be of particular interest for you:

- The student guide from the DOE [www.ed.gov/students](http://www.ed.gov/students)
- Financial aid in Georgia [www.gcic.edu](http://www.gcic.edu)
- NGCSU financial aid link

More scholarship information and applications may be obtained through a variety of nursing associations:

- Georgia Association for Nursing Education [www.georgiaassociationfornursingeducation.org](http://www.georgiaassociationfornursingeducation.org)

## 9. **Financial Aid:**

Graduate Nursing Students are eligible to apply for:  
 Federal Family Education Loan Programs (FFELP)  
 Federal Work Study (FWS)  
 Federal Perkins Loan (Perkins)

[http://studentaid.ed.gov/students/publications/student\\_guide/index.html](http://studentaid.ed.gov/students/publications/student_guide/index.html)

Georgia Student Financial Aid Service

<http://www.gsfc.org/gsfnew/index.cfm>

### **Awards and Honors**

1. **Graduation with Distinction:**  
Awarded to graduate nursing students earning 3.75 or higher grade point average.
2. **Outstanding Graduate Student Educator:**  
Awarded based on recommendations by vote of the graduate faculty. Based on multiple components, the student must: earn a grade point average of 3.5 or higher; demonstrate leadership in professional and/or student organizations.
3. **Outstanding Leadership Award:**  
This award may be given to a student who demonstrates leadership characteristics within and/or outside of the classroom setting. There are numerous "Leadership Characteristics" which may be demonstrated, however, there should be some sense of community building within the class. This individual may or may not be in an official leadership (e.g. class officer) within the graduate nursing class. The individual may be nominated by a peer or selected by faculty.

### **Standards of Practice**

The Master of Science Program follows:

1. American Nurses Association (ANA) Scope and Standards of Practice;
2. American Academy of Nurse Practitioners (AANP) Advanced Practice Standards;
3. Georgia Board of Nursing Rules and Regulations for Advanced Practice Nursing;
4. Essentials of Masters Education for Advanced Practice Nursing, American Association of Colleges of Nursing (AACN);
5. Curriculum Guidelines for Nurse Practitioner Education, National Organization of Nurse Practitioner Faculties (NONPF).
6. The Scope of Practice for Academic Nurse Educator, National League for Nursing (NLN).

### **General Information Related to the University**

1. **Graduate Student Senate:**  
The graduate student senate is comprised of students from all the university graduate programs. Three MS students serve on the Graduate Student Senate. Student's who wish to serve in this capacity may be nominated by themselves or by fellow students. Nominations and voting occurs annually for these positions.
2. **Departmental Committees:**  
The graduate program in nursing desires to have student representation on each of its committees. Volunteers are sought at the beginning of each academic year. Replacements are sought as needed throughout the year. Students will not be involved in meetings (or parts of meetings) during which academic and/or appeal decisions are made that involve fellow students.
3. **University Wide Committees:**  
Graduate students are invited to serve on a number of committees at the University level. If you are interested in serving on a University wide committee contact the program coordinator.

#### 4. **Learning Resources:**

The 88,600 square foot Library Technology Center is located at the entrance to the campus of North Georgia College & State University. This rich *learning commons* brings together research services, collections, technology, and faculty & staff expertise from the library, Information & Instructional Technology, the Writing Center, and the Center of Teaching and Learning Excellence. The library provides access to a collection of 200,000 print and electronic books, 40,000+ electronic and print journals, 200+ databases, a government documents collection and over 2,000 media items. The library delivers a broad range of information services that are accessible from both on- and off-campus including interlibrary loan, reserves, and research assistance. The facility provides access to 200+ computer workstations, a wireless network for laptops, printers, scanners, and a variety of other high demand technology in a comfortable and highly collaborative learning environment that is open 90 hours per week and 7 days a week. The library is a member of GALILEO and SOLINET.

Students will enter the NGCSU Graduate Nursing Program with varying levels of electronic/computer skills. For those with little experience in scholarly research, make it a priority to attend the research skills workshops periodically conducted by the library faculty. Also consider scheduling an individual or small group appointment with our library liaison, Ms. Shawn Tonner ([sctonner@ngcsu.edu](mailto:sctonner@ngcsu.edu) or 706-864-1514). These sessions can be very efficient and helpful. Library faculty are available at the Information Desk in the Library Technology Center can be reached by phone (706-864-1520 or toll free 866-597-0002), online chat at [www.library.ngcsu.edu](http://www.library.ngcsu.edu), by email ([refdesk@ngcsu.edu](mailto:refdesk@ngcsu.edu)) or just drop by in person. The library faculty are eager to help with anything from a password, citation formatting, or deep research questions. Remember, "just ask". The library's website is the gateway to collection and services. Visit it often at [www.library.ngcsu.edu](http://www.library.ngcsu.edu).

Shawn Tonner [sctonner@ngcsu.edu](mailto:sctonner@ngcsu.edu)  
 Director of Library Services, Library Technology Center  
 North Georgia College and State University  
 Dahlonega, Georgia 30597  
 706-864-1514 voice; 706-864-1867 fax

#### **Online Research**

Students will enter the NGCSU Graduate Nursing Program with varying levels of electronic/computer skills. For those with little experience in scholarly research, attend an orientation session given regularly by library personnel, most often at the beginning of each semester. If an individual session is needed and none scheduled to meet the student's needs, library personnel are extraordinarily helpful in scheduling "extra" sessions for small groups or single students. Any student with limited experience with research and information literacy should contact the Stewart Library or spend time with the reference librarians. The recommendation from the reference faculty is "just ask".

**Library contact information:**

Circulation & Access Services: Toll-free 866-597-0002 or 706-864-1889

Reference: 706-864-1520 or [refdesk@ngcsu.edu](mailto:refdesk@ngcsu.edu)

ILL & GILExpress: 706-864-1518 or [ill@ngcsu.edu](mailto:ill@ngcsu.edu)

**5. Honor Society of Nursing, Sigma Theta Tau International,**

In 1922 six nurses founded Sigma Theta Tau at the Indiana University Training School for Nurses, now the Indiana University School of Nursing. The founders chose the name from the Greek words Storge', Tharsos, and Time' meaning "love", "courage" and "honor."

**Mission**

The Honor Society of Nursing, Sigma Theta Tau International, provides leadership and scholarship in practice, education and research to enhance the health of all people. We support the learning and professional development of our members who strive to improve nursing care worldwide.

**Vision**

To create a global community of nurses who lead using scholarship, knowledge, and technology to improve the health of the world's people.

**Membership**

Membership is by **invitation only** to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders exhibiting exceptional achievements in nursing. Here are some additional facts about membership:

- More than 405,000 members have been inducted worldwide.
- More than 130,000 active members make Sigma Theta Tau International the second largest nursing organization in the world.
- Members reside in more than 92 countries.
- Sixty-one percent of active members hold master's and/or doctoral degrees. Sixty-nine percent are clinicians, 20 percent are administrators or supervisors and 20 percent are educators or researchers.
- There are 451 chapters on college campuses in Australia, Botswana, Brazil, Canada, Ghana, Hong Kong, Japan, Mexico, the Netherlands, Pakistan, Singapore, South Africa, South Korea, Swaziland, Sweden, Taiwan, Tanzania and the US.
- The honor society communicates regularly with more than 100 nurse leaders who have expressed interest in establishing a chapter in other countries and territories, including Chile, China, Colombia, Costa Rica, Denmark, England, Finland, India, Ireland, Israel, Germany, Jamaica, Lebanon, Lithuania, New Zealand, Northern Ireland, Spain, Thailand and Wales.

## Tau Psi Chapter

In April 2006 North Georgia College & State University's Honor Society of Nursing became an official chapter of STTI, and was chartered as the **Tau Psi Chapter**. The chapter's goals are to promote scholarship and research in nursing practice by providing educational programs, collaborating with the NGCSU Department of Nursing and other nursing organizations, and highlighting the scholarship of NGCSU nursing students.

It is an honor to be selected for membership in STTI. Members have access to nursing knowledge and the opportunity to network with colleagues and nursing leaders. Membership makes an impression on and garners respect from others in the profession.

If you are selected for membership during Spring semester we hope you will accept the invitation.

### 6. **Recommended Computer and Information Technology Skills:**

The revolution in information technology has transformed nearly every aspect of campus life. Students, faculty, administration, and staff increasingly depend on this technology for the daily conduct of their affairs. Ideally, students should possess a wide variety of computer skills upon entering NGCSU. However, recognizing the diversity of incoming students' experiences with such technology, the University offers this list of computer/Information technology skills as a guide. Awareness of and proficiency in these skills will enhance a student's chances for success at NGCSU. The majority of graduate students possess a personal laptop and find it very helpful in meeting academic demands.

1. Students should be able to engage in electronic collaboration using e-mail, e-mail attachments, and listservs.
2. Students should be able to create structured electronic documents using word processing programs and basic Web page editors.
3. Students should be able to produce technology-enhanced presentations.
4. Students should be able to use appropriate electronic tools for research and employ wise judgment as to the validity and usefulness of electronic sources and their content.
5. Students should be familiar with and adhere to major legal, ethical, and security issues in information technology such as privacy, copyright, plagiarism, citing sources, "netiquette", hacking, hoaxes, and viruses.
6. Students should have a working knowledge of computer hardware, software installation, troubleshooting, and file management.

### **Technical Requirements for Graduate Nursing Students**

Students in MS nursing programs will be required to have access to the Internet, Microsoft Word 2007, PowerPoint2007, Acrobat Reader, and Antivirus Software (updated weekly). Firefox is the preferred browser for accessing WebCT/Vista, NGCSU's online course management system. Browser settings can be determined and downloaded from the Information & Instructional Technology NGCSU web page and a handout will also be provided at the first class meeting.

### **Technology-Related Services for Students**

Upon acceptance to NGCSU, each student is assigned an e-mail address, a Novell network login ID, and a WebCT/Vista ID. These accounts remain active as long as the student is enrolled at NGCSU. Each student is also assigned a BANNER Student Information System ID and PIN that is used for registration, drop/add, accessing their academic transcript, addresses, schedule, fee assessment, account summary, grades, Financial Aid and Hope information. The BANNER account will remain active upon graduation or withdrawal from the university. Information regarding accessing these accounts, along with other student computer related information, can be found on the "HelpDesk" link on the Information & Instructional Technology NGCSU web page.

### **Additional information and Help Desk Assistance**

Students needing general information regarding services provided by the Department of Information & Instructional Technology and/or needing technical support regarding their e-mail, Novell, BANNER, or WebCT/Vista accounts should call (706) 864-1922 or e-mail [studenthelp@ngcsu.edu](mailto:studenthelp@ngcsu.edu).

Other information and policies related to The Department of Information & Instructional Technology can be found at: [www.ngcsu.edu/adminsrv/infotech/infotech.htm](http://www.ngcsu.edu/adminsrv/infotech/infotech.htm).

(Student is referred to NGCSU Student Handbook & Graduate Bulletin for Policies not represented in MS Student Handbook)

## **I. North Georgia College & State University Policies:**

### **A. Academic Integrity**

#### **Preamble:**

North Georgia College & State University is dedicated to providing an educational climate characterized by integrity. Academic Integrity, in particular, must be the cornerstone of an institution of higher learning and must pervade all segments of the NGCSU community. Furthermore, academic integrity is the mutual responsibility of the various constituencies (students, faculty, staff, and administration), which comprise the university. The policies and procedures regarding integrity at NGCSU are herein described. (Graduate Bulletin)

#### **Academic Integrity Defined:**

The following regulations define the concept of academic integrity and should be useful in determining standards and attitudes appropriate for optimal intellectual functioning, (NGCSU Student Handbook & Calendar)

1. No student shall receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory report, examination or other assignment included in an academic course.
2. No student shall take or attempt to take, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment and roll book.
3. No students shall sell, give, lend or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the university, without authorization from the instructor.

4. Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be so indicated and when the ideas of another are incorporated in the paper, they must be appropriately acknowledged.
5. No student shall use his/her work from other courses or from previous assignments, for current assignment without permission of the instructor.
6. No student shall sign class rolls or Web-CT for another student.

**Integrity Code:**

The integrity code, "On my honor, I will not lie, cheat, steal, plagiarize, evade the truth or tolerate those who do," reflects the NGCSU's commitment to academic integrity.

Copies of the Academic Integrity Policy are available on NGCSU website.

**Academic Integrity Council:**

Administration of the Academic Integrity Policy will be the responsibility of the Academic Integrity Council. This council will be under the jurisdiction of the Vice President for Academic Affairs. The Associate Vice President for Academic Affairs will serve as the permanent chair of the Academic Integrity Council. Membership of the Academic Integrity Council will be drawn from both the faculty and student body. In addition to the chair, the Academic Integrity Council will consist of six faculty members and eight student members appointed for two-year terms which will be staggered to ensure continuity of membership. The faculty members will be appointed by the Faculty Senate's Committee on Committees and will be representative of the various academic departments. The student members will be appointed by the vice president for student affairs and will be representative of the various constituencies (commuters, corps of cadets, graduate students, resident women) which comprise the NGCSU student body.

**Violations of the Academic Integrity Policy:**

Alleged violation(s) of the Academic Integrity Policy will be referred by student to the instructor of the course in which the violation occurred. If an instructor concludes that a violation of the Academic Integrity Policy has occurred, the instructor will file an incident report with the Academic Integrity Council. The instructor will review the completed report with the student and will request that the student sign the report as an indication that the student was made aware of the contents of the report. Nothing in this policy otherwise precludes the instructor from penalizing the student.

**Incident Reports:**

Incident reports will be reviewed by the Academic Integrity Council. If the incident report is for a student who appears to be a repeat offender or if the council determines that the case justifies an investigation for other reasons, the council may choose to conduct a formal hearing. Such a hearing may result in a recommendation from the council to the Vice President for Academic Affairs that instructor-imposed penalties be modified or that additional, external sanctions be imposed. Upon the filing of an incident report, the instructor or the student involved in the alleged violation may request that the Academic Integrity Council conduct a hearing and make a recommendation, if appropriate, to the Vice President for Academic Affairs.

A student wishing to appeal an instructor's conclusions or penalties has seven calendar days from the date the incident report is received by the student to notify the Office of Academic Affairs. In a situation justifying a formal hearing, the Academic Integrity Council will hear the case as soon as it is reasonable to do so.

### **Hearings of the Academic Integrity Council:**

If an allegation of violation is brought to the Academic Integrity Council, the Associate Vice President for Academic Affairs will conduct a preliminary investigation to determine if the charges warrant further consideration. If the Associate Vice President for Academic Affairs deems that they do, the matter will be brought to the Academic Integrity Council. The council, the student involved in the alleged violation, or the instructor bringing the charge may request a hearing. During the hearing, it is the council's responsibility to determine whether the charged party is guilty or not and, if appropriate, to recommend sanctions. If the defendant is found not guilty, the case will be considered closed and no further proceedings against the charged party regarding the alleged violation will be permitted. Hearings conducted by the Academic Integrity Council will be chaired by a member (faculty or student) of the council selected by the Associate Vice President for Academic Affairs. The chair will serve in a nonvoting capacity. The adjudicatory body will consist of three student members and two faculty members of the Academic Integrity Council selected by the Associate Vice President for Academic Affairs. The chair will serve in a nonvoting capacity. The adjudicatory body will consist of three student members and two faculty members of the Academic Integrity Council selected by the Associate Vice President for Academic Affairs. Any member of the Academic Integrity Council will disqualify her/himself if her/his personal involvement in the case is of such a nature as to be detrimental to the interest of the accused or the institution.

Each filed incident report is reported by the Associate Vice President for Academic Affairs to the AIC. As in the case of a direct referral of an alleged violation, the council, the instructor, or the student may request a hearing. At hearings of the Academic Integrity Council, the student defendant will be afforded all rights required by due process considerations. Hearings before the Academic Integrity Council will be closed. Decisions will be rendered by majority vote.

### **Sanctions and Other Recommendations:**

Following a decision by the AIC, the council will make its recommendation to the Vice President for Academic Affairs. The Vice President for Academic Affairs will have the ultimate responsibility for meting out sanctions. These sanctions will also be communicated to the aggrieved parties in the case and made a part of the public record of the university. Possible sanctions include, but will not be limited to:

1. Expulsion - Permanent
2. Disciplinary Suspension
3. Disciplinary Probation
4. Reprimand (oral or written)
5. Restrictions
6. Restitution
7. Discretionary Sanctions
8. Forced Withdrawal

**Appellate Procedures:**

When a student is found guilty by the Academic Integrity Council and sanctioned by the Vice President for Academic Affairs, he/she will have the right to appeal to the President of the University and subsequently to the Board of Regents. Detailed procedures for such appeals can be found in the [NGCSU Student Handbook & Activities Calendar](#). Student appeals of instructor-imposed grade penalties related to issues of academic integrity shall be heard by a panel from Academic Integrity Council. Hearings for such appeals shall be conducted as described above.

**B. Admission Criteria****Graduate Admissions Procedures**

Application materials may be obtained from the Office of Graduate Admissions or from the NGCSU website, <http://www.ngcsu.edu>. Applicants must pay a one-time, non-refundable application fee. Admission requirements are listed below. When all application materials required to make an admission decision have been received by the Office of Graduate Admissions, notification will be sent to the applicant and a copy of all materials will be forwarded to the program. Upon review, a letter from the Nursing Education program will be sent to the applicant verifying acceptance or denial. In some instances, the applicant may be requested to come to Dahlonega for an interview or testing.

Students who are admitted, but do not enroll within one year of acceptance must reapply through the Office of Graduate Admissions. Students who were previously enrolled but have not been in attendance within the last three semesters must also reapply. All documents and materials submitted to fulfill the application requirements for entry to a program at NGCSU become the property of the university and will not be returned. These materials are kept for one year for incomplete application files; three years for completed and accepted, but not enrolled.

**General Admissions Eligibility for Master of Science with a major in Nursing/Nursing Education**

1. BS in Nursing from a nationally accredited School of Nursing. (An individual plan of study may be developed for an RN with a BS in a related field.)
2. One year post-licensure clinical work experience in the United States.
3. Current unencumbered Georgia Registered Nurse license.

**General Admissions Requirements for Master of Science with a major in Nursing/Nursing Education**

The following documents must be received prior to admission:

1. A completed NGCSU Graduate Admissions application and application fee.
2. Official transcripts from all institutions of higher education previously attended (All official international transcripts must have a foreign course-by-course credential evaluation by an independent evaluation service that is a member of the National Association of Credential Evaluation Services, Inc. Transcripts must include certification that the applicant has received a baccalaureate degree and state a calculated cumulated gpa.)
3. Official scores on the Graduate Record Exam (GRE) or Miller Analogies Test (MAT). (Only those scores that are less than six years old will be considered.)

4. Three completed recommendation forms validating your ability to successfully complete graduate study.

The following documents must be **received prior to the first day of the initial term** for which the student is enrolled:

1. Completed NGCSU Immunization Certification form, in accordance with Board of Regents policy. (Former returning NGCSU students are required to meet any new immunization requirements.)
2. Copy of Georgia Registered Nurse (RN) License.
3. Proof of RN liability insurance.
4. Accident/Illness Waiver form.
5. Evidence of current CPR certification.
6. Completion of criminal background check.
7. Completed Department of Nursing Medical Report (which includes all current immunization).
8. Small photo for student file.
9. Substance abuse declination form.
10. Handbook agreement form.
11. Student applied learning experience agreement form.
12. Authorization for release of records and information form.

**All students enrolled in clinical courses who have not submitted all of the above documentation prior to the first day of the term will not be allowed to attend until all documentation has been received.** Students are responsible for all course material and for all announcements and assignments. The decision to permit students to make up work that is required in any missed class resides with the instructor.

### **Regular Admission**

To qualify for regular admission, individuals must

1. Hold an earned baccalaureate degree from a regionally accredited four-year institution with at least a cumulative grade point average of 2.75 (4.0 scale) calculated in accordance with NGCSU Graduate Admission procedures.
2. Earn an acceptable score on one of the appropriate entrance tests of at least 391 on the Miller Analogy Test (MAT) or 800 on the General Record Exam General Test (GRE) (verbal and quantitative combined).
3. Meet all other program admission requirements.

### **Provisional Admission**

To qualify for provisional admission, individuals must

1. Hold an earned baccalaureate degree from a regionally accredited four-year institution with at least a cumulative grade point average of 2.50 (4.0 scale) calculated in accordance with NGCSU Graduate Admission procedures.
2. Earn an acceptable score on one of the appropriate entrance tests of at least 366 on the Miller Analogy Test (MAT) or 700 on the General Record Exam General Test (GRE) (verbal and quantitative combined).
3. Meet all other program admission requirements.

Students admitted provisionally may register for no more than a total of 6-9 hours of graduate credit. Provisionally admitted students should schedule an appointment with

the program coordinator for individual advisement. Student status will be reviewed to determine eligibility for regular admission following the first term of enrollment or following the completion of 6 hours, whichever is first. Provisionally admitted students who earn a grade less than a B in any graduate nursing course taken during the provisional period will not be allowed to continue to in the Nursing Education program.

### **Non-Degree Admission**

Individuals interested in taking graduate nursing education courses, but do not want to pursue a graduate degree, may apply for admission as a non-degree graduate students. Individuals must receive pre-approval from the nursing education program coordinator before enrolling in courses and may register for no more than a total of 6-9 hours of graduate credit.

The following documents must be received prior to admission:

1. Completed NGCSU Graduate Admissions application and application fee
2. Official transcripts from all institutions of higher education previously attended documenting completion of a baccalaureate degree from a regionally accredited four-year institution with a minimum grade point average of 2.50 (All official international transcripts must have a foreign course-by-course credential evaluation by an independent evaluation service that is a member of the National Association of Credential Evaluation Services, Inc. Transcripts must include certification that the applicant has received a baccalaureate degree with a minimum grade point average of 2.50.)
3. Three completed recommendation forms validating your ability to successfully complete graduate study.

The following document must be received prior to the first day of the initial term for which the student is enrolled:

1. Completed NGCSU Immunization Certification form, in accordance with Board of Regents policy. (Former returning NGCSU students are required to meet any new immunization requirements.)
2. Students enrolled in clinical courses will be required to submit additional documentation prior to the first day of the term.

Non-degree students wishing to apply for admission to the MS degree program must notify the program coordinator, submit a new application, and meet all program admission requirements. No more than 9 hours of graduate credit earned while holding a non-degree status may subsequently be applied toward meeting the requirements of the MS degree program. All credit to be applied toward a degree must be approved by the program coordinator.

### **Transient Student Admission**

An individual currently enrolled at a regionally accredited college or university as a graduate student in good standing may apply to NGCSU as a transient student. Individuals must receive pre-approval from the nursing education program coordinator before enrolling in courses. Requests will be considered on a space available basis.

The following documents must be received prior to admission:

1. Completed NGCSU Graduate Admissions application and application fee.
2. Completed NGCSU Immunization Certificate form, in accordance with Board of Regents policy.

3. Letter of good standing or Transient Permission Form documenting that the student is not on academic probation or suspension or on disciplinary suspension at his or her home institution (The letter or form should state that the student is in good standing and should indicate the course(s) the student is being allowed to take at NGCSU. The NGCSU nursing education program coordinator may require the applicant to submit a transcript of his or her previous college work in order to verify adequate prerequisite knowledge/skills.)

Transient admission is for one semester term only. Individuals who wish to return to NGCSU as a transient student for a subsequent term must re-apply to NGCSU.

### **Transfer Residency Requirement**

To be awarded a Master of Science degree with a major in Nursing/Nursing Education, students must earn a minimum of 24 hours of graduate degree requirements in residence. The program coordinator and the Dean of the School of Science and Health Professions must approve all transfer credit. Transfer credit will not be given for any course in which a grade of less than a B was earned.

### **Appeal of Graduate Admission**

A candidate whose application is denied because the graduate admission cumulative grade point average is below the minimum requirement for the program or because an acceptable test score for an appropriate entrance exam was not earned has the right to appeal the decision. Appeals must be made in written form to the Department of Nursing, Nursing Progression and Retention Committee, North Georgia College & State University, Dahlonega, GA 30597. The letter should clearly state the grounds for appeal. Students whose appeal is accepted will be admitted provisionally. Students may not appeal for regular admission.

### **C. Plagiarism-See information on academic integrity:**

Plagiarism is commonly defined as using the words or ideas of another person without proper acknowledgement. The use of even a few words (or even one single word, if it is a key term or a freshly-coined term) could be considered plagiarism. The NGCSU Handbook states that "plagiarism is prohibited". When acknowledging the work of others, it is essential that the student give the reference and page number even for direct quotes of two or three words.

### **D. Tobacco:**

The use of tobacco in any form is restricted on the University campus and at the Pine Valley recreation area. Smoking is permitted only in designated areas. A student may be disciplined for the use of tobacco products on campus. Refer to the Student Code of Conduct as stated in the North Georgia College & State University Student Handbook.

### **E. Alcohol:**

The use, possession, or distribution of alcoholic beverages on the University campus is prohibited as stated in the North Georgia College & Sate University Student Handbook.

### **F. Student Health:**

Students admitted to the graduate school of NGCSU must complete the "Certificate of Immunization" form required for admissions.

**G. Withdrawal:**

Students must withdraw from classes prior to the withdrawal deadline. Failure to formally withdraw will result in the student receiving a "WF" for the semester. Discontinuance of class attendance without officially withdrawing from a course is sufficient cause for receiving a "W" or "WF" prior to midterm and a "WF" after midterm.

**II. Department of Nursing Policies**

North Georgia College & State University Department of Nursing reserves the right to change the curriculum and educational policies as considered necessary for the continued growth and development of its programs. Notices of policy and/or curriculum changes will be provided to students affected by changes.

**A. Confidentiality:**

The Clinical Confidentiality Policy is applicable to all students enrolled in any of the three educational programs housed in the Department of Nursing at NGCSU, and to all nursing faculty members participating in student clinical learning experiences. Compliance with this agreement is mandatory for all students participating in health care agencies under contract with NGCSU, or in other academic settings, for their educational clinical experiences, to meet the requirements placed on these agencies by the federal government. Students and faculty must understand all of the confidentiality regulations included in the confidentiality agreement. Students will demonstrate this understanding by placing their signature on the required agreement. Faculty will place this form in the student's clinical file housed in the Department of Nursing.

**B. Professional Conduct:**

Students in the MS with a major in nursing education program are required to meet the outcomes and requirements of each course. Faculty are responsible for the quality and content of the learning experiences provided. The NGCSU Department of Nursing expects work of acceptable quality and mature behavior from every student. Students are regarded as adults and are expected to conduct themselves accordingly and be role models of professionalism. Unprofessional conduct on the part of a student, within the classroom or clinical setting, is just cause for immediate dismissal from the nursing program. Students are also expected to perform in an ethical manner and abide by the American Nurses Association Code for Nurses. **Examples** of unprofessional conduct include:

- Cursing or swearing at faculty/staff, patients or agency personnel
- Cheating on tests, papers or other assignments
- Falsifying information on patient records or students records
- Conviction of any felony, crime involving moral turpitude, violation of federal/state law related to controlled substances or dangerous drugs
- Abuse of patients
- Lying
- Failure to notify faculty of absence
- Breach of patient confidentiality

**C. Appeal and Procedures:**

Students who have unresolved conflict regarding any component of their coursework (theoretical, lab, clinical preceptorship) should make every effort to resolve problems as

soon as possible. Once the student perceives a problem they should immediately discuss this with the faculty member involved. If there is no resolution they should then proceed in a sequential manner up the “chain of command” until the problem is resolved. This includes:

- Course Coordinator
- MS nursing education Program Coordinator
- Head, Department of Nursing

If resolution is not found, then

### **The Nursing Progression and Retention Committee Process:**

1. The Nursing Progression and Retention Committee investigates the circumstances of the appeal, allowing both the student and the involved instructor(s) to present their cases. The student and the instructor have the option of briefly presenting their circumstances to the committee for up to 15 minutes in person or by telephone or providing the committee with a written statement of appeal in lieu of appearing in person. Either party may name one other individual with relevant, first-hand information to address the committee in person or in writing.
2. The student and faculty will be notified in writing of the date and time of the committee meeting by the committee chair.
3. If the student chooses to provide the committee with a written statement of appeal in lieu of appearing in person, the student is required to submit a signed statement indicating that he/she has chosen not to meet with the committee.
4. Any follow-up questions from the committee will be submitted to the student or instructor electronically to their NGCSU email address along with a request that the questions be answered in writing within 3 business days. If there is no response within the 3 business days, the committee will consider the appeal closed.
5. After considering all information related to the appeal the committee will formulate their recommendations based on the decision of the majority.
6. A summary record of the hearing and a recommendation from the committee will be given to the Department Head of Nursing who review the recommendation. In the case of no clear consensus among the committee, a summary report will be made to the department head outlining both sides of the case and the department head will make the final decision.
7. The Department Head of Nursing will review the recommendation and it will be the responsibility of the Department Head of Nursing to render a decision in the case within two weeks. The student and the instructor will be advised in writing of the decision.
8. In the event that the student wishes to appeal the decision of the Department of Nursing, he/she may direct his/her concern to the Dean and then the VPAA following the specific university guidelines.

***In instances that cannot be resolved in the above manner, the complaint will be forwarded to the Associate Vice President for Academic Affairs for consideration. A student must notify the office in writing of the intention to appeal. This notification must be received within 30 days of issuance of grade(s), or the right to appeal is forfeited.***

The NGCSU Student Handbook outlines student's Academic Rights and Responsibilities and should be referred to for guidance on any appeal matter. This may be obtained through the office of the Vice President for Student Affairs. Students can also contact the program's accreditor if desired. The contract information is:

National League for Nursing Accrediting Commission (NLNAC)  
61 Broadway - 33<sup>rd</sup> Floor  
New York, NY 10006  
(800) 669-1656; [www.nlnac.org](http://www.nlnac.org)

### **III. Master of Science Program Policies**

#### **A. Graduation Eligibility and Requirements:**

1. Graduation requirement for the Nursing Education student include:
  - a. Completion of 35 designated semester hours of study with a cumulative GPA of 3.0 or higher.
  - b. Satisfactory preceptorship in both clinical and academic settings.
  - c. Successful passing of the comprehensive examination.
  - d. Successful completion of the research project or thesis.
  
2. Application for Graduation:
  - a. Students should apply for graduation at the beginning of their final semester. Contact the Registrar's Office.
  - b. If there are changes from the original graduation date, students must update their application with the Registrar's Office.
  - c. The application for graduation includes the diploma order and the cap, hood, and gown order.
  - d. Graduation fees are required for application processing and related costs.  
Call the Registrar's office for further details and approximate amount.
  
3. Completion Requirements for Post-Master's Certificate include:
  - a. Completion of designated semester hours of study indicated on Plan of Study.
  - b. Satisfactory clinical performance or preceptorship.

#### **B. Process for Nurse Educator Comprehensive Exams:**

The purpose of the comprehensive exams is to provide evidence of role integration of numerous competencies, including information literacy skills, expected of the nurse educator graduate. The competencies that will be tested are the National League for Nursing Standards of Practice (NLN, 2005). The NLN competencies are:

- Facilitate Learning
- Facilitate Learner Development and Socialization
- Use Assessment and Evaluation Strategies
- Participate in Curriculum Design and Evaluation of Program Outcomes
- Function as a Change Agent and Leader
- Pursue Continuous Quality Improvement in the Nurse Educator Role
- Engage in Scholarship
- Function within the education environment

Information literacy competencies include:

- Identify an information need
- Find the information needed
- Evaluate the information retrieved
- Synthesize to create a new information product
- Uses information ethically and legally

Nursing education faculty will create case study type questions that integrate the curricular components of the nursing education courses. Students will be notified at the beginning of the semester as to the format and timing of their comprehensive exam.

For successful completion of the questions, each essay response shall address the requested information with supporting evidence and theory. Students may bring textbooks and articles. Exams are to be done individually. Information from the internet and references must be cited in APA format.

Questions will be read by 2 faculty members in a blind review. Students will sign a form and choose a student number which will remain confidential until after the grading process. Exams will be judged to be satisfactory ( $\geq 3$ ) or unsatisfactory ( $<3$ ). For any question judged unsatisfactory by one faculty member and not the other, a third faculty member will be asked to review and grade the question.

For unsatisfactory questions, the student's advisor will be notified and a remedial paper will be assigned that addresses the unmet expectations of the specific aspects of "unsatisfactory". If the remedial paper is judged as unsatisfactory, the student must take remedial course work. Once the coursework has been completed, the student will have one more opportunity to retake the complete comprehensive exams with new questions at the next opportunity. If the student responses are not judged as successful, the student will be required to exit the nursing graduate program. All work must be judged as satisfactory prior to successful completion of the program and a degree conferred. .

In taking these exams you are duly informed that your paper may be submitted to "Turnitin.com" for textual similarity review. All submissions will be included as source documents in the Turnitin.com reference database solely for the detection of plagiarism in such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

**C. AIDS Policy for Students:**

The MS Program uphold 's the ANA's Nurses Code of Ethics. It states "The nurse provides services with respect for human dignity and the uniqueness of the client unrestricted by consideration of social or economic status, personal attributes or the nature of the health problem." Nurse educators have the responsibility to:

1. Always set the example of providing compassionate and humane care which provides equal treatment to persons who are HIV+ or diagnosed with AIDS.
2. Assist graduate nursing students in dealing with their fears and prejudices in treating HIV infected persons.
3. Provide the graduate students with the most current information related to modes of transmission, prevention and treatments available.
4. Provide guidance to graduate students who are reluctant to care for HIV+ or AIDS patients.
5. Provide support and encouragement to those graduate students who provide care for HIV infected clients.

**D. Auditing a Graduate Nursing Course:**

Auditing graduate nursing courses is generally limited to students who have previously taken the course for credit and there has been a significant time lapse between taking the course and their enrollment in the MS Program. The following items apply to the auditing of graduate nursing courses:

1. Permission must be obtained from the MS Program Coordinator
2. Full fees for the course must be paid
3. Students attend class but may not attend clinical
4. Will receive a "V" on their grade report
5. An audit form will be placed in the student's record and provided to the course faculty.

**E. Dress Code/ Personal Appearance at Clinical and Preceptorship Sites:**

Within the clinical and preceptorship setting students are expected to dress professionally. Students in a clinical setting always wear a lab coat with name tag. No jeans, shorts, or similar attire should be worn. The Student Code of Conduct is stated in the NGCSU Student Handbook.

**F. Grading:**

The grading policy for the MS Program of NGCSU is as follows:

- A = 90-100
- B = 80-89
- C = 75-79
- D = 65-74
- F = 0-64

**G. Retention and Progression:**

Graduate nursing students progress through the program of study as long as a minimum of a B is earned in each graduate course. Course grades are comprised of the theory or didactic component, the lab component and the clinical or preceptorship component. A satisfactory (S) in clinical or preceptorship must be achieved for the student to earn a grade of B or higher. Also, exams must average a minimum of 75 prior to other grades being added or averaged

into the course grade. If less than a 75 average on exams is earned the student will receive a C or less for the course and must repeat the course if eligible to do so. Provisional students who earn less than a B are withdrawn from the program if less than 6 credits of B or above have not been previously earned. Regular students (and provisional students with 6 or more credits) who earn less than a B in a given course may continue in their program of study and retake the course for which a C or lower grade was earned. If the course was a prerequisite to another course they may not proceed into courses for which it was a prerequisite until it is successfully completed. Regular admission students (and provisional students with 6 or more credits) **who earn less than a B in two or more courses will be withdrawn from the program.** Those who feel their academic progress was affected by extenuating circumstances may appeal the withdrawal to the MS faculty.

#### **H. Substance Abuse:**

A student who demonstrates behavioral changes associated with use of drugs or alcohol will be subject to the following policy regardless of the setting (classroom, clinical or preceptorship).

1. The student will be asked by the faculty or preceptor to provide an appropriate laboratory specimen. This will be at the expense of the student. The student must agree to the random blood or urine drug screen and sign a release stating the results of the drug screen be provided to the Graduate Coordinator of the MS Program. Protocols of the clinical or educational site or hospital will be followed for collection of the appropriate urine or blood drug screen. Students **will not** be allowed to continue until results of the drug screen have been reviewed with the student and a decision regarding progression has been discussed.
2. The preceptor or faculty will advise the MS Coordinator of the occurrence.
3. The MS Coordinator, faculty/preceptor and student will meet within three days to discuss the results of the specimen and/or behavioral changes.
4. At this time, a determination will be made whether the student will continue in the program or be dismissed from the program.
5. The student has the right to appeal the decision.

Please review and sign the "Declination Form" in the student form section.

#### **I. Readmission Process:**

Students who withdraw from the MS Program for any reason must reapply for admission to the program and write a letter of petition, which gives cause/justification for readmission. The graduate admissions committee will review the application and petition for readmission and will make a decision on readmission based on the circumstances of the student's withdrawal, space available in needed courses, and the characteristics of competing applicants (if requesting readmission to initial courses).

#### **J. Complaint/Conflict Resolution:**

Any student having a complaint /conflict should proceed through the proper channels. A complaint form must be completed and returned to the program coordinator if the clinical or classroom faculty has not addressed the

complaint/conflict to the student's satisfaction. At this point, the student must use the following protocol for resolution. These are as follows:

1. Classroom or Clinical Faculty involved
2. Course Coordinator
3. Program Coordinator
4. Nursing progression and retention committee
5. Head, Department of Nursing

The department of nursing defines a complaint as, "A complaint is a written grievance or concern that is given to any nursing faculty member, with a request for consideration or action related to the grievance or concern. Complaints include but are not limited to grade appeals, dismissals, admissions (or lack of), policies, and curricular or clinical issues". (MEP Glossary)

#### **K. Attendance:**

Graduate students are expected to attend all classes unless an emergency or other priority event (such as attendance at state or national meetings) prevents such attendance. Faculty should be notified of priority events well in advance of their date. Clinical attendance is mandatory and any hours missed due to emergencies must be rescheduled and made up in collaboration with the faculty member and preceptor. Students must notify faculty and preceptors (if applicable) prior to the scheduled class or clinical (if at all possible) should an emergency arise which prevents their class or clinical attendance. Exams, which are scheduled during times the student must be absent, are always made up prior to the absence unless the absence is an unforeseen emergency (ex: death in family, auto accident).

The NGCSU policy regarding class attendance is as follows:

"If a student's total number of absences exceeds 14% of the scheduled classes, it shall become the prerogative of the instructor to drop the student from the class roll with a W or WF or to continue the student in class". (NGCSU Student Handbook & Calendar).

However, a course faculty may make a course attendance policy which is stricter than the school's as long as it is spelled out in the course syllabus. The student is responsible for obtaining all missed class notes, announcements, and assignments. The student is also responsible for contacting the faculty of the course in regard to make-up work, missed exams, and rescheduling. Students who are absent because of college sponsored activities that are approved by the Vice-President for Academic Affairs or the Vice-President for Student Affairs will be permitted to make-up any missed class work that results from their absence.

## Clinical Information and Requirements

### 1. Preceptorship Requirements

Prior to beginning any clinical rotation, all clinical requirements must be on current and on recorded in the student's file. It is the student's responsible to make sure all requirements are up-to-date (see page 20).

### 2. Choosing a Preceptor and Site:

Nursing Education students will complete both a clinical and academic preceptorship. Preceptorship requirements include:

1. MS in Nursing; an exception may be made to the MS in Nursing for clinical nurse educators if circumstances warrant. Students must get permission from the program coordinator to use a clinical educator who does not hold an MS degree.
2. Two years experience in the role for which they are precepting
- 3 Current Georgia license
4. Approval by MS faculty and coordinator
5. The preceptor shall be educated at preferably the same or higher level as the student and have at least two years of work experience in the practice setting in which the learning activity occurs.
6. The preceptor shall have the education and/or expertise to enable the learning goals of the student.
7. The preceptor shall be selected collaboratively by the designated faculty member and the registered nurse responsible for nursing care in the practice setting.

### 3. Establishing a Preceptorship Site Contract:

All clinical sites utilized by students must have a current contract with NGCSU. This process may take 6 weeks or longer to put in place so students must submit the "Preceptor Site Request Form" well in advance of the actual preceptorship experience. **A student may be dismissed from the program if they attend a clinical site which does not have a current contract in place, a clinical preceptor agreement and preceptor qualifications completed.** All documents must be on file in the department of nursing before beginning clinical rotation. The Administrative Assistant, Pat Walden, manages a preceptor database. Please check with Pat to determine if a contract is in place with your chosen site. If not, a contract will need to be initiated. If a student is unable to arrange his/her clinical site, faculty will assist in the process, however, it is imperative to begin this process early.

### 4. Dress Standard and Name Tag:

Nursing education students should dress professionally. If working in a clinical setting, they should wear lab coat and name tag.

### 5. Developing Preceptorship Outcomes:

Each nurse educator student should develop learning outcomes for themselves for both their academic and clinical preceptorship congruent with end of course and program outcomes.

**6. Orientation of Nursing Education Preceptor:**

All preceptors must be pre-approved by the MS Nursing Education Program coordinator and meet the outlined preceptor requirements. Preceptors are provided with a course syllabus and student outcomes prior to the student's tenure with them.

**7. Confidentiality:**

**Confidentiality of student, educator, and patient information is a fundamental patient right.** Graduate students are expected to insure patient confidentiality and privacy irrespective of the manner in which they gained patient information, i.e., direct contact, written records, financial statements, research data, insurance records, computer data bases, students, staff, or any other method. Inherent in the maintenance of confidentiality is the reporting of known breeches in confidentiality by others. Additionally, one should not use access codes to access institutional or patient information without the expressed consent of those to whom they belong.

**8. Preceptorship Guidelines**

1. Preceptorship site selection will be coordinated by the Course Coordinator. Faculty input and student requests for preceptors will be considered.
2. Preceptorship contract forms will be completed 4-6 weeks prior to the first day of the clinical experience. Course Coordinator will initiate contracts and the Administrative Assistant will follow up. The students will not begin their preceptorship unless all paperwork is complete.
3. Student records will be current and include documentation of: current RN licensure, immunization status, CPR certification, and RN liability insurance. The program Administrative Assistant will initiate and follow up on requirements that have expired. In addition, the Course Coordinator will also meet with students regarding requirements. If there are expired documents, the student must bring updated documentation and cannot attend preceptorship until requirements are fulfilled.
4. The faculty member in charge of the student's preceptorship will communicate via email or in person regarding the student's progress. The faculty member will visit the student and preceptorship site for evaluation purposes a minimum of one time each semester. Ideally, the evaluation by the faculty will include the student, the preceptor, and the site.

## BANNER2000 Web For Students Registration Instructions

MS students are responsible for registering for classes on Banner.

### Logging In

1. Using an Internet browser, go to the NGCSU Home Page: [www.ngcsu.edu](http://www.ngcsu.edu)
2. Click on the word "Banner" in the footer.
3. In the Logon section, go to the pull-down menu. Select the User Login option. If you are not automatically taken to the User Login page, click the Select Item button.
4. Use your mouse to click in the User ID field. Type your ngcsuID#.
5. Tab to or use the mouse to click in the PIN box and type in your Banner Web PIN. Your Banner Web PIN will be your birthdate in DDMMYY format. See the following example.  
Birthdate = April 25, 1983; PIN = 250483
6. Click the Login button.
7. Re-enter your PIN and click the Login button.  
You may be prompted to enter a Security question. This feature has been added to provide more security and to aid you in changing your PIN number. The question entered should be answerable only by you. Questions or problems with PIN numbers should be addressed to the Office of Information Technology. They can be reached by email at [studenthelp@ngcsu.edu](mailto:studenthelp@ngcsu.edu) or by phone at 706-864-1922.
8. Use the buttons or links at the bottom of each page to navigate within the Banner system.
9. To exit from the system, press the Exit link in the upper right corner of the page.

### Registering for Classes

1. Login to the Banner site. (See the steps above for more information.)
2. Click on the Student & Financial Aid Menu.
3. Click on the Registration Menu.
4. Click on Add/Drop Classes.
5. Select the term you wish to register for in the drop-down box and click Submit Term.
6. Read the "**I understand that...**" message and click Yes to accept responsibility for registration.
7. Search for CRNs by clicking on Class Search. Searches can be performed by subject, day(s) of the week, time or instructor.
8. In the Add Class worksheet area, enter the CRN(s) of the class(es) you wish to add and click Submit Changes.
9. Review your schedule by scrolling down to see the courses that were added. Courses not added to your schedule appear under "Registration Errors."
10. To clear "Registration Errors," you must click on the Menu button and re-enter Add/Drop Classes to address the errors.
11. To drop a course from your schedule, click the pull-down menu in the action block, choose the Drp Crse Web option and click Submit Changes.
12. Registration is complete when all changes have been made.

**Printing Your Schedule and Bill**

1. From the Registration Menu of the Student & Financial Aid area of Banner, click on the Student Schedule link.
2. Print your schedule by using your Internet browser options.
3. To view your bill, click on the Student Invoice link from the Registration Menu.
4. Print your bill using your Internet browser options.
5. Click the Exit link in the upper right corner of the page and return to the NGCSU Home Page.

**Helpful Hints**

- NGCSU recommends that you change your PIN. This option is available under the Personal Information Menu. Your new PIN can be any six characters. Every 100 days you will be prompted to change your PIN for security reasons.
- You may search for courses directly from the Registration Menu or by clicking on Class Search within the Add/Drop Classes link. Searches can be performed by subject, day(s) of the week, time, or instructor.
- Course Catalogs, building code descriptions and class listings are available without logging into the Banner system. This information may be accessed by the drop-down box on the Logon section of the NGCSU WWW Information System page.

**For Additional Assistance**

Please contact the NGCSU Registrar's Office by phone at 706-864-1760. Their office is in Price Memorial Hall, Room 221.

## 9. Forms

- a. NGCSU Department of Nursing Medical Report (pages 49-50)  
This form must be completed and submitted prior to starting program.
- b. NGCSU Department of Nursing Clinical Confidentiality Agreement (page 51)
- c. Preceptor/Clinical Site Request Form (page 52)  
This form is used by students to request particular preceptors/sites.
- d. Preceptor Agreement Form (page 53)  
This form is completed by the preceptor each semester he/she agrees to preceptor.
- e. Preceptor Qualification Record Form (page 54)  
This form provides written documentation the preceptor is qualified to precept students.
- f. Name Tag Order Form (page 55)
- g. Complaint Form (page 56)
- h. Handbook Agreement Form (page 57)
- i. Substance Abuse Declination Form (page 58)
- j. Turnitin.Com Form (page 59)
- k. Peer Evaluation Form (pages 60-61)
- l. Student Evaluation of Academic Preceptor/Site (pages 62-63)
- m. Student Applied Learning Experience Form (pages 64-65)
- n. Authorization for Release of Records and Information form (page 66-67)

## **Department of Nursing (currently under revision)**

### **Mission:**

The mission of the Department of Nursing is to provide a quality professional education which promotes excellence in academic performance and clinical practice for undergraduate and graduate nursing students. Graduates will be prepared to function effectively as interdisciplinary team members to meet the healthcare needs of Georgia's citizenry, specifically those of the Southern Appalachian area, to include those of multi-cultural, rural and other under-served populations.

### **Goals:**

1. Provide an academically sound professional education while allowing the opportunity to prepare for a military career.
2. Provide opportunities for educational articulation within nursing, specifically LPN-ASN, ASN-BSN, and BSN-MS.
3. Provide an educational environment which promotes cultural awareness and cultural sensitivity.
4. Foster the development of critical thinking, multi-modal communication, and cost effective therapeutic nursing interventions as a basis for the provision of holistic client care.
5. Promote professional standards, professional identification and a commitment to life long learning.
6. Incorporate "prevention as intervention" as a framework for carrying out the roles of the ASN, BSN and MS prepared nurse within the nursing curriculum.
7. Provide an educational base upon which further study at baccalaureate, masters or doctoral level can occur.
8. Provide an environment where nursing leadership and interdisciplinary collaboration is fostered and respected.
9. Provide an environment which encourages and supports student and faculty scholarship.
10. Respond efficiently and appropriately to the needs of the community, health care organizations, and other stakeholders in the areas of curriculum and program development.
11. Obtain necessary resources to enable the delivery of quality programs.

### **Philosophy:**

The faculty of the Associate, Bachelor and Master of Science, with a major in Nursing, Programs of North Georgia College and State University are in agreement with the Mission Statement and Goals of the University. The faculty acknowledge the Associate of Science (ASN) Degree as a basis for entry into nursing practice. Baccalaureate nursing preparation builds on the foundation of ASN education and provides an expanded scope of practice, which includes nursing of individuals, families, groups, and communities in a variety of settings. Graduate nursing, in turn, builds on the competencies of the baccalaureate prepared nurse and provides for role expansion and specialization.

People are unique, dynamic, bio-psycho-socio-spiritual human beings who possess dignity and worth. They also possess an inherent right to competent, cost effective, holistic health care from conception until death. Each person is responsible and accountable for his/her own actions including living a lifestyle that maximizes their individual health status and protects the health of others. The characteristics of each person are affected by genetic and environmental variables that synergistically influence their growth and development, values, culture, ethnicity, and needs. Environment is that dynamic aggregate of factors, personal, social and cultural, legal and ethical, which continually interact with the client and impact health and well being

Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations. (Nursing's Social Policy Statement, 2<sup>nd</sup> Ed., 2003). Caring is central to the art of nursing and is exhibited by empathy, advocacy and the creation of an environment that facilitates adaptation to stressors and results in the client's healing and growth. The science of nursing is characterized by information literacy and evidenced-based clinical competence. Nursing's scope of practice is fluid and responds to the needs of society at any given point in time with particular concern for the needs of under served populations to include those in rural settings, the culturally diverse, and the poor. Leadership is integral to nursing practice and incorporates professional role modeling, small group management, financial accountability and involvement in ones professional organizations for all levels of students and faculty. Leadership extends to include the development of community initiatives and legislative agendas at the baccalaureate and masters level. Individual nurses demonstrate competence along a continuum, moving from novice to expert nurses.

Health is a relative term that refers to the degree of client stability and risk, not just the absence of disease and illness. It is dynamic and continually evolves and/or regresses, on a continuum, in relation to the client's ability to respond and adapt to stressors. A client's health is uniquely multifaceted and individually perceived. Health protection and promotion must therefore address risk reduction through healthy lifestyles, healthy environments, and adequate health care access with health care economics and policy development being critical to this work. The goals of Healthy People 2010 serve as a guide for measuring and addressing the health of individuals, groups, and communities.

Nurse educator faculty members possess a unique body of knowledge and skills that, most effectively, are obtained through a formalized program of study at the graduate level. Faculty members strive to produce a graduate who is competent in information literacy through innovative curricula with multiple forms of delivery. Distance education, in various modalities, is provided to meet the needs of students. Nursing education provides an environment for transactional learning during which time the student moves from a beginning novice toward becoming a competent practitioner. Faculty members serve as facilitators of learning through the appropriate use of technology to deliver distance and face-to-face instruction, the selection of appropriate clinical experiences, and the development of meaningful,

purposeful, and professional relationships with students. Additionally, faculty members serve as role models through their own practice, leadership within professional and community organizations, and participation in scholarly activities.  
Revised: 08/00, 03/02, 04/03, 06/04, 11/06

**Purpose:**

The dual purposes of the Master of Science, with a major in nursing, North Georgia College and State University are to:

- a) prepare advanced practice nurses able to provide holistic primary health care, which meets the needs of rural communities or to
- b) prepare nurse educators able to provide evidenced-based, holistic nursing education in both academic and clinical settings

**MS Outcomes:**

The MS prepared graduate will be able to:

1. Participate in research and publication, and other scholarly endeavors, which address problems related to primary health care in rural settings and/or nursing education.
2. Demonstrate advocacy through involvement with the development of health care and educational policies and public laws.
3. Demonstrate leadership through the initiation of academic, institutional, professional and/or community based collaborative projects.
4. Model professional identification, commitment and accountability through involvement with professional organizations, health care and nursing education related boards/committees, and/or consumer advocacy groups.
5. Utilize advanced information literacy skills to access, evaluate and utilize contemporary knowledge in the sciences, nursing and nursing education.
6. Demonstrate a commitment to life long learning through participation in professional continuing education, literature/journal critiques, and doctoral study.
7. Utilize professional standards of practice as a basis for care and teaching.

**Nursing Education Specific Outcomes**

In addition the Nursing Education graduate will be able to:

1. Emulate nurse educator competencies in the role functions of nurse educator (NLN, 2005).
2. Facilitate student learning through the implementation of multiple teaching strategies that support the achievement of desired cognitive, affective, and psychomotor outcomes.
3. Create caring learning environments that are dynamic, culturally sensitive and supportive of both traditional and nontraditional students.
4. Design and implement curricula for both academic and clinical settings that reflect evidenced-based practice, trends in healthcare, and societal needs.
5. Create and utilize appropriate and diverse evaluation methodologies to insure the development of competent nurses.

## **Conceptual Framework for Nurse Educator**

(Derived from the Scope of Practice for Academic Nurse Educators NLN, 2005)

### **Competency I: *Facilitate Learning***

Nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes. To facilitate learning effectively, the nurse educator:

- Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context
- Grounds teaching strategies in educational theory and evidence-based teaching practices
- Recognizes multicultural, gender, and experiential influences on teaching and learning
- Engages in self-reflection and continued learning to improve teaching practices and facilitate learning
- Uses information technologies skillfully to support the teaching-learning process
- Practices skilled oral, written, and electronic communication that reflects and awareness of self and others along with an ability to convey ideas in a variety of contexts
- Models critical and reflective thinking
- Creates opportunities for learners to develop their critical thinking and reasoning skills
- Shows enthusiasm for teaching, learning, and nursing that inspires and motivates students
- Demonstrates interest in an respect for learners
- Uses personal attributes (e.g., caring, confidence, patience, integrity, and flexibility) that facilitate learning
- Develops collegial working relationships with students, faculty colleagues, and clinical agency personnel to promote positive learning environments
- Maintains the professional practice knowledge base needed to help learners prepare for contemporary nursing practice
- Serves as a role model of professional nursing

### **Competency II: *Facilitate Learner Development Socialization***

Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role. To facilitate learner development and socialization effectively, the nurse educator:

- Identifies individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk, and second degree learners
- Provides resources to diverse learners that help meet their individual learning needs
- Engages in effective advisement and counseling strategies that help learners meet their professional goals
- Creates learning environments that are focused on socialization to the role of the nurse and facilitate learners' self-reflection and personal goal setting
- Fosters the cognitive, psychomotor, and affective development of learners
- Recognizes the influence of teaching styles and interpersonal interactions on

learner outcomes

- Assists learners to develop the ability to engage in thoughtful and constructive self and peer evaluation
- Models professional behaviors for learners including, but not limited to, involvement in professional organizations, engagement in lifelong learning activities, dissemination of information through publications and presentations, and advocacy

### **Competency III: *Use Assessment and Evaluation Strategies***

Nurse educators use a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning. To use assessment and evaluation strategies effectively, the nurse educator:

- Uses extant literature to develop evidence-based assessment and evaluation practices
- Uses a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains
- Implements evidence-based assessment and evaluation strategies that are appropriate to the learner and to learning goals
- Uses assessment and evaluation data to enhance the teaching-learning process
- Provides timely, constructive, and thoughtful feedback to learners
- Demonstrates skill in the design and use of tools for assessing clinical practice

### **Competency IV: *Participate in Curriculum Design and Evaluation of Program Outcomes***

Nurse educators are responsible for formulating program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment. To participate effectively in curriculum design and evaluation of program outcomes, the nurse educator:

- Ensures that the curriculum reflects institutional philosophy and mission, current nursing and health care trends, and community and societal needs so as to prepare graduates for practice in a complex, dynamic, multicultural care environment
- Demonstrates knowledge of curriculum development including identifying program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning activities and evaluation strategies
- Bases curriculum design and implementation decisions on sound educational principles, theory, and research
- Revises the curriculum based on assessment of program outcomes, learner needs, and societal and health care trends
- Implements curricular revisions using appropriate change theories and strategies
- Creates and maintains community and clinical partnerships that support educational goals
- Collaborates with external constituencies throughout the process of curriculum revision
- Designs and implements program assessment models that promote continuous quality improvement of all aspects of the program

**Competency V: *Function as a Change Agent and Leader***

Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice. To function effectively as a change agent and leader, the nurse educator:

- Models cultural sensitivity when advocating for change
- Integrates a long-term, innovative, and creative perspective into the nurse educator role
- Participates in interdisciplinary efforts to address health care and educational needs locally, regionally, nationally, or internationally
- Evaluates organizational effectiveness in nursing education
- Implements strategies for organizational change
- Provides leadership in the parent institution as well as in the nursing program to enhance the visibility of nursing and its contributions to the academic community
- Promotes innovative practices in educational environments
- Develops leadership skills to shape and implement change

**Competency VI: *Pursue Continuous Quality Improvement in the Nurse Educator Role***

Nurse educators recognize that their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential. To pursue continuous quality improvement in the nurse educator role, the individual:

- Demonstrates a commitment to life-long learning
- Recognizes that career enhancement needs and activities change as experience is gained in the role
- Participates in professional development opportunities that increase one's effectiveness in the role
- Balances the teaching, scholarship, and service demands inherent in the role of educator and member of an academic institution
- Uses feedback gained from self, peer, student, and administrative evaluation to improve role effectiveness
- Engages in activities that promote one's socialization to the role
- Uses knowledge of legal and ethical issues relevant to higher education and nursing education as a basis for influencing, designing, and implementing policies and procedures related to students, faculty, and the educational environment
- Mentors and supports faculty colleagues

**Competency VII: *Engage in Scholarship***

Nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching itself is a scholarly activity. To engage effectively in scholarship, the nurse educator:

- Draws on extant literature to design evidence-based teaching and evaluation practices
- Exhibits a spirit of inquiry about teaching and learning, student development, evaluation methods, and other aspects of the role
- Designs and implements scholarly activities in an established area of expertise
- Disseminates nursing and teaching knowledge to a variety of audiences through various means

- Demonstrates skill in proposal writing and initiatives that include, but are not limited to, research, resource acquisition, program development, and policy development
- Demonstrates qualities of a scholar: integrity, courage, perseverance, vitality, and creativity

**Competency VIII: *Function within the Educational Environment***

Nurse educators are knowledgeable about the educational environment within which they practice and recognize how political, institutional, social, and economic forces impact their role. To function as a good “citizen of the academy”, the nurse educator:

- Uses knowledge of history and current trends and issues in higher education as a basis for making recommendations and decisions on educational issues
- Identifies how social, economic, political, and institutional forces influence higher education in general and nursing education in particular
- Develops networks, collaborations, and partnerships to enhance nursing's influence within the academic community
- Determines own professional goals within the context of academic nursing and the mission of the parent institution and nursing program
- Integrates the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of students and teachers
- Incorporates the goals of the nursing program and the mission of the parent institution when proposing change or managing issues
- Assumes a leadership role in various levels of institutional governance
- Advocates for nursing and nursing education in the political arena

Core Competencies of Nurse Educators with Task Statements (NLN, 2005)

**Master of Science  
Nursing Education Program  
Program of Study Outline**

<u>First Year Fall Semester</u>	<u>Semester Hours</u>
NURS 6050 Introduction to Nursing Education	2
NURS 6060 Curriculum Development in Nursing Education	3
NURS 7130 Advanced Nursing Research	3
 <u>First Year Spring Semester</u>	
NURS 6150 Instructional Design and Teaching Strategies for Nursing Education	3
NURS 6250 Assessment, Measurement and Evaluation in Nursing Education	3
NURS 6200 Theory for Advanced Practice	3
 <u>First Year Summer Semester</u>	
NURS 7051 Clinical Immersion for Nurse Educators	3
NURS 6020 Advanced Pathophysiology	3
NURS 6031 Health Assessment for Advanced Practice Nurses	3
 <u>Second Year Fall Semester</u>	
NURS 7060 Nursing Education Leadership Project	2
NURS 7160 Cultural Competence in the Community	1
NURS 6010 Advanced Pharmacology	3
NURS 6270 Practicum in Academic Nursing Education	3 & 4 post master
 Total Semester Hours	 35 hours

## MS Nursing Graduate Course Descriptions

---

### **NURS 6000: Selected Topics in Nursing (1-3, repeatable for a maximum of 3 hours)**

#### **Prerequisite: Admission to the MS in Nursing Program**

The Selected Topics in Nursing course allows the graduate student to explore an area of interest which is not represented significantly in the required courses of the major. A seminar format is utilized with the student being guided by a faculty member with expertise in the area. Clinical experiences are not included. A course portfolio is turned in to the graduate nursing office by the student at the end of the semester prior to a grade being assigned. With a change in topic this course may be repeated for credit.

### **NURS 6010: Advanced Pharmacology (3)**

#### **Prerequisite: Admission to the MS in Nursing Program**

This course builds upon basic knowledge in pharmacology and presents content on pharmacological principles, including pharmacodynamics and pharmacokinetics essential for nurses in advanced practice roles. The course is designed to provide the advanced practice nurse with knowledge of pharmacological agents commonly used in the treatment of young children, adolescents, adults and older adults. Emphasis is on the pharmacological management of common acute and chronic illnesses. Content includes, but is not limited to, drug indications, mechanisms of action, dosages, drug interactions, side effects and allergic responses. Also included is prescriptive drug protocols; the FDA approval process; prescription writing; legal and ethical ramifications of prescription writing and ordering by the advanced practice nurse; legislative and health policy issues pertinent to pharmacology, and client education.

### **NURS 6020: Advanced Pathophysiology (3)**

#### **Prerequisite: Admission to the MS in Nursing Program**

This course builds upon basic knowledge of physiology/pathophysiology, body systems and function, and the relationship between alterations in normal physiology and disease processes. The course is designed to present evidence-based advanced pathophysiological concepts, which include the identification and interpretation of pathophysiological changes, and genetic influences that occur with acute and chronic diseases across the lifespan.

### **NURS 6031: Health Assessment for Advanced Practice Nurses (2.5 didactic and .5 lab credit hour for a total of 3 credits; lab/clinical hour ratio is 1:4 for 30 hours of lab)**

#### **Prerequisite: Admission to the MS in Nursing Program**

This course builds upon basic knowledge in health assessment/physical assessment at the undergraduate level. It is designed to expand and refine the student's skill and critical analysis of the history and physical examination of individuals across the lifespan and various sociocultural backgrounds. It will incorporate health history taking and physical examination at the advanced practice level and the development of a problem list based on synthesis of findings. Documentation, both written and electronic, will be reviewed within the context of maintaining HIPPA requirements and the provision of appropriate coding designations. The focus of the course will be to prepare the student to perform comprehensive and episodic assessments in the primary care setting, which are appropriate for the presenting chief complaint, analyze their findings within the realm of evidenced based practice, and utilize a diagnostic reasoning process to arrive at differential diagnoses. The course prepares students to begin clinical practice as an advanced practice nursing student.

**NURS 6050: Introduction to Nursing Education (2)****Prerequisite: Admission to the MS in Nursing Education Program**

The role and responsibilities of the nurse educator are introduced. These include, but are not limited to, curriculum development, instructional modalities, student evaluation, program evaluation, student advisement, preceptor selection and development, and lab and clinical instruction. Educator competencies (NLN) are reviewed. Leadership and involvement in professional nursing education organizations are also introduced.

**NURS 6060: Curriculum Development in Nursing Education (3)****Prerequisite: Admission to the MS in Nursing Education Program**

This course focuses on assessment of the learner, the site, and the program's mission in the development of a curriculum for a nursing education program or a clinical facility. Curriculum theory is used to guide the student in the development of a personal nursing education philosophy. Frameworks and models of curriculum design are critiqued for specific populations. Content selection and sequencing is supported by evidenced-based literature. Course and student outcomes are developed within the context of the total program. The student works to develop a program of study and, within that program, a specific course. NLN's Nurse Educator Competencies are utilized as a standard for curriculum development.

**NURS 6150: Instructional Design and Teaching Strategies for Nursing Education (3)****Prerequisite: Admission to the MS in Nursing Education Program**

The student is presented with various modalities of course design and delivery. Adult learning theory, learning principles, learning styles, and cultural preferences are reviewed to assist in the development of appropriate teaching strategies and learning activities for specific populations. Information technology and its utilization in instructional delivery are evaluated along with an opportunity to participate in the development of an online unit of instruction. Students also critique and revise existing courses to optimize their appropriateness and effectiveness of delivery. NLN's Nurse Educator Competencies are utilized as a standard for instructional development.

**NURS 6200: Advanced Practice Theory (3)****Prerequisite: Admission to the MS in Nursing Program**

The purpose of this course is to provide students an opportunity to analyze theoretical concepts, principles, and processes from nursing and other disciplines, in order to formulate a framework for advanced clinical practice. Theories from nursing and related fields are analyzed and critiqued from the perspective of theory development and utilization in advanced nursing practice. Students will synthesize knowledge from family, teaching/learning and developmental theoretical frameworks, nursing models, and related sciences.

**NURS 6250: Assessment, Measurement and Evaluation in Nursing Education (3)****Prerequisite: Admission to the MS in Nursing Education Program**

Students are introduced to models of institutional and program evaluation. Outcome assessment is reviewed within the context of specific institutional and program mission, strategic plan and accreditation considerations. Closing the loop on evaluation is stressed through the use of assessment data to drive change within the institution and program. At the program and course level the use of testing, rubrics, portfolios, and other evaluation instruments are presented. Evaluation in distance and online education is also discussed.

The student participates in the development of both didactic and clinical evaluation instruments. NLN's Nurse Educator Competencies will be used as a standard for nursing education in this area.

**NURS 6270: Practicum in Academic Nursing Education (3-4)**

**(Credit: Clinical ratio is 1:4; 180-240 clinical hours)**

**Prerequisites or Corequisites: NURS 6050, NURS 6060, NURS 6150, NURS 6250**

The student is provided with an opportunity to select an academic education setting for their practicum. The student works with an approved preceptor faculty member to gain hands on experience in their role as a nurse educator. Scholarly exploration of their role is expected through the use of evidenced based educational standards and professional engagement. A seminar/WebCT format for faculty and student exchange and discussion of student experiences and critique of contemporary issues is included as a component of the practicum.

**NURS 7000: Independent Study in Graduate Nursing (1-3, repeatable for a maximum of 3 hours)**

**Prerequisite: Admission to the MS in Nursing Program**

The Independent Study in Graduate Nursing allows a graduate nursing student to pursue additional content and/or learning experiences in a specified area. Clinical learning experiences may be a component of the independent study. Course outcomes, assignments, and experiences must be pre-approved by the supervising faculty member. Conferences between the student and the faculty occur on a periodic basis. A course portfolio is turned in to the graduate nursing office by the student at the end of the semester prior to a grade being assigned. With a change in topic this course may be repeated for credit.

**NURS 7051: Clinical Immersion for Nurse Educators (3)**

**Prerequisites or Corequisites: NURS 6050, NURS 6060, NURS 6150, NURS 6250 (180 clinical hours – credit clinical hour ratio 1:4)**

The student is provided with an opportunity to select a clinical nursing education setting, appropriate to their area of clinical expertise, for their practicum. Clinical expertise can be demonstrated through certification, extensive/supervisory experience, and/or substantive current continuing education. The student works with an approved preceptor/s to gain hands on experience in their role as an expert clinician and as a nurse educator in the clinical setting. Scholarly exploration of their role is expected through the use of evidenced based practice and educational standards and professional engagement. A seminar for faculty and student exchange and discussion of student experiences and critique of contemporary issues is included as a component of the practicum.

**NURS 7060: Nursing Education Leadership Project (2)**

**Prerequisite: NURS 7130**

The student will explore avenues for leadership in nursing education with the guidance of graduate faculty. These include but are not limited to professional organizations, legislative issues, grantsmanship, research, and publication. The student has the option of: 1) preparing and submitting a manuscript, pertinent to nursing education, to a referred journal; 2) preparing and submitting a grant proposal that would directly or indirectly benefit nursing education; 3) initiating and completing a significant project for a nursing education organization; 4) initiating and completing an innovative, substantive project in the student's area of interest (such as a pilot research study or participation in an educational research project directed by one of the faculty).

**NURS 7130: Advanced Nursing Research (3)****Prerequisite: Admission to the MS in Nursing Program**

This course builds upon basic knowledge of the research process and statistical analysis. It explores research design, methodology, and data analysis for relevant research problems encountered by advanced practice nurses as well as evidence-based practice and/or teaching. Qualitative and quantitative research methodologies will be presented. Students will critique relevant research studies in a selected area of interest and will develop a project related to evidence based practice or teaching.

**NURS 7160: Cultural Competence in the Community (1) (.5 didactic and .5 service learning;****1:4 hours for 30 hours community experience)**

This course is created around a cultural competence process model (Campinha-Bacote, 2002) which consists of 5 constructs: cultural awareness, cultural knowledge, cultural skill, cultural encounters, and cultural desire. Students may select a service learning site whose cultural background is different than their own. Offsite cultural immersion programs may also be utilized to meet learning outcomes. These sites will serve as an opportunity to meet the care and educational needs of a diverse cultural/ethnic community group. Web based dialogues and seminars may be used for faculty and student exchange addressing student experiences and an analysis of their cultural awareness and desire. Cultural skills will be evaluated throughout the semester.

## **Evaluation Methods**

### **A. Student Evaluation:**

Students are evaluated using methods outlined in each course syllabus. Both didactic and clinical/preceptorship evaluation is carried out. Examples of materials which are evaluated include written papers, teaching projects, teaching guides, presentations, and research projects. Exams, both objective and narrative, are utilized to evaluate student learning. Site visits are done by faculty during each semester that the student is enrolled in clinical/preceptorship courses to observe and evaluate the progress of the student.

### **B. Program Evaluation:**

Program evaluation is carried out using the Master Evaluation Plan (MEP). The program evaluation includes the evaluation of individual courses, preceptors, clinical sites, teaching & instruction, students, facilities, resources, administrators, faculty, and graduates. Two significant methods of program evaluation include the exit survey (given as students exit the program) and the graduate survey (sent to graduates one year following graduation). Others who participate in evaluation of the program include students, faculty, administrators, preceptors, and the community at large (advisory council).

### **C. Course Evaluations:**

University Evaluation of courses: class evaluations at NGCSU are now conducted online through Banner. Evaluation of the class is considered a component of the course and students will not be permitted to access their course grade until the evaluation has been completed. The evaluations will be accessible beginning one week prior to Final Exam week. Specific instructions will be made available when the surveys are activated.

Department of Nursing Evaluation: A course evaluation is available online. This should be completed prior to taking the final exam and a confirmation sheet brought or sent to the faculty member. A student's grade for the course will not be assigned until the student has completed the course evaluation.

## **Nurse Educator Requirements for Teaching**

While there are currently no universal requirements to enter Nursing Education, there are clearly guidelines and standards. Following these guidelines will maximize the student's qualifications for optimum employment.

1. An MS or MSN degree in Nursing
2. Substantive course work or degree in Nursing Education
3. National certification as a Nurse Educator
4. Clinical expertise in the area of teaching responsibility
5. Educational/teaching experience
6. Nurse specialty certification or documented expertise
7. A portfolio of exemplary work in the field of Nursing Education
8. Demonstration of leadership and professional abilities

**Eligibility Requirements for Nurse Educator Certification Exam  
CNE given by NLN-see website for current details**

**Option A: Must meet criteria 1, 2, & 3**

1. Licensure: A currently active registered nurse license in the United States or its territories.
2. Education: A master's or doctoral degree in nursing with:
  - a major emphasis in nursing education **or**
  - a post-master's certificate in nursing education **or**
  - nine or more credit hours of **graduate-level** education courses\*
 \*Examples of acceptable courses include: Curriculum Development and Evaluation; Instructional Design; Principles of Adult Learning; Assessment/Measurement & Evaluation; Principles of Teaching and Learning, Instructional Technology  
 Note: Graduate-level research or statistics courses do not count toward this requirement.
3. Experience: Two years or more of full-time employment\*\* in the academic faculty role within the past five years.

**Option B: Must meet criteria 1, 2 & 3**

1. Licensure: A currently active registered nurse license in the United States or its territories.
2. Education: A master's or doctoral degree in nursing (with a major emphasis in a role other than nursing education).
3. Experience: Four years or more of full-time employment\*\* in the academic faculty role within the past five years.

\*\*full-time employment as defined by the institution

***All eligibility criteria for initial certification must be met at the time of application.***

For answers to questions about the eligibility requirements, please check our FAQ page <http://www.nln.org/facultycertification/information/faq.htm>.

North Georgia College & State University
Department of Nursing
Medical Report

Complete and return to the NGCSU Nursing Department by date requested.
(Form must be completed and signed by Healthcare Provider.)

Indicate program application ASN \_\_\_\_ BSN \_\_\_\_ MS \_\_\_\_
Name of person being examined (Print) \_\_\_\_\_ DOB \_\_\_\_\_
Physical exam date \_\_\_\_\_ (must be within 6 months of admission to the Nursing program
indicated- must be updated every 2 years or upon re-entry to a program.)
Medical limitations, chronic conditions, physical limitations (specify): \_\_\_\_\_
Significant Allergies: \_\_\_\_\_
Current Medications (prescription, OTC, herbal, etc.): \_\_\_\_\_

IMMUNIZATION CERTIFICATION REQUIREMENTS

Laboratory proof of Immune (IgG) titers (copies) are required for measles, mumps, rubella, and varicella
for all students. A hepatitis B immune titer as definite proof of immunity is highly recommended.
(Equivocal, borderline, or negative titer results do not demonstrate immunity and may require further
action.\*)

- 1. \*MMR (Measles, Mumps, Rubella) Documented dates of vaccine 1 \_\_\_\_\_ 2 \_\_\_\_\_
Evidence of immunity by Titer required. (Attach documentation of immunity).
Rubella Titer \_\_\_\_\_, Rubeola Titer \_\_\_\_\_, Mumps Titer \_\_\_\_\_
\*If immunity to Measles, Mumps, or Rubella is not demonstrated by IgG titer, booster
vaccine is required. Date of booster \_\_\_\_\_
2. TUBERCULOSIS - Current PPD within 1 year - Date of skin test \_\_\_\_\_ Read \_\_\_\_\_
( ) Negative ( ) Positive
If Positive, have you:
a. Had a chest x-ray: ( ) Negative ( )Positive (Attach documentation)
Date with proof (x-ray must be within the last 3 years and without symptoms) \_\_\_\_\_
b. Treatment with Anti-Tubercular Drugs: ( ) Yes ( ) No
If yes, provide dates of treatment and drugs used. \_\_\_\_\_
c. Have you ever received BCG: ( ) Yes ( ) No If yes, when? \_\_\_\_\_
3. VARICELLA (Chickenpox) If immunity not demonstrated by titer, documentation of vaccine (two)
injections. Titer \_\_\_\_\_, \*documented dates of vaccine 1 \_\_\_\_\_ 2 \_\_\_\_\_
4. HEPATITIS B VACCINE
Evidence of Hepatitis B series - Dates: 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_
OR date and proof of immune titer - Date \_\_\_\_\_ (Attach documentation)
OR signed Hepatitis B Declination (see form)
5. TETANUS within last 5 years: Date last tetanus given \_\_\_\_\_
Note: If Tetanus was given more than 2 years ago, you must receive one time Tdap
immunization if 19-64 years old. Date Tdap given \_\_\_\_\_

Printed Name of Healthcare Provider \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Office address: \_\_\_\_\_ Phone # \_\_\_\_\_

It is the responsibility of a student to immediately contact her (his) Program Coordinator prior to
participation in a program associated clinical, if the student:

- a. is exposed to Shingles;
b. is exposed to Pertussis (Whooping Cough);
c. is exposed to TB; and/or
d. acquired any of the above.

\_\_\_\_\_ Student initials document personal responsibility for application of the above statement.

**Hepatitis B Declination**

I \_\_\_\_\_ understand fully the clinical requirement for Hepatitis B immunity and decline to receive the immunization series or titer. I fully understand the risk of exposure to Hepatitis B and will not hold North Georgia College & State University, any clinical agency, or individual patient responsible for exposure to or development of Hepatitis B. I understand I have the right to later decide to obtain the vaccines and will provide proof of such for my files.

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

**North Georgia College North Georgia College & State University  
Master of Science**

**Clinical Confidentiality Agreement**

I understand that as an MS student, I have a legal and ethical responsibility to safeguard the privacy of all patients and to protect the confidentiality of their health information.

I understand that during the course of my clinical experiences at any clinical facility, I may see or hear other confidential information such as financial data and operational information pertaining to the activities that I am obligated to maintain as confidential.

I am aware that confidentiality and information security training is required for members of the nursing workforce and I acknowledge that I have received similar training from the nursing faculty at NGCSU and agree to follow policies and procedures of the clinical agency.

I will not access or view any information, including my own or family members, other than what is required to meet my clinical requirements. If I have any questions about whether access to certain information is required for me to complete my clinical requirements, I will immediately ask my faculty for clarification.

I will not discuss any information, pertaining to any patients in an area where unauthorized individuals may hear such information (i.e. in hallways, on elevators, in the cafeteria, on public transportation, at restaurants, or at social events). I understand that it is not acceptable to discuss any information in public areas even if specifics, such as a patient's name, are not used.

I will not make inquires about any information for any individual or party who does not have proper authorization to access such information.

I will not make any unauthorized transmissions, copies, disclosures, inquiry modifications, or purging of information. Such unauthorized transmissions include, but are not limited to, removing and/or transferring information from any clinical site computer system to unauthorized locations (i.e. for home).

Upon completion of my clinical educational experiences at any clinical facility, I will immediately return all property (i.e. keys, documents, ID badges, etc.) to an authorized person.

I agree that my obligation under this agreement regarding information will continue following completion of my educational experience in the NGCSU MS Program.

I understand that violation of this agreement my result in disciplinary action, up to and including termination of my educational experience or other affiliation with NGCSU and/or suspension, restriction or loss of privileges, as well as potential personal civil and criminal legal penalties.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Print Student's Name

\_\_\_\_\_  
Date

**North Georgia College & State University  
Master of Science  
Preceptor/Clinical Site Request\***

Date of request: \_\_\_\_\_ Course \_\_\_\_\_ Semester \_\_\_\_\_

Name of student requesting: \_\_\_\_\_

Date student plans to begin utilizing preceptor site: \_\_\_\_\_

**Preceptor Information:**

Name: \_\_\_\_\_

Business Address: \_\_\_\_\_  
City                      State                      Zip

Phone # (     ) \_\_\_\_\_ Fax # (     ) \_\_\_\_\_

E-Mail \_\_\_\_\_

Facility type (e.g. quick care, family practice, educational institution, hospital):  
 \_\_\_\_\_

**Contract Information:**

Name of Facility: \_\_\_\_\_

Address of Facility: \_\_\_\_\_  
City                      State                      Zip

Phone# (     ) \_\_\_\_\_ Fax # (     ) \_\_\_\_\_

Contact for Contract: \_\_\_\_\_

Date Received by faculty: \_\_\_\_\_

Faculty signature: \_\_\_\_\_

**\*Students must submit request with sufficient notice to obtain a contract if one does not already exist. This usually takes 4-5 weeks.**

08/16/06

**North Georgia College & State University  
Master of Science  
Preceptor Agreement**

STUDENT: \_\_\_\_\_ COURSE# \_\_\_\_\_ SEMESTER \_\_\_\_\_

PRECEPTOR: \_\_\_\_\_ (PRINT)

**(Please provide appropriate professional initials)**

BUSINESS ADDRESS: \_\_\_\_\_

\_\_\_\_\_ ZIP \_\_\_\_\_ COUNTY \_\_\_\_\_

PHONE: (    ) \_\_\_\_\_ (work) (    ) \_\_\_\_\_ (cell)

FAX: (    ) \_\_\_\_\_ E-Mail \_\_\_\_\_

SPECIALTY: \_\_\_\_\_

NAME OF PRACTICE/ORGANIZATION: \_\_\_\_\_

CONTRACT AGREEMENT WITH: \_\_\_\_\_

I have read the enclosed course outcomes and information and agree to provide to the best of my ability for the student's learning experiences. I have discussed the preceptorship requirements with the student and agree to complete a preceptor evaluation of the student's progress during the semester.

\_\_\_\_\_ Date \_\_\_\_\_  
Preceptor's Signature

I have verified the preceptor's license on-line.

\_\_\_\_\_ Expiration Date \_\_\_\_\_  
License Number

\_\_\_\_\_ Expiration Date \_\_\_\_\_  
Certification Number

\_\_\_\_\_ Type of Certification \_\_\_\_\_  
Certification Agency

\_\_\_\_\_ Date \_\_\_\_\_  
Faculty Signature

North Georgia College & State University  
Master of Science

Preceptor Qualification Record

Name: \_\_\_\_\_  
(Last) (First) (Maiden/Middle)

Employing Agency/Institution: \_\_\_\_\_

Position Held and Title: \_\_\_\_\_

**Professional Position:** MD \_\_\_ Advanced Practice Nurse \_\_\_

**Physician's Assistant** \_\_\_ **Nurse Educator** \_\_\_ **Other** \_\_\_\_\_

Number of Years in Fulltime Position (or equivalent) \_\_\_\_\_

Professional Education Preparation:

Name of Institution/Location      Diplomas/Degree/Certification      Year Granted

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Professional Work Experience:

Name of Employer                      Position                      Dates of Employment

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Preceptor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Revised: 01/07/02; 08/16/06; 03/28/0

Revised 10/07, 7/09



**North Georgia College & State University  
Master of Science**

**Complaint Form**

***Place this form in an envelope marked "CONFIDENTIAL"***

Complainants should complete sections I and II of this form and return to the MS Program Coordinator who will complete sections III and IV.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Nature of complaint:

2. Suggestions for resolution:

3. Findings:

4. Resolution which occurred:

Student's Signature \_\_\_\_\_

MS Coordinator's Signature \_\_\_\_\_

Revised: 01/07/02; 04/16/06; 08/15/06

**North Georgia College & State University  
Master of Science**

**Handbook Agreement Form**

I have electronically accessed and reviewed the MS Nursing Education Student Handbook for the North Georgia College & State University Master of Science Program. I understand that it is faculty and staff's responsibility to keep the electronic handbook current as policies and procedures are dynamic and may change while I am a student at NGCSU. I understand, accept, and agree to review the electronic handbook and relevant policies and procedures while I am enrolled in the program. My signature indicates that I will abide by the Handbook's rules, guidelines, policies, procedures or mandates. It is especially important that each student note that it is his/her responsibility to keep himself/herself apprised of current graduation requirements and policies impacting their student role.

Student's Name (Print)\_\_\_\_\_

Student's Name (Signature)\_\_\_\_\_

Date\_\_\_\_\_

**Revised: 10/11/07; 10/17/07; 2/14/08**

**North Georgia College & State University  
Master of Science**

**Substance Abuse Declination Form**

I, \_\_\_\_\_, understand that I have the right to appeal the decision of faculty of the North Georgia College & State University Department of Nursing, to require me to provide a specimen for a random drug screen and/or to refuse to provide same. I also understand that refusal to comply with the request of faculty to provide a specimen for this random drug screen could result in immediate dismissal from the nursing program.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty's Signature

\_\_\_\_\_  
Date

**North Georgia College & State University  
Master of Science**

**Turnitin.Com Form**

I agree that by taking MS Nursing Education courses all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Student's Name (Print)\_\_\_\_\_

Student's Name (Signature)\_\_\_\_\_

Date\_\_\_\_\_

**North Georgia College & State University  
Master of Science**

**Peer Evaluation Form**

Instructor \_\_\_\_\_ Course: \_\_\_\_\_

Number of students present: \_\_\_\_\_ Date: \_\_\_\_\_

Peer Evaluator: \_\_\_\_\_

**Instructor:**

Initiate the peer evaluation process by listing specific objectives for the class to be observed. Give this form to the Peer Evaluator prior to the scheduled class.

**Peer Evaluation:**

Review the written class objectives prior to the scheduled class session. Focus your observations on the categories listed below. Using the scale provided below respond to each of the items by circling the number which most closely corresponds to your observations.

- |            |          |   |
|------------|----------|---|
| <b>4</b>   | <b>=</b> | <b>Excellent - exceeds behaviors</b>                  |
| <b>3</b>   | <b>=</b> | <b>Good - Behaviors observed consistently</b>         |
| <b>2</b>   | <b>=</b> | <b>Satisfactory - Behaviors observed most of time</b> |
| <b>1</b>   | <b>=</b> | <b>Needs improvement - Behaviors rarely observed</b>  |
| <b>N/A</b> | <b>=</b> | <b>Not Applicable</b>                                 |

Objectives for Class Session:

1.

2.

3.

4.

1.	Learning Activities:					
a.	Primarily focus on nursing role	1	2	3	4	NA
b.	Appropriate for learning objectives	1	2	3	4	NA
c.	Well organized	1	2	3	4	NA
d.	Present and accept diverse view- points when appropriate	1	2	3	4	NA
e.	Reflect current thinking in the discipline	1	2	3	4	NA
f.	Transactional in nature	1	2	3	4	NA
g.	Comprehensive enough in scope and depth to represent current body of knowledge	1	2	3	4	NA
h.	Acknowledge various learning styles	1	2	3	4	NA
i.	Incorporate critical thinking	1	2	3	4	NA
j.	Require effective communication	1	2	3	4	NA
k.	Utilize therapeutic nursing interventions	1	2	3	4	NA
II.	Presentation:					
a.	Provided atmosphere conducive to student learning	1	2	3	4	NA
b.	Demonstrated command of subject matter	1	2	3	4	NA
c.	Used instructional aids to augment learning	1	2	3	4	NA
d.	Utilized socratic questioning	1	2	3	4	NA
e.	Deferred nonproductive/unrelated discussions	1	2	3	4	NA
f.	Encouraged student questions and contributions	1	2	3	4	NA

Comments:

**Mean Score**\_\_\_\_\_

I have reviewed this peer evaluation form.

Comments:

Faculty Member:\_\_\_\_\_

**North Georgia College & State University**  
**Department of Nursing**  
**Master of Science-Nursing Education**  
**NURS 6270 Practicum in Academic Nursing**  
**Student Evaluation of Academic Preceptor/Site**

Date Completed: \_\_\_\_\_ Semester/Term: \_\_\_\_\_

Student Name: \_\_\_\_\_

Preceptor Name: \_\_\_\_\_

Academic Site (University or school): \_\_\_\_\_

Clinical Site (Hospital or agency): \_\_\_\_\_

**Key:**

1. Please mark an X in the most appropriate space after each statement below to provide summative feedback to the preceptor named above.
2. Space is provided after each statement if you choose to add any written comments.

	<b>Quality</b>	<b>Seldom</b>	<b>Some- times</b>	<b>Fre- quently</b>	<b>N/A</b>	<b>Comments</b>
		<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	
	<b>A. Preceptor</b>					
1.	Is available to students.					
2.	Demonstrates understanding and illustrates a positive academic nurse educator role.					
3.	Provides opportunity for student to implement the role of academic nurse educator.					
4.	Utilizes student's strengths and knowledge.					
5.	Suggests and provides additional learning experiences.					
6.	Demonstrates effective rapport and communication with students/colleagues/clients.					
7.	Encourages student to assume increasing responsibility during semester.					
8.	Assists student in identifying personal goals and needs for experience.					
9.	Provides immediate and adequate feedback.					
10.	Provides guidance for student in decision making process.					
11.	Reviews and signs documents as appropriate.					

12	Encourages questions or innovative ideas.					
13	Allows student opportunities to suggest evidence-based alternatives.					
14	Utilizes effective and innovative teaching strategies.					
15	Collaborates with other professionals.					
<b>B. Clinical Site:</b>						
17	Was conducive to learning					
18	Personnel were open and supportive					
19	Provided appropriate equipment					

1. What did you like BEST about your experience at this site or with this person?
  
2. What did you like LEAST about your experience at this site or with this person?
  
3. Does your philosophy of education coincide or conflict with that of your preceptor?  
Why or why not?
  
4. Would you recommend this preceptor and/or site for other students taking this course?  
Why or why not?

**North Georgia College & State University  
Department of Nursing  
Master of Science**

**Student Applied Learning Experience Agreement**

In consideration for participating in an applied learning experience (hereinafter referred to as the "A.L.E.") at any Georgia Hospital Association member Facility or any other Facility where I may participate such an A.L.E. (hereinafter referred to as the "Facility"), I hereby agree to the following:

1. To follow the administrative policies, standards and practices of the Facility when in the Facility.
2. To report to the Facility on time and to follow all established regulations of the Facility.
3. To keep in confidence all medical, health, financial and social information (including mental health) pertaining to particular clients or patients.
4. To not publish any material related to my A.L.E. that identified or uses the name of the Institution, the Board of Regents of the University System of Georgia, the Georgia Hospital Association, the Facility or its members, clients, students, faculty or staff, directly or indirectly unless I have received written permission from the Institution, the Board of Regents of the University System of Georgia, the Georgia Hospital Association and the Facility. However, the Facility hereby grants to the Institution the right to publish Institution administrative materials such as catalogs, course syllabi, A.L.E. reports, etc., that identify or uses the name of the Georgia Hospital Association, the Facility or its members, staff, directly or indirectly.
5. To comply with all federal, state and local laws regarding the use, possession, manufacture or distribution of alcohol and controlled substances.
6. To follow Centers for Disease Control and Prevention (C.D.C.) Universal Precautions for Bloodborne Pathogens, C.D.C. Guidelines for Tuberculosis Infection Control, and Occupational Safety and Health Administration (O.S.H.A.) Respiratory Protection Standard.
7. To arrange for and be solely responsible for my living accommodations while at the Facility.
8. To provide the necessary and appropriate uniforms and supplies required where not provided by the Facility.
9. To wear a name tag that clearly identifies me as a student.  
Further, I understand and agree, unless otherwise agree to in writing, that I will

not receive any monetary compensation from the Board of Regents of the University System of Georgia, the Institution or the Facility for any services I provide to the Facility or its clients, students, faculty or staff as a part of my A.L.E.

Unless otherwise agreed upon in writing, I also understand and agree that I shall not be deemed to be employed by or an agent or a servant to the Institution, the Regents or the Facility; that the Institution, Regents and Facility assumes no responsibilities as to me as may be imposed upon an employer under any law, regulation or ordinance; that I am not entitled to any benefits available to employees; and, therefore I agree not to in any way to hold myself out as an employee of the Institution, the Regents or the Facility.

I understand and agree that I may be immediately withdrawn from the A.L.E. based upon a lack of competency on my part, my failure to comply with the rules and policies of the Institution or Facility, if I pose direct threat to the health or safety of others or, for any other reason the Institution or the Facility reasonably believes that it is not in the best interest of the Institution, the Facility or the Facility's patients or clients for me to continue. Such party shall provide the other part and the student with immediate notice of the withdrawal and written reasons for the withdrawal.

I understand and agree to show proof of professional liability insurance in amounts satisfactory to the Facility and the Institution and covering my activities at the Facility, and to provide evidence of such insurance upon request of the Facility.

I further understand that all medical or health care (emergency or otherwise) that I receive at the Facility will be my sole responsibility and expense.

I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, or my parent or guardian has signed below that I am legally competent to execute this Applied Learning Agreement, and that I, or my parent and/or guardian, have read carefully and understand the above Applied Learning Experience Agreement; and that I have freely and voluntarily signed this "Applied Learning Experience Agreement".

This the \_\_\_\_\_ day of \_\_\_\_\_.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Witness Signature

Name: \_\_\_\_\_

( Please print)

\_\_\_\_\_  
(Please print)

**North Georgia College & State University**  
**Department of Nursing**  
**Master of Science**

**Authorization for Release of Records and Information**

To: The Board of Regents of the University System of Georgia or any of its members Institutions (hereinafter referred to as the "Institution"), and any Facility where I participate in or request to participate in an applied learning experience, including but not limited to any Georgia Hospital Association member Facility (hereinafter referred to as the "Facility").

Re: \_\_\_\_\_  
(Print Name of Student)

As a condition of my participation in an applied learning experience and with respect thereto, I grant my permission and authorize The Board of Regents of the University System of Georgia or any of its member institutions to release my educational records and information in its possession, as deemed appropriate and necessary by the Institution, including but not limited to academic record and health information to any Facility where I participate in or request to participate in an applied learning experience, including but not limited to any Georgia Hospital Association member Facility (hereinafter referred to as the "Facility"). I further authorize the release of any information relative to my health to the Facility for purposes of verifying the information provided by me and determining my ability to perform my assignments in the applied learning experience. I also grant my permission to and authorize the Facility to release the above information to the Institution. The purpose of this release and disclosure is to allow the Facility and the Institution to exchange information about my medical history and about my performance in an applied learning experience.

I further understand that I may revoke this authorization at any time by providing written notice to the above states person(s)/ entities, except to the extent of any action(s) that has already been taken in accordance with this "Authorization for Release of Confidential Records and Information".

I further agree that this authorization will be valid throughout my participation in the applied learning experience. I further request that you do not disclose any information to any person or entity without prior written authority from me to do so, unless disclosure is authorized or required by law. I understand that this authorization shall continue in force until revoked by me by providing written notice to the Institution and the Facility, except to the extent of any action(s) that has already been taken in accordance with the "Authorization for Release of Records and Information".

In order to protect my privacy rights and interests, other than those specifically release above; I may elect to not have a witness to my signature below. However, if there is no witness to my signature below, I hereby waive and forfeit any right I might have to contest this release on the basis that there is no witness to my signature below. Further, a copy or

facsimile of this "Authorization for Release of Records and Information" may be accepted in lieu of the original.

I have read, or have had read to me, the above statement, and understand them as they apply to me. I hereby certify that I am eighteen (18) years or age or older, or my parent or guardian has signed below; that I am legally competent to execute this "Authorization for Release of Records and Information"; and that I or my parent and/or guardian, have read carefully and understand the above "Authorization for Release of Records and Information"; and that I have freely and voluntarily signed this "Authorization for Release of Records and Information".

This the \_\_\_\_\_ day of \_\_\_\_\_.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Witness Signature

Name \_\_\_\_\_  
(Please print)

Name \_\_\_\_\_  
(Please print)