

UW-Green Bay
Professional Program in Nursing

Nursing Program Handbook

August 2013

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Nursing Program Description

RN TO BSN COMPLETION FOR REGISTERED NURSES – PROFESSIONAL PROGRAM IN NURSING

Overview of the Nursing Program

The Professional Program in Nursing at the University of Wisconsin Green Bay (UW-Green Bay) provides an opportunity for Registered Nurses (RNs) holding an Associate Degree or Diploma in Nursing to earn a Bachelor of Science Degree in Nursing (BSN). This accredited, high quality program is designed to be nurse friendly. It is a flexible program designed to meet the needs of adult learners and working registered nurses. Prior learning is acknowledged through liberal articulation and transfer policies.

The program is built upon the foundation of the Associate Degree or Diploma in Nursing and includes general education courses, courses supportive of Nursing, and the upper-level Nursing Major. The program consists of 120 credits for the BSN degree. The RN typically transfers 60 credits through articulation agreements. Additional credits completed at other universities, colleges, or community colleges also transfer. The remaining UW-Green Bay requirements for graduation include 30 credits of general education and support courses for the Nursing Major, a college level chemistry course (if chemistry was not taken as part of the Associate Degree or Diploma in Nursing) and 30 credits of upper level Nursing courses.

Based upon professional practice standards and what employers say they value most, the Nursing curriculum targets:

- Professional nursing roles and nursing science development
- Practice based on research, standards, and theory
- Strong communication, critical thinking, and leadership skills
- Autonomous therapeutic nursing interventions
- Culturally congruent and ethically sound nursing care
- Responsibility for being a change agent and for lifelong learning

Three Tracks, One Destination

The program is offered in three tracks: Campus Track (face-to-face on campus); BSN@HOME (formerly known as Collaborative Track) (via the Internet for nurses residing in the state of Wisconsin); and BSN-LINC/National Track (via the Internet for nurses residing outside the state of Wisconsin). The program requirements, expected outcomes, and curriculum are the same for all three tracks. Only one course, Community Health Nursing Practicum requires a practicum. The practicum involves flexible scheduling and is arranged near the student's home.

The *Campus Track* is designed for RNs who reside within traveling distance of UW Green Bay. Nursing courses are offered in campus classrooms. Courses are “block scheduled,” meeting one day or evening per week. General education and support courses can be completed on-campus, through UW-Green Bay Adult Degree Program (on-line or

independent study/Saturday schedule), through UW-Colleges (on-line or on campus), or through UW Independent Learning correspondence courses.

The Internet-based *BSN@HOME* (formerly known as Collaborative Track), for RNs who are Wisconsin residents, is available through the combined resources of the Nursing programs at the UW campuses in Green Bay, Eau Claire, Madison, Milwaukee, and Oshkosh. The BSN is awarded by the home institution, in this case UW-Green Bay. All general education and support courses are offered via the Internet through UW-Green Bay Adult Degree Program and the UW-Colleges on-line. *BSN@HOME* students are welcome to take courses on campus.

The *BSN-LINC/National Track* is designed for RNs who reside outside the state of Wisconsin. Students must have a current RN license from any state in the U.S. for eligibility. Practicum is arranged in the student's home state. All courses are available via the Internet.

Accreditation and Approval

The Professional Program in Nursing is accredited by the:
Commission on Collegiate Nursing Education
One Dupont Circle, NW—Suite 530
Washington, CD 20036-1120
Tel-202-887-6791

The Professional Program in Nursing is approved by the:
Wisconsin Board of Nursing
PO Box 8935
Madison, WI 53708
Tel-608-267-2357 TTY #- 608-267-2416 (hearing or speech impaired only)

Mission of the Professional Program in Nursing

The mission of the Professional Program in Nursing is to provide high quality, student-centered nursing education that builds on prior experience, knowledge and skills of registered nurses. Students are prepared to think critically and address complex health issues in a multicultural and evolving world. The program helps meet the needs of the nursing profession and of society to improve health and healthcare delivery.

Revised and Approved of by NUFO 3/20/06
Revised and Approved of by NUFO 5/3/10

Philosophy of the Professional Program in Nursing

Baccalaureate education incorporates interdisciplinary knowledge from natural and social sciences, humanities, arts, and nursing. Baccalaureate education fosters an increased sense of professionalism, equips learners with professional knowledge and skills needed to meet the health needs of a diverse community, prepares students for a variety of professional nursing roles and for graduate education, and enables positive attitudes towards life long learning. RN to BSN education builds on the unique attributes, knowledge, and expertise of RN learners. The curriculum is problem focused and engages students in active learning.

The central concepts of nursing's paradigm are the relationship of the person/client, health, environment, and nursing. This paradigm along with nursing theory and principles of teaching/learning are fundamental to baccalaureate nursing education. An eclectic nursing model, based on selective nursing theories, serves as the conceptual framework for the Professional Program in Nursing. The paradigm concepts of nursing are defined below.

The **person/client** is an individual, family, aggregate, and/or community. Striving toward equilibrium in an unstable environment, the person/client is an open adaptive, goal oriented, and interpersonal system incorporating physical, psychological, interdependence, social, developmental, role, and spiritual spheres. The person/client has characteristic patterns of energy fields and behavior and possesses varying degrees of self-care agency which may differ across cultures. Clients collaborate with the nurse and share responsibility for health outcomes.

The **environment** is composed of internal and external stimuli including social, cultural, economic, political, legal, ethical, and spiritual dimensions. The person/client and the environment are inseparable interacting energy patterns unfolding together toward greater complexity and diversity. The environment influences the person's health and the person in turn, influences the environment.

Health is experienced as a state of connectedness and harmony of physical, psychological, social and spiritual aspects within self, with others, and with the environment. As a dynamic state of well-being, health means system equilibrium, adaptation, ability to express oneself in a productive way, to resist stressors, and to meet self-care needs. Health also means harmonious patterning of energy fields, evolving patterns of consciousness, and the continuous process of changing and becoming. Each person perceives health uniquely, according to personal cultural context.

Nursing is concerned with the full range of human experience and responses to health and illness. Nursing incorporates goal oriented action that assists the person/client toward adaptation, self care, equilibrium, and higher levels of consciousness. The roles of the nurse include provider of care, teacher, advocate, leader, manager, and researcher. The art and science of nursing involves development of a caring relationship, application of scientific knowledge, and use of judgment and critical thinking in the facilitation of

health and healing. Nurses promote social justice, influence public policy, and help meet the needs of society to improve health and health care delivery.

Revised and approved of by NUFO 2/9/04

Revised and approved of by NUFO 3/26/07

Program Goals and Operational Goals

The Program Goals are to:

1. Offer a baccalaureate completion degree (BSN) for registered nurses that provides a foundation for graduate education, career mobility, and advancement.
2. Maintain an environment conducive to adult learning.
3. Maximize program accessibility by utilizing various course delivery methods, including on-line or face-to-face.
4. Collaborate with the community of interest in advancing the professional education of nurses.

Revised and approved of by NUFO 3/20/06

Revised and approved of by NUFO 5/3/10

Expected Program Outcomes

The Baccalaureate program prepares the graduate to:

1. Use knowledge from liberal and interdisciplinary problem focused education as a basis for nursing practice.
2. Use knowledge and skills in leadership, quality improvement and patient safety to provide high quality healthcare.
3. Engage in a systematic process of evaluation, translation, and application of scientific evidence to inform nursing practice.
4. Recognize the role of information management and patient care technologies to improve patient care outcomes.
5. Examine how healthcare policies, including financial and regulatory, influence healthcare systems and nursing practices.
6. Integrate interprofessional communication and collaborative skills to optimize holistic patient care.

7. Apply health promotion, disease and injury prevention strategies to improve population health.
8. Promote professionalism and model the values of altruism, autonomy, caring, human dignity, integrity and social justice in nursing practice.
9. Synthesize previous and newly acquired knowledge, theory, skills, and attitudes to address health care needs of culturally diverse individuals and populations across the continuum of healthcare environments.

Revised and approved of by NUFO 10/24/05

Revised and approved of by NUFO 2/1/10

Professional Program in Nursing Organizational Framework

The organizational framework of the Professional Program in Nursing is depicted in Figure 1. The Chancellor of UW-Green Bay is the executive officer of the university and the Provost reports to the Chancellor. Two Deans, the Dean of Liberal Arts and Sciences who is not shown in Figure 1 and the Dean of Professional Studies, report to the Provost. The Dean of Liberal Arts and Sciences is responsible for all non-professional academic programs as well as the institution's General Education Program. The Dean of Professional Studies and Outreach is responsible for the professional programs of Nursing (shown in Figure 1), Business, Education, Social Work, Graduate Programs, and the Office of Outreach and Extension. The heads of those units, including the Nursing Unit Chairperson, report to and seek the advice of the Dean of Professional Studies.

As designated in the Administrative Code, the Nursing Unit has an active Executive Committee consisting of five tenured faculty members. The Chairperson of the Nursing Unit chairs the Executive Committee. Decisions on personnel, budget, and curriculum require Executive Committee input. The Chairperson of the Nursing Unit also supervises the Nursing Unit faculty, Director of the National/BSN-LINC track, Manager of Student Outreach, Nursing Program Advisor, and the Program Associate. The Director of National/BSN-LINC track is responsible for directing policy for the national track. The BSN@HOME Steering Committee, made up of the five collaborating UW-System Nursing Programs Deans and Chairs, is responsible for directing policy for the BSN@HOME. The Chairperson of the Nursing Program serves as the representative on the BSN@HOME Steering Committee. The Steering Committee Chairperson is the direct communication link between the BSN@HOME and faculty.

The Nursing Advisory Committee is made up of representatives of the community of interest of the Nursing Program. The Advisory Committee informs the Nursing Unit Chairperson and the Nursing faculty about how the program can best serve needs of the community of interest.

Nursing faculty comprise the Nursing Unit Faculty Organization (NUFO), the main

decision-making body of the Unit, which is chaired by the Nursing Unit Chairperson. NUFO is responsible for: (1) approving recommendations of NUFO standing committees, (2) recommending policy/procedure to the Nursing Unit Executive Committee on matters with budgetary and/or personnel implications, (3) identifying staffing needs and making recommendations to the Executive Committee, and (4) assuring implementation of approved policies/procedures/unit activities. NUFO Bylaws are congruent with the Mission Statement of the Professional Nursing Program and the policies and procedures on faculty organization as outlined in the UW-Green Bay Faculty Handbook (Chapter 53.13).

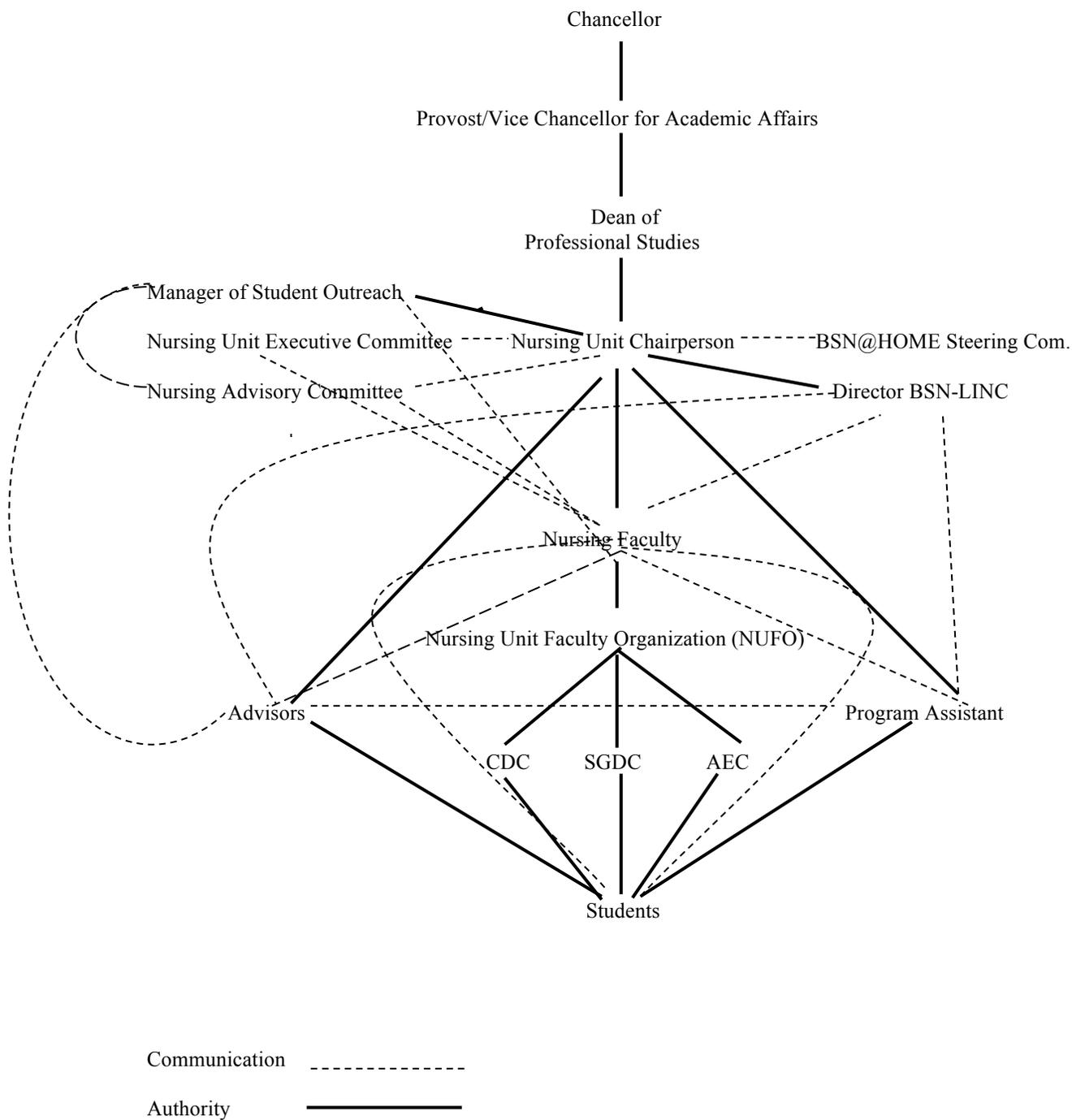
NUFO functions as an approval body for its three standing committees: Curriculum Development Committee (CDC), Student Graduate Development Committee (SGDC), and Assessment and Evaluation Committee (AEC). According to the Bylaws: the purpose of CDC is to make recommendations to NUFO regarding curriculum and teaching learning practices; the purpose of the SGDC is to make recommendations to NUFO regarding policies and procedures related to potential students, current students, and alumni; and the purpose of AEC is to make recommendations to NUFO regarding programmatic evaluation via student, graduate, alumni, and employer input.

Students participate in the Curriculum Development, Student-Graduate Development, and Assessment and Evaluation Committees. The Bylaws state that Professional Program in Nursing students may serve as non-voting members of standing committees... Student participation in Nursing Unit committees is voluntary and may be accomplished by bringing meetings to the students during a portion of regularly scheduled class time, by virtual meetings via the Internet, and/or via teleconferences.

Communication is face-to-face and digitally mediated through e-mail, web pages, mailed communication, and telephone. The faculty, NUFO and its standing committees (CDC, SGDC, and AEC), advisor, and the Program Assistant work directly with students to provide access to the program, to assist with admission and progression in the major, to facilitate learning, achievement of expected program outcomes, and eventual graduation, and to assure accountability of the program to the community of interest.

Revised and Approved of by NUFO 3-8-04

Figure 1: Professional Program in Nursing Organizational Framework



PROGRAM REQUIREMENTS

General Education	Credits
Fine Arts	3
Humanities	9
Social Sciences	*
Natural Sciences	*
World Culture	3
Ethnic Studies	3
Nursing Support	
Speech	*
Written Communication	3
Therapeutic Nursing Intervention Electives	6
Statistics	3
Critical Thinking Elective	**
Chemistry	***
Lower-Level Nursing	*
Upper-Level Nursing	
317 Health Assessment	4
341 Theoretical Foundations	4
434 Nursing Research <u>or</u> 487 Evidence-Based Nursing Practice	3
437 Nursing Management	4
444 Community Health Nursing	3
445 Community Health Nursing Practicum	3
451 Synthesis for Nursing Practice	3
492 Nursing Special Topics	6

*Satisfied by articulation agreements/transfer credits

**Critical thinking elective can be satisfied by certain humanities courses such as philosophy, or taken as a separate course.

***For students matriculating September 2007 or later, a college level chemistry course is required if not previously taken. High school chemistry does not fulfill the program requirement.

New Upper-Level Nursing Curriculum

A new upper-level nursing curriculum will begin in fall 2014. Students are encouraged to work with nursing advisors to revise academic plans, as needed.

Comparison of Core Nursing Courses in Old and New Curriculum

Current required core nursing courses	New Curriculum required core nursing courses

317 Health Assessment (4 cr)	
341 Theoretical Foundations (4 cr)	407 Theoretical Foundations (3 cr)
434 Nursing Research (3 cr)	446 Nursing Research and Evidence-Based practice (3 cr)
437 Management & Leadership (4 cr)	447 Leadership & Management (3 cr)
444 Community Health Nursing (3 cr)	454 Community Health Nursing (3 cr)
	441 Chronic Care Management (3 cr)
	453 Informatics & Healthcare Technology (3 cr)
445 Community Health Practicum (3 cr)	455 Community Health Practicum (3 cr)
451 Synthesis for Nursing Practice (3 cr)	490 Synthesis for Nursing Practice (3 cr)
492 Nursing Special Topics (6 cr)	492 Nursing Special Topics (6 cr)

Upper-Level Nursing Course Descriptions

The following are upper level nursing courses taken in the Campus track, BSN@HOME (previously known as Collaborative track), or BSN-LINC/National track.

NURSING 317

Health Assessment

This course emphasizes essential nursing skills in the assessment process, introducing health history and physical examination techniques across the life span. P: major in NURSING, and R.N. license.

4 credits

NURSING 341

Theoretical Foundations

This course analyzes historical, legal, cultural, economic and social factors that influence nursing/health care delivery. Nursing theories are presented. P: major in NURSING, and R.N. license.

4 credits

NURSING 434

Nursing Research

This course emphasizes the role of the nurse as researcher and research consumer, focusing on both qualitative and quantitative research. P: major in NURSING, and R.N. license. Math 260, Comm Sci 205 or Bus Adm 216 or concurrent enrollment.

3 credits

NURSING 487

Evidence-Based Nursing Practice

This course focuses on the evaluation and utilization of research and other sources of knowledge necessary to address patient needs and provide quality care. Course content covers methods, appraisal, and utilization of research findings with the goal of implementing best practices. Barriers to the use of evidence-based practice and facilitating innovations within the workplace are addressed. P: major in NURSING and RN license; Math 260, Comm Sci 205 or Bus Adm 216 or concurrent enrollment.

3 credits

NURSING 437

Management and Leadership

This course examines the nurse as leader and manager in a variety of contexts and settings. Theories, processes, and behaviors of leadership and management are explored. P: major in NURSING and R.N. license.

4 credits

NURSING 444

Community Health Nursing

This course covers Community Health Nursing principles and roles. Examines institutions involved in promoting and maintaining health of populations. P: major in NURSING and R.N. license.

3 credits

NURSING 445

Community Health Nursing Practicum

This course complements the theory, models, and concepts learned in Community Health Nursing. It is a practice component that brings community health nursing into reality. The focus is on disease prevention and health promotion for individuals, families, aggregates, and communities. P: major in NURSING and R.N. license; and Nursing 444 or concurrent enrollment.

3 credits, Field experience required

NURSING 451

Synthesis for Nursing Practice

Course focus is synthesis of professional nursing roles introduced in previous courses. In addition, nursing theories are analyzed in light of their value to practice. Nursing's societal involvement is emphasized. P: Major in NURSING and R.N. license; and completion of Nursing 317, 341, 434 or 487, 437, 444, 445 and 492 or concurrent enrollment.

3 credits

NURSING 492

Special Topics in Nursing

Course topics vary. Typical topics include Healthy Aging, Pharmacology, Pathophysiology, Women's Health Care, Global Aspects, Informatics, Cross-Cultural, End-of-Life, Child with Chronic Illness, School Health, Ethical Issues. P: major in NURSING and R.N. license. Six credits of special topics required, repeatable to 12 cr.

2 or 3 credits depending on course

New Upper-Level Nursing Course Descriptions (beginning fall 2014)

NURSING 407

Foundations of Professional Nursing Practice

Philosophical perspectives, theories, and standards are applied to the practice of professional nursing. Factors influencing nursing/health care delivery are analyzed. Professional communication skills are enhanced. This is a writing emphasis course. P: Nursing major and RN license.

3 credits

NURSING 441

Chronic Care Management

Exploration of interaction of biological, psychological, social, and environmental factors important to understanding management of chronic conditions at the individual, family, community, and societal levels. P: Nursing major and RN license

3 credits

NURSING 446

Research and Evidence-Based Practice

This course introduces the importance of research to improve clinical practice, strategies to evaluate the quality of research and evidence, and increase integration of research into practice. P: Nursing major and RN license, Math 260, Comm Sci 205 or Bus Admin 216 or concurrent enrollment.

3 credits

NURSING 447

Leadership and Management

Examines nursing leadership and management using relevant theories and concepts. Analyze decision-making in relation to communication, delegation, supervision and group process. P: Nursing major and RN license.

3 credits

NURSING 453

Information Management and Healthcare Technology

Utilize computer and information/decision science to support quality and safety in health care. Explore informatics issues and examine nursing's role in healthcare technology. Opportunities to use and master various healthcare technologies and healthcare data will be given. P: Nursing major and RN license.

3 credits

NURSING 487

Evidence-Based Nursing Practice

This course focuses on the evaluation and utilization of research and other sources of knowledge necessary to address patient needs and provide quality care. Course content covers methods, appraisal and utilization of research findings toward the goal of

complementing best practices. Barriers to the use of evidence-based practice and facilitating innovations within the workplace are addressed. P: Nursing major and RN license; Math 260, Comm Sci 205 or Bus Adm 216, or concurrent enrollment.

NURSING 454

Community Health Nursing

Nursing care of populations and communities to facilitate optimal health outcomes. P: Nursing major and RN license.

3 credits

NURSING 455

Community Health Nursing Practicum

This course complements the theory, models, and concepts learned in Community Health Nursing. It is a practice component that brings community health nursing into reality. The focus is on disease prevention and health promotion for individuals, families, aggregates, and communities. P: Nursing major, and RN license; and Nursing 454 or concurrent enrollment.

3 credits, Field experience required

NURSING 492

Special Topics in Nursing

Course topics vary. Typical topics include Healthy Aging, Pharmacology, Pathophysiology, Women's Health Care, Global Aspects, Informatics, Cross-Cultural, End-of-Life, Child with Chronic Illness, School Health, Ethical Issues. P: Nursing major and RN license. Six credits of special topics are required, repeatable to 12 cr.

2 or 3 credits depending on course

NURSING 490

Synthesis for Nursing Practice

Course focus is synthesis of professional nursing roles introduced in previous courses. In addition, nursing theories are analyzed in light of their value to practice. Nursing's societal involvement is emphasized. P: Nursing major, and RN license; and completion of Nursing 407, 441, 446, 447, 453, 454, 455, and 492 or concurrent enrollment.

3 credits

Nursing Support Courses Categories

Nursing support courses emphasize the concepts of communication, critical thinking, and therapeutic nursing intervention. They are non-nursing elective courses offered outside of the Nursing Department or additional Special Topics in Nursing courses that support nursing practice and career goals. The concepts of communication, critical thinking, and therapeutic nursing interventions are also emphasized in the upper level nursing courses.

Communication

Communication is a dynamic interactive process which occurs between individuals and/or groups to formulate, convey, and assimilate thoughts, perceptions, and ideas.

Communication is one of the most important skills that nurses need to learn. Effective communication is the very fiber of nursing practice. To facilitate competence in oral presentation and technical writing skills, six credits in communication are required. Of these, three credits of speech are transferred as per articulation agreement. The additional communication requirement is satisfied by a three credit writing course. The writing course needs to be of an advanced level beyond Introduction to College Writing, and is normally satisfied by an Expository Writing course.

Critical Thinking

Critical thinking is the intellectually disciplined process of active and skillful conceptualizing, applying, analyzing, and/or evaluating information. As a guide to belief and action, information is gathered from or generated by observation, experience, reflection, reasoning, or communication.

Nurses must be able to think critically and problem solve effectively. To support the development of critical thinking six credits are required. Of these required elective credits, students must take one course in Statistics. Any college level statistics course is acceptable. The other 3 credits are satisfied by a course that studies thinking (meta-thinking). Classroom topics that are typically covered are critical thinking processes, reflective thinking, decision-making, problem solving, critical debate, etc. Courses that could be used to satisfy this requirement would be Introduction to Philosophy, Elementary Logic, Development of Creative-Critical Thinking, Professional Ethics and Problem Solving and others. See suggested list of nursing support courses.

Therapeutic Nursing Intervention

Therapeutic nursing interventions are actions performed by nurses addressing human responses to actual and potential health problems.

Six elective credits are required to enhance competence in delivery of Therapeutic Nursing Interventions. A variety of courses can satisfy this requirement. Courses in this category must support the RN's career goal and advance thinking and competence in nursing practice. Courses that could be used to satisfy this requirement would be Introduction to Management, Abnormal Behavior, Human Nutrition, Dying, Death and Loss, Leadership in Organizations, Sociology of the Family, and Counseling Across the Lifespan, and many others. See suggested list of nursing support courses.

Definitions Revised and Approved NUFO 5/10/04

Suggested Nursing Support Courses

Chemistry

For students matriculating September 2007 or later, a college level chemistry course is required if not previously taken.

CHEM 108	General Chemistry
CHEM 211	Principles of Chemistry I
CHEM 212	Principles of Chemistry II

Communication*Speech:*

The speech requirement is satisfied based on coursework transferred per articulation agreement.

Written Communication:

ENG COMP 105 Expository Writing

Critical Thinking*Statistics, choose one:*

BUS ADM 216 Introduction to Business Statistics

COMM SCI 205 Social Science Statistics

MATH 260 Introductory Statistics

Critical Thinking Elective, choose one:

(Other courses with proper rationale and approval of advisor can be substituted)

BUS ADM 206 Law & the Individual

INFO SCI 210 Information Problems

ECON 203 Micro Economic Analysis

ECON 202 Macro Economic Analysis

HUM BIO 205 Biotechnology and Human Values

HUM DEV 424 The Development of Creative and Critical Thinking

HUM STUD 213 Ethnic Diversity and Human Values

HUM STUD 385 Perspectives on Human Values: First Nations

PHILOS 101 Introduction to Philosophy

PHILOS 102 Contemporary Ethical Issues

PHILOS 105 Introduction to Social and Political Philosophy

PHILOS 111 Elementary Logic

PHILOS 208 Biomedical Ethics

PHILOS 212 Philosophy, Religion, and Science

PHILOS 213 Ancient Philosophy

PHILOS 214 Early Modern Philosophy

PHILOS 217 Introduction to the Philosophy of Religion

PU EN AF 202 Introduction to Public Policy

Therapeutic Nursing Intervention*Therapeutic Nursing Intervention choose two:*

(Other courses with proper rationale and approval of advisor can be substituted)

ACCTG 300 Introductory Accounting

ANTHRO 100 Varieties of World Culture

ANTHRO 342 Human Evolution

BUS ADM 202 Business & Its Environment

COMM 166 Fundamentals of Interpersonal Communication

COMM 335 Organizational Communication

ECON 203 Micro Economic Analysis

ECON 202 Macro Economic Analysis

ENV SCI 102	Introduction to Environmental Science
HUM DEV 331	Infancy and Early Childhood
HUM DEV 332	Middle Childhood and Adolescence
HUM DEV 336	Gender Development Across the Lifespan
HUM DEV 343	Adulthood and Aging
HUM DEV 344	Dying, Death, and Loss
HUM DEV 345	Human Sexuality
HUM DEV 346	Culture, Development, and Health
HUM DEV 350	Developmental Psychobiology
HUM DEV 353	Family Development
NUT SCI 300	Human Nutrition
NUT SCI 242	Food and Nutritional Health
PSYCH 330	Social Psychology
PSYCH 429	Theories of Personality
PSYCH 435	Abnormal Behavior
SOCIOL 308	Sociology of the Family
SPANISH 101	Introduction to Spanish Language I

Nursing Program Policies

Admission to Major Policy

Students must meet the following requirements to be admitted to the UW-Green Bay Nursing Major:

1. Graduation from an Associate Degree in Nursing program or from a three-year diploma program in Nursing;
2. Grade point average of 2.5 on a 4.0 scale (or equivalent) on post-secondary coursework;
3. Current RN license in any state;

It is Recommended that applicants consult with a Nursing advisor.

Approved NUFO 3-09-09

ADN and Other Students Enrolled in RN to BSN Courses

Students currently enrolling in ADN or diploma nursing programs may request permission to take N434 Nursing Research, N444 Community Health Nursing, and N492 Special Topics in Nursing courses while completing the last two semesters (or equivalent) of their basic nursing program. Prior to enrolling, all general education courses required for the BSN degree must have been completed with an overall GPA of at least 2.5 and a 3.0 GPA in ADN nursing courses. Contact an advisor for further details.

The following Special Topics in Nursing courses may be open to all UW-Green Bay students: N492 Global Aspects in Healthcare; N492 Geographic Information Systems (GIS) in Health, and N499 Travel Courses.

Approved of NUFO 12/19/11

Advising Policy

All students have a Nursing Program advisor who works in collaboration with nursing faculty. The advisor helps the student interpret institutional requirements, provides advice about courses, and helps the student interpret progress toward the degree. Students have the responsibility of contacting the Nursing Program advisor at least once a year for academic progress planning.

Revised and Approved NUFO 3-8-04

Articulation and Transfer Policy

Graduates from Associate Degree and Diploma programs in Nursing receive 60 college transfer credits to their Bachelor's of Science in Nursing degree for their lower level coursework. Students matriculating fall 2007 or later who have not completed a college level chemistry course need to take chemistry as a non-nursing support course (applicable to students who begin the program in fall 2007). This policy is consistent with the System to System Program Articulation Agreement (University of Wisconsin System and Wisconsin Technical College System, 2001).

Revised and Approved NUFO 5-3-10

Confidentiality Related to Coursework Policy

When communicating information in online or face to face courses based on personal or work-related experiences, keep in mind that the University of Wisconsin-Green Bay adheres to the rules and policies of Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is expected that students will judiciously protect the privacy of patients, peers, family, or agency/institution by not disclosing confidential information outside of the course. To maintain anonymity, methods such as alias or initials should be used.

For more information on these laws, please refer to the following websites for information on:

- FERPA: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>
- HIPAA: <http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html>

Courses in Alternate Track Policy

Options are available for Campus and BSN @HOME (formerly known as Collaborative track) students to enroll in one or more courses in an alternate track. BSN@HOME students are allowed to enroll in any Campus track nursing course. Campus track students are allowed to enroll in BSN@HOME track Community Health Nursing Practicum and Synthesis for Nursing Practice. Campus track and BSN@HOME track students are also allowed to enroll in select BSN-LINC online courses.

Revised and Approved NUFO 5/10/04

Course Periodicity Policy

The Nursing Program offers some of its courses on a periodicity schedule (not every semester). The periodicity schedules are different for each track. The periodicity schedules are constructed so that students can in any track finish the program in two years or less. Periodicity schedules are communicated to students by their advisor and/or nursing faculty.

Approved of NUFO 5/10/04

Course Sequencing Policy

The upper-level Nursing courses can be taken in any order with the exception of **445 Community Health Nursing Practicum and 451 Synthesis for Nursing Practice. 445 Community Health Nursing Practicum** must be taken concurrent with or after completion of 444 Community Health Nursing.

451 Synthesis for Nursing Practice should be taken concurrent with or after completion of final nursing course(s). Exceptions to this policy require a waiver. Taking Synthesis for Nursing Practice as close as possible to the semester of graduation provides opportunity to synthesize learning from all coursework including general education courses, nursing support courses, and upper-level nursing courses.

It is highly recommended that the **advanced written communication course** (e.g., Expository Writing) be taken early in the program. **Statistics** must be taken prerequisite to or concurrent with Nursing Research. Some nurse practitioner master's programs require a recent health assessment course for admission. A student who plans to apply to a nurse practitioner program should consider taking **Health Assessment** late in the program of study.

Revised and Approved NUFO 2/16/05

Disability Services Policy

In concordance with UW-Green Bay policy, students with a disability should contact the Disability Services Office at UW-Green Bay (dis@uwgb.edu or 920-465-2849 or <http://www.uwgb.edu/esms/ds.htm>) to request accommodations. Requests should be made early because accommodations can take 4 to 8 weeks to arrange.

Students with disabilities may need to coordinate with other institutions about accommodations. The Coordinator of Disability Services can help inform those institutions.

Approved NUFO 4-24-06

Grading Policy

Grade point averages indicate academic and class standing and are a means of measuring the quality of a student's academic work. Grade point averages are computed on a 4.0 basis. See chart for letter grade point values.

Since grading standards differ from institution to institution, transfer grades are not used in computing grade point averages. Transfer grades are used to compute eligibility for admission to the nursing major.

Nursing faculty adhere to the grading policies of UW-Green Bay, in the awarding of letter grades A, AB, B, BC, C, D, and F.

The range of accumulated points needed to receive specific grades is determined by the course instructor, although the following grading scales are frequently used:

A	=	94-100 Points
AB	=	90-93 Points
B	=	85-89 Points
BC	=	80-84 Points
C	=	75-79 Points
CD	=	71-74 Points
D	=	65-70 Points
F	=	<65 Points

A	=	94-100 Points
A-	=	92-93 Points
B+	=	90-91 Points
B	=	85-89 Points
B-	=	82-84 Points
C+	=	80-81 Points
C	=	75-79 Points
C-	=	73-74 Points
D+	=	71-72 Points
D	=	65-70 Points
D-	=	63-64 Points

F = <63 Points

“I” or incomplete grades may be requested from an instructor by a student who due to extenuating and unusual circumstances is unable to complete course work. The instructor has the prerogative to grant an “I” or incomplete grade. If an “I” is granted, the instructor submits an incomplete form that states the work that needs to be completed, the deadline for removal of the incomplete (no later than the end of the next semester), a grade indicating the quality of work to date, and the grade to be assigned if no more work is completed.

Revised and Approved NUFO 1/30/2012

Grievance Policy

The Nursing Program follows the UW-Green Bay Policies and Procedures for student formal complaints. These policies can be found on the Dean of Students Website, http://www.uwgb.edu/deanofstudents/policies_procedures/students/complaints_grievances.html.

Academic Grievance

Students who have grievances related to course grades, conduct of classes or other course matters should address those complaints first with the instructor of the course. If the student is not satisfied with the resolution, the grievance can then be taken to the chairperson of the appropriate academic department and, if resolution is not achieved there, the student may then go to the appropriate academic dean.

Pursuant to the United States Department of Education Program Integrity Rule, the University of Wisconsin-Green Bay is required to provide all prospective and current students with the following information. If you are a student residing in a state other than Wisconsin and have a complaint regarding a distance education course/program or regarding the University of Wisconsin-Green Bay, information related to how to resolve a complaint as well as a list of contacts from each state in which a student may file a complaint is available at <http://www.uwgb.edu/provost/policies/complaint-procedures.asp>.

Non-Academic Grievance

Students who have grievances related to University staff should first address those complaints directly with the individual. If the student is not satisfied, the grievance can then be taken to the appropriate supervisor of that department and, if resolution is not achieved there, the student may then go to the Dean of Students Office.

Pursuant to the *United States Department of Education Program Integrity Rule*, the University of Wisconsin-Green Bay is required to provide all

prospective and current students with the following information: If you are a student residing in a state other than Wisconsin and have a complaint regarding a distance education course/program or regarding the University of Wisconsin-Green Bay, please click here (<http://www.uwgb.edu/provost/policies/complaint-procedures.asp>.) for information related to how to resolve a complaint as well as a list of contacts from each state in which a student may file a complaint.

Student Government Association (SGA)

SGA is made up of student leaders elected by the student body. They provide the student's point of view to university officials at all levels. If you have an idea for a way to improve the University or are concerned with the status quo, SGA can be a good place to start making a difference. Student involvement is always welcome so if you really want to make a difference, become a member of SGA or one of its many branches.

Discrimination and Harassment

Discrimination and harassment have no place on our campus. The intent of harassment is to create a hostile or demeaning environment through inappropriate actions. Harassment can be verbal or physical in nature. Annoyances, threats, demands for favors or constant calling or e-mailing are just some ways individuals can be harassed. If a student feels he or she is being harassed in a general or sexual manner, they should contact the Dean of Students office at (920) 465-2152.

Discrimination on the basis of race, color, sex, religion, national origin, age, disability or sexual orientation is not acceptable behavior at UW-Green Bay. Our campus works hard to foster acceptance and understanding of all those who bring the many different forms of diversity to our campus. If you observe or are the target of any form of discrimination, contact the Dean of Students office at (920) 465-2152 for assistance in resolving the matter.

Students with Disabilities

Students who have concerns about physical accommodations or violations of the Americans with Disabilities Act should contact the ADA Coordinator at (920) 465-2380. If you need to arrange for academic accommodations, contact Disabilities Services at (920) 465-2841 to discuss what resources are available to assist in your academic success.

Approved NUFO 08/29/11

Program Assessment/Evaluation Policy

The Nursing Program evaluates all aspects of the program according to the Master Plan for Assessment/Evaluation of the Nursing Program. Recommended changes are implemented based on the evaluation findings.

Approved NUFO 4/19/04

Progression/Graduation Policy

To graduate, students in the nursing major must receive a grade of C or better in all upper level nursing courses. For clarification, receiving a grade of CD or C-minus necessitates retaking the course and receiving a grade of C or better.

Approved NUFO 3/09/09

RN License Policy

Because this is an RN to BSN Program, all students must be Registered Nurses. Just prior to registering for the first nursing course, students must provide a photocopied or faxed copy of their current RN license. Prior to registering for Community Health Nursing Practicum (445), students must update their license by providing the Nursing Program Advisor with a photocopy or faxed copy of a current RN license.

Revised and Approved NUFO 5/22/06

Research Policy

Student, faculty, and staff research in nursing is permitted and encouraged. All UW-Green Bay research policies must be followed. Undergraduate nursing students who carry out research usually do so in conjunction with a Senior Honors or Independent Study course.

The UW-Green Bay Institutional Review Board must approve the research prior to data collection beginning. Collaborating agencies or organizations, including those where research subjects will be recruited, must approve the research project prior to data collection beginning. Researchers using humans as subjects must undergo training concerning the responsible conduct of research. Informed consent to participate in the study must be secured from each participant prior to data collection.

In order to undertake research, students must have approval of: (1) a nursing faculty member for the research project; and (2) the UW-Green Bay Institutional Review Board.

Revised and approved NUFO 2/9/04

Social Media Coursework Related Policy

To be consistent with UWGB social media guidelines (<http://www.uwgb.edu/webdev/standards/social-media.asp>) and the American Nurses Association (ANA) principles for social media, keep content appropriate and confidential matters private. Whatever is posted on a social media site (e.g., Facebook, Twitter, YouTube, LinkedIn, Flickr, etc.) instantly becomes available to the public. Regardless of

the privacy settings, content can easily be made available to those outside of the user's preference settings. Be aware that all University and legal guidelines, such as Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA), also apply in social media sites.

The following is adapted from the American Nurses Association (ANA) Principles for Social Networking:

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient-nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.

For more information, see:

<http://www.nursingworld.org/FunctionalMenuCategories/MediaResources/PressReleases/2011-PR/ANA-NCSBN-Guidelines-Social-Media-Networking-for-Nurses.pdf>

Stop Out Policy

A student who is not taking a UW-Green Bay course during a semester for any reason is considered 'stopped out.' This occurs when the student is taking a course at another institution but not at UW-Green Bay or not taking courses at all during a semester for personal or professional reasons. Because the Nursing Program recognizes that students often take courses toward their degree at other institutions, the nursing program maintains student files and provides advising during stop out periods of up to two years.

Students who are 'stopped out' have responsibility for: contacting their advisor each semester that they are stopped out, continuing to read e-mail in their UW-Green Bay e-mail accounts, reactivating admission status, and having official transcripts from courses completed outside UW-Green Bay sent directly to the Registrar's Office.

Approved NUFO 3/8/04

Student Health Policy

Policy:

Student health requirements are implemented when students are enrolled in practicum courses that might involve client contact such as the Community Health Nursing Practicum. The Student Health Policy procedure consists of four components: Immunizations, Where to Get Immunizations and Titters, Clinical Agency Requirements, and Additional Health-Related Responsibilities.

Procedure:

A. Immunizations

Prior to beginning practicum experience, students are required to submit documentation of immunizations or immunity. If an immunization is contraindicated for medical reasons, students are required to file documentation of medical contraindication, and specific requirements may be waived. A student's failure to have all required immunizations may influence the Professional Program in Nursing's ability to place the student in practicum sites, and the student may not be allowed to take the practicum.

The following immunizations are required:

Requirement	Description
Measles, Mumps, Rubella (MMR)	<p>*Dates (month/day/year) of <u>two immunizations</u> of MMR vaccine</p> <p style="text-align: center;">OR</p> <p>Laboratory evidence showing the month/day/year and positive/immune titer results for measles (rubeola), mumps, and German Measles (rubella).</p> <p style="text-align: center;">OR</p> <p>Men born before 1957 or women who are sure they are not having more children need to have laboratory evidence of the month/date/year and positive/immune titer results or the date (month/day/year) of <u>one immunization</u> of MMR vaccine.</p>
Hepatitis B	<p>** Dates (month/day/year) for <u>three immunizations</u> of Hepatitis B vaccine</p> <p style="text-align: center;">OR</p> <p>Laboratory evidence showing the month/day/year and a positive/immune titer results for Hepatitis B</p>

Tetanus	Date (month/day/year) for <u>one immunization</u> of Tetanus within the past 10 years
Tdap <i>Recommended not required</i>	Tetanus and diphtheria vaccine (Tdap) is recommended for health care workers who have not previously received Tdap and who had their last tetanus at least 2 years but less than 10 years earlier.
Varicella Zoster	<p>***Date (month/day/year) for <u>two immunizations</u> of varicella</p> <p style="text-align: center;">OR</p> <p>Laboratory evidence showing the month/day/year of positive/immune titer results for varicella</p> <p style="text-align: center;">OR</p> <p>Receipt from a healthcare provider of a diagnosis of herpes zoster</p> <p style="text-align: center;">OR</p> <p>Receipt from a healthcare provider of a diagnosis or history of chickenpox</p> <p style="text-align: center;">OR</p> <p>Receipt from a healthcare provider of a diagnosis or history of shingles</p>
TB Test	<p>Date (month/day/year) and results of a Mantoux test or Quantiferon gold within the past 12 months.</p> <p style="text-align: center;">OR</p> <p>If a student has a known positive TB test or Quantiferon gold, evidence of a negative baseline chest x-ray and annual TB questionnaire within 1 year</p>
CPR certification	A copy of current CPR certification card
RN license	A copy of current nursing license; must be licensed in the state in which practicum will be completed
Influenza	Date (month/day/year) of last Influenza immunization. (before 11/15 of academic year)

*The first dose of MMR must be given after 12 months of age. The second dose of MMR needs to be at least 28 days after the first dose. **Hepatitis B – Three dose series; The second dose should be at least one month after the first dose; The third dose should be at least 4 months after the first dose. ***Varicella second dose to be given at least 4 weeks after the first; Herpes zoster vaccination is recommended second for all over age 60, regardless of previous history, unless contraindicated.

Approved at NUFO 1/24/11

Exemptions: Students may request exemptions from immunization requirements (i.e. for medical reasons or because of vaccine shortage) in writing from the practicum faculty. Even with an exemption, practicum sites may or may not allow a student to be placed there without certain immunizations.

B. Where to Get Immunizations and Check Titers

Immunizations and titer checks are available through primary care offices (physicians and nurse practitioners), clinics, and some public health departments. Some health insurance plans do not cover adult immunizations, so it is recommended that students check with their plans before making appointments. Campus track students can receive immunization and have titers checked through the UW-Green Bay Counseling and Health Services for a nominal charge. Students receiving immunizations at UW-Green Bay Counseling and Health Services are required to complete a health history form that is available in Student Services, Room 1400.)

C. Clinical Agency Requirements

Some agencies have other health requirements in addition to those of the Nursing Program. Students are advised of these requirements by faculty so that they can be completed before the practicum experience begins. Such requirements may include physical examination, drug screening, professional liability insurance, etc.. The cost of such requirements is the responsibility of the individual student.

D. Additional Health Related Responsibilities

1. **Cardiopulmonary Resuscitation Certification:** Students must provide documentation of current CPR certification.
2. **Universal Precautions:** During practicum, students receive instructions on universal precautions in accordance with Occupational Safety and Health Administration (OSHA) guidelines for self-exposure to bloodborne pathogens. Students are expected to adhere to the protocol for bloodborne pathogens post-exposure follow-up.
3. **Health Insurance:** Students are responsible for any costs associated with immunization and titers as well as treatment and follow-up of injuries incurred during the clinical practicum. Personal health insurance coverage is highly recommended.
4. **Injuries:** Students should immediately report any practicum-related injury or incident, involving the student or clients, to the course instructor and to the agency director.

References:

- Chin, J. (ed.) (2000). *Control of communicable disease manual* (117th ed.). Washington, DC: American Public Health Association.
- National Center for HIV, STD and TB Prevention, Division of Tuberculosis Elimination, Centers for Disease Control and Prevention (2001, November). *Core curriculum on tuberculosis* (4th ed.). Downloaded from the World Wide Web February 19, 2002: <http://www.cdc.gov/nchstp/tb/pubs/corecurr/default.htm>

- U.S. Department of Commerce (2000, March). *Occupational health and safety manual*. Downloaded March 8, 2002 from World Wide Web:
<http://ohrm.doc.gov/safetyprogram/Safety%20manual.pdf>
- U. S. Department of Labor, Occupational Safety and Health Administration. (1995). *Bloodborne pathogens and acute care facilities*. Downloaded February 19, 2002 from World Wide Web:
<http://www.osha-slc.gov/Publications/OSHA3128/osha3128.html>
- Centers for Disease Control (2001, June 29). Updated US Public Health Service guidelines for the management of occupational exposures to HBV, HCV, and HIV and recommendations for postexposure prophylaxis. *Morbidity and Mortality Weekly Report (MMWR)*, 50(RR11), 1-42. Downloaded from the World Wide Web February 22, 2002:
<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5011a1.htm>
- Immunization of health-care workers: Recommendations of the Advisory Committee on Immunization Practices (ACIP) and the Hospital Infection Control Practices Advisory Committee (HICPAC). (1997). *Morbidity and Mortality Weekly Report (MMWR)*, 46(RR-18), 1-42. Downloaded from the World Wide Web on February 19, 2002: <http://www.cdc.gov/mmwr/PDF/RR/RR4618.pdf>
- Revised and Approved NUFO 5/22/06

Students Performing Nursing Interventions

Students participating in practicum or field experiences must comply with the following:

Students participating in nursing intervention(s) must be licensed in the state where the intervention occurs*, adhere to the nurse practice act of the state where the intervention occurs, follow all applicable agency policies, and have requisite knowledge and skills.

*Students with current multi-state licensure will be allowed to participate in practicum or field experiences in another compact state. For a list of compact states, please see: <https://www.ncsbn.org/158.htm>. Frequently asked questions and answers can be found at: <https://www.ncsbn.org/NurseLicensureCompactFAQ.pdf>

Approved NUFO 08/25/08

Style Manual Policy Written Papers

The Professional Program in Nursing requires adherence to guidelines published in the latest edition of the Publication Manual of the American Psychological Association for formal writing assignments in upper level nursing courses. Students are required to purchase the manual.

Approved NUFO 5/10/04

Using Special Topics in Nursing Courses as Therapeutic Nursing Intervention Electives Policy

Two (492) Special Topics in Nursing courses and two Therapeutic Nursing Intervention electives are required of every nursing student. Given that both the Special Topics in Nursing courses and the Therapeutic Nursing Intervention electives support the nursing practice and career goals, students can substitute additional nursing Special Topic (492) course(s) for one or two of the required Therapeutic Nursing Intervention electives. Substitution is only allowed for students who have already completed the required two Special Topics in Nursing courses and desire to enroll in and complete a third or fourth Special Topics in Nursing course.

Revised and Approved NUFO 5/10/04

Waiver and Substitution Procedures

The Professional Program in Nursing follows the University Substitution and Waiver procedures whereby students can seek approval to substitute a course for another course; waive a pre-requisite; seek registration for a closed course; or seek approval to not attend a course while otherwise completing the course requirements when there are course time conflicts. To request a waiver/substitution, students should submit in writing the request using the appropriate university form to the instructor, Chair of the Program, and/or the appropriate Dean as directed on the form.

Approved NUFO 9-20-10

STUDENT GUIDELINES AND OPPORTUNITIES

Student Participation in Nursing Unit Governance

Nursing students are encouraged to participate on Nursing Unit committees to enhance curriculum development, develop student policies and provide input on program evaluation. Student input will be solicited at least once a year.

Approved of by NUFO 11/10/08.

The Professional Program in Nursing is organized into the following committee structure:

- ❑ **Curriculum Development Committee (CDC).** This committee is responsible for drafting and revising the nursing program mission, philosophy, organizational structure, for evaluating the nursing program curriculum, and for library and media resources. Nursing students participate in this committee through participation in face to face and online discussions.
- ❑ **Student Graduate Development Committee (SGDC).** This committee has responsibility for drafting and implementing policies on admission to the nursing major, advising, progression and retention, student research policy, student health policy and other student related policies. Nursing students participate in this committee through participation in face to face and online discussions

- ❑ **Assessment and Evaluation Committee.** This committee has responsibility for drafting and monitoring implementation of program evaluation plans and policies. Nursing students participate in this committee through participation in face to face and online discussions
- ❑ **Nursing Unit Faculty Organization (NUFO).** This is the decision making body of the nursing unit. NUFO is responsible for approval of motions originating in other committees, for the drafting and revision of NUFO By-Laws, personnel and budget issues. Nursing students *do not* serve on this committee.

For more information about participation on Nursing Program Committees, please contact the Nursing Program Assistant at 920- 465-2826 or nursing@uwgb.edu

Guidelines for Community Health Nursing Practicum

A three-credit practicum is required for CHN 445. University guidelines require that for every one-credit of practicum or “lab” the student is responsible for three hours of “lab” time/week. For a three-credit practicum, students are required to have nine hours of practicum per week, or 126 (55 minute) hours per semester (115.5 clock hours). Some of these hours are used for practicum conference. Practicum experience takes place at official health care agencies and other community agencies such as occupational health, correctional facilities, and homeless shelters.

Instructor permission is required prior to beginning the practicum experience. Before instructor permission is granted, students must submit evidence of immunizations, titers, licenses, top three choices for public health agencies, and other information. This information must be submitted to the UW-Green Bay nursing advisor by April 1st for the fall semester and by **October 15th** for the spring semester. Many agencies require affiliation agreements that can take a month or more to arrange. Students are expected to carry their own health insurance, and some agencies require that students show proof of professional liability insurance.

Satisfaction of a Portion of Required Community Health Practicum Hours in NUR445

The American Association of Colleges of Nursing (AACN) requires RN to Baccalaureate programs to include practice experiences that provide an opportunity to integrate new practice-related knowledge and skills for all students (AACN, 2012). Students may satisfy a portion of the 70 required on-site practicum hours if one has worked full time (or the equivalent) as a professional public/community health nurse for a minimum of 2 years (within five years of enrolling in the Community Health Practicum course). Experience completed through the associate degree nursing program does not qualify. Students are required to submit a narrative and supporting documentation. Faculty will determine number of hours earned, if any, based on the narrative and supporting documents. Students meeting these requirements can contact an advisor for further information. Faculty will determine number of hours, if any, earned.

Approved of NUFO 11/19/12

Background Checks

Students need to pass caregiver and/or criminal background checks in order for placement in some practicum agencies. Students who refuse to submit to a background check or whose background check is not favorable may be ineligible to participate in clinical or practicum experiences and may be unable to complete degree requirements. Background checks are required prior to registering for clinical or practicum experiences and no more than one year before the clinical or practicum experience begins. This policy is in accord with emerging accreditation standards and requests from clinical and practicum agencies. Because some clinical or practicum agencies require that the agency conducts student background checks, some students may need to undergo a second background check. The UW-Green Bay Professional Program in Nursing utilizes an outside vendor for background checks. Through an online interface with the vendor, students request that the background check be performed, pay for the background check via credit card or money order, and receive access to the background check results. The UW-Green Bay Professional Program in Nursing also has access to the background check results. The Professional Program in Nursing Chair will conduct a case-by-case analysis of any situation involving criminal or questionable behavior discovered by the background check. A copy of the student's background check will be provided to the clinical or practicum agency or agencies requesting the information. The agency will make a determination whether the student may participate in that setting.

Approved of NUFO 5/14/07

Approved of NUFO 8/24/09

Agency Fees

Some practicum/clinical agencies have instituted fees for having a student. Faculty try to guide students to agencies that do not charge fees, but if a student wishes to be placed in an agency that charges a fee, the student will be assessed a student fee equal to the amount that the agency charges up to \$500.

Approved of NUFO 11/16/09

Students' Rights and Responsibilities

Student Rights	Student Responsibilities
To receive accurate information about the Nursing Program, policies, requirements.	To familiarize him or herself with information provided and make informed choices.
To timely and accurate advising about general education, support courses, nursing curriculum and courses.	To periodically seek the consultation of a nursing program advisor and make informed decisions based on the advice given. Ultimately the student maintains responsibility for his or her own academic plan.
To be provided with information about the periodicity of course offerings and to enroll in courses to provide reasonable opportunity to complete the nursing major in a timely manner.	To take advantage of course enrollment opportunities.

To be informed about University rules governing academic dishonesty.	To comply with those rules.
To receive a course syllabus at the beginning of each course that states course description, objectives, learning activities and evaluation methods.	To use syllabus to prepare for each class (2 hours/credit /week outside study time/work is that standard expectation).
To reasonable accommodation of religious beliefs.	To inform course instructor of religious accommodation needs in a timely manner.
To receive timely, fair and constructive feedback on classroom performance.	To respond the instructor feedback to maintain or improve performance.
To be able to access course instructor outside of class time via regular office hours and/or appointments.	To make and keep scheduled appointments with instructor during posted office hours.
To help make and review policies concerning the University and Nursing Program.	To participate on student government and on appointed All-University Committees. To attend and provide in-put on Nursing Unit Committees.
To be able to communicate concerns/complaints about courses, instructors and program of study to persons who will listen, who are non-judgmental, respect confidentially and will assist in the appropriate resolution of the problem.	To respect the chain of command in voicing concerns/complaints. First to the individual instructor involved, then to the Nursing Program Chairperson, then to the Dean of Professional Studies if the problem is course related or to the Dean of Students.
To be treated in an ethical and professional manner by the nursing faculty or staff in the classroom and in advising.	To report any perceived unethical or non-professional behavior of the nursing faculty or staff through the appropriate chain of command. In addition students will treat faculty and staff with respect and in consideration of academic freedom.

Academic Integrity

Principles

The university has a responsibility to promote academic honesty and integrity.

Students are responsible for:

- Honest completion and representation of their work
- Appropriate citation of sources
- Respect of others' academic endeavors

Students who violate these standards will be confronted and must accept the consequences.

Nursing students may be required to pledge academic honesty in courses. A sample pledge follows:

I guarantee that this is my independent work. I will not consult with anyone or discuss the contents of this exam with anyone. I agree not to show the exam questions to anyone, including other students. To do otherwise would constitute Academic Dishonesty.

Academic Misconduct occurs when the student:

- Seeks to claim credit for the work or efforts of another without authorization or citation
- Uses unauthorized materials or fabricated data in any academic exercise
- Forges or falsifies academic documents or records
- Intentionally impedes or damages the academic work of others
- Engages in conduct aimed at making false representation of a student's performance
- Assists other students in any of the above

Examples of Academic Misconduct

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment containing someone else's words or ideas (including phrases or ideas from Internet sources) without quoting/citing the source
- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course

Sanctions Imposed for Academic Misconduct

- Oral reprimand
- Written reprimand presented only to the student
- Assignment to repeat the work
- A lower or failing grade on the assignment or test
- A lower or failing grade in the course
- Removal of the student from the course
- Written reprimand included in the student's disciplinary file
- Disciplinary probation
- Suspension or university expulsion

For more information on Academic Integrity contact the Dean of Students Office at:
http://www.uwgb.edu/deanofstudents/policies_procedures/

Independent Study

Students may arrange to take an independent study on a topic intended to expand the nursing curriculum but cannot duplicate a regular UW-Green Bay course. Under the advisement of a regular member of the nursing faculty, independent studies can be taken

for 1 – 4 credits. For a complete description of this policy see the Undergraduate catalog <http://www.uwgb.edu/catalog/undrgrad/rules.htm>

Honors in the Major

Students with senior standing and with a GPA of 3.75 for all upper level nurses courses may complete an **Honors in the Major** project under the advisement of a regular member of the nursing faculty. Honors in the major are different than all-university honors and recognize students at graduation with excellence in the major. For a complete description of this policy see the Undergraduate catalog <http://www.uwgb.edu/catalog/undrgrad/rules.htm>

All University (Latin) Honors

Students receiving **All University (Latin) Honors** are recognized with honor cords at the commencement ceremony. To receive an all-university honor of cum laude, summa cum laude, or magna cum laude, the student must complete specified GPA requirements and must complete **48 regularly graded credits taken in residence at UW-Green Bay**. This policy is strictly enforced by the University. Many nursing students are not eligible for these honors because of the number of credits transferred from other institutions. For a complete description of this policy see the Undergraduate catalog at <http://www.uwgb.edu/catalog/undrgrad/ARR.htm>.

Approved NUFO 9/20/10

Sigma Theta Tau International/ Kappa Pi Chapter at-Large

Sigma Theta Tau International Honor Society of Nursing is committed to fostering excellence, scholarship, and leadership in nursing to improve health care worldwide. The society promotes the use of nursing research in health care delivery and makes its resources available to all people and institutions interested in the latest knowledge in nursing care. There are more than 406 chapters located on 503 college and university campuses in the U.S. and in countries including Canada, Hong Kong, Pakistan, South Korea, Australia and Taiwan. With 120,000 active members, it is the second largest nursing organization in the world.

Kappa Pi Chapter at-Large is our local chapter of Sigma Theta Tau International and is co-sponsored by the University of Wisconsin Green Bay Professional Nursing Program and Bellin College. The Honor Society was first established at UW-Green Bay in 1985 and was chartered Kappa Pi Chapter in 1988. In 1996, Kappa Pi Chapter was expanded to Kappa Pi Chapter at-Large. What this means is that there are two institutions sponsoring the chapter, UW-Green Bay and Bellin College. Thus, members are drawn from both institutions and also from the category of community nurse leader.

Membership into the Honor Society is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and the community nurse leaders

who exhibit exceptional achievements in nursing. Undergraduate nursing students at UW-Green Bay who are currently enrolled in the Synthesis for Nursing Practice and have at least a 3.0 GPA (based on a 4.0 scale), rank in the upper 35% (GPA) of their graduating class (the graduating class is considered the Synthesis course), and meet the expectations of academic integrity, qualify for membership. If you meet these qualifications, the Eligibility Committee of Kappa Pi Chapter at-Large will invite your application. If you accept the invitation to membership, you will be officially inducted into the chapter at a formal induction ceremony traditionally held during the late spring at UW-Green Bay.

Membership into the society is indeed an honor and remains with you throughout life, whether you are an active or inactive member. To be an active member, you must pay dues every year. If you reside closer to a different Sigma Theta Tau Chapter, you can easily transfer Kappa-Pi Chapter at-Large membership to another chapter, or you become a dual member of both chapters.

If you are interested in more information about Kappa Pi Chapter at-Large or would like to check if you qualify for membership please contact the Program Assistant of the UW-Green Bay Nursing Program (920-465-2826 or nursing@uwgb.edu), who will put you in touch with the Eligibility Chairperson. For comprehensive information about Sigma Theta Tau, its mission and vision, heritage, society demographics, chapters, events, membership, research, library, programs, publications, etc., visit: <http://www.nursingsociety.org/chapters/main.html>

Phi Kappa Phi

The honor Society of Phi Kappa Phi is the oldest and most selective academic honor societies dedicated to the recognition and promotion of academic excellence in all fields of higher education. More than one million members have been inducted since its founding in 1897. The UW-Green Bay Chapter of Phi Kappa Phi normally inducts new members once a year, usually in the late fall or early winter. Membership is granted by invitation only. Potential new student members are seniors who have completed at least two full-time semesters at UW-Green Bay (24 credits) and who are ranked in the top 10% of their academic major according to their cumulative Grade Point Average based on all college work. Students invited to join must have a cumulative G.P.A. of at least 3.5. In practice, for most majors the top 10% of students usually have a G.P.A. of 3.7 or higher. Before invitations are sent, the faculty in each major reviews their list of potential Phi Kappa Phi students and makes recommendations. The recommendations are then reviewed and approved by the faculty, staff and community members of the local chapter, and invitations are sent to the students.

Nursing Program Evaluation and Bylaws

Peer Review Policy

Professional Program in Nursing Faculty will have peer review of teaching at least once every two years.

Approved of by NUFO 5/14/07

NUFO Quality Improvement Action Plan:

Goal	Task of	Minimum Frequency	Plan of Work	Decision/Implementation (Bolded items need follow up)
<p>I-A. The mission, goals, and expected student outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.</p> <p><i>The program's mission statement, goals, and expected student outcomes are written and accessible to current and prospective students A mission statement may relate to all nursing programs offered by the nursing unit or specific programs may have separate mission statements. Program goals are clearly differentiated by level when multiple degree programs exist. Expected student outcomes are clear and may be expressed as competencies, objectives, benchmarks, or other language congruent with institutional and program norms.</i></p> <p><i>The program identifies the professional nursing standards and guidelines it uses, including those required by CCNE and any additional program-selected guidelines. A program preparing students for specialty certification incorporates professional standards and guidelines appropriate to the specialty area. A program may select additional standards and guidelines (e.g., state regulatory requirements), as appropriate. Compliance with required and program-selected professional nursing standards and guidelines is clearly evident in the program.)</i></p>	NUFO	Every four years (2009, 2013, 2017, etc.)		

Goal	Task of	Minimum Frequency	Plan of Work	Decision/Implementation (Bolded items need follow up)
<ul style="list-style-type: none"> • professional nursing standards and guidelines • needs and expectations of community of interest. <p><i>There is a defined process for periodic review and revision of program mission, goals, and expected student outcomes. The review process has been implemented and resultant action reflects professional nursing standards and guidelines. The community of interest is defined by the nursing unit. The needs and expectations of the community of interest are reflected in the mission, goals, and expected student outcomes. Input from the community of interest is used to foster program improvement. The program afforded the community of interest the opportunity to submit third-party comments to CCNE, in accordance with accreditation procedures.</i></p>				
<p>I-C. Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals, and expected student outcomes.</p> <p><i>Expected faculty outcomes are clearly identified by the nursing unit, are written, and are communicated to the faculty. Expected faculty outcomes are congruent with those of the parent institution.</i></p>	NUFO	Every four years (2011, 2015, 2019, etc.)		
<p>I-D. Faculty and students participate in program governance.</p> <p><i>Roles of the faculty and students in the governance of the program, including those involved in distance education, are clearly defined and enable meaningful participation.</i></p>	NUFO	Every four years (2010, 2014, 2018, etc.)		
<p>I-E. Documents and publications are accurate. References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission, policies, transfer of credit policies, grading policies, degree completion requirements, tuition, and fees are accurate.</p> <p><i>A process is used to notify constituents about changes in documents and publications. Information regarding licensure and/or certification examinations for which graduates will be</i></p>	SGDC	Every two years (2008, 2010, 2012, etc.)		

Goal	Task of	Minimum Frequency	Plan of Work	Decision/Implementation (Bolded items need follow up)
<i>eligible is accurate.</i>				
<p>I-F. Academic policies of the parent institution and the nursing program are congruent. These policies support achievement of the mission, goals, and expected student outcomes. These policies are fair, equitable, and published and are reviewed and revised as necessary to foster program improvement. These policies include, but are not limited to, those related to student recruitment, admission, retention, and progression.</p> <p><i>Nursing faculty are involved in the development, review, and revision of academic program policies. Differences between the nursing program policies and those of the parent institution are identified and are in support of achievement of the program's mission, goals, and expected student outcomes. Policies are written and communicated to relevant constituencies. Policies are implemented consistently. There is a defined process by which policies are regularly reviewed. Policy review occurs and revisions are made as needed.</i></p>	SGDC	Every four years (2008, 2012, 2016, etc.)		
<p>I-G. There are established policies by which the nursing unit defines and reviews formal complaints.</p> <p><i>The program's definition of a formal complaint and the procedure for filing a complaint are communicated to relevant constituencies. The program follows its established policies/procedures for formal complaints.)</i></p>	SGDC	Every four years (2010, 2014, 2018, etc.)		
<p>II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.</p> <p><i>The budget enables achievement of the program's mission,</i></p>	NUFO, Executive Committee, Budget process	Yearly		

Goal	Task of	Minimum Frequency	Plan of Work	Decision/Implementation (Bolded items need follow up)
<p><i>goals, and expected student and faculty outcomes. The budget also supports the development, implementation, and evaluation of the program. Compensation of nursing unit personnel supports recruitment and retention of qualified faculty and staff. Physical space is sufficient and configured in ways that enable the program to achieve its mission, goals, and expected student and faculty outcomes. Equipment and supplies (e.g., computing, laboratory, and teaching-learning) are sufficient to achieve the mission, goals, and expected student and faculty outcomes. There is a defined process for regular review of the adequacy of the program's fiscal and physical resources. Review of fiscal and physical resources occurs and improvements are made as appropriate.</i></p>				
<p>II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.</p> <p><i>Academic support services (e.g., library, technology, distance education support, research support, admission, and advising services) are adequate for students and faculty to meet program requirements and to achieve the mission, goals, and expected student and faculty outcomes. There is a defined process for regular review of the adequacy of the program's academic support services. Review of academic support services occurs and improvements are made as appropriate.</i></p>	SGDG	Every other year – odd (2009, 2011, etc.)		
<p>II-C. The chief nurse administrator:</p> <ul style="list-style-type: none"> • is a registered nurse (RN); • holds a graduate degree in nursing; • is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes; • is vested with the administrative authority to accomplish the mission, goals, and expected student 	<p>NUFO</p> <p>Executive Committee</p>	<p>Every three years (minimum) or when new chair voted in (2009, 2012, 2015, etc.)</p> <p>As part of post tenure review</p>		

Goal	Task of	Minimum Frequency	Plan of Work	Decision/Implementation (Bolded items need follow up)
<p>and faculty outcomes; and</p> <p>provides effective leadership to the nursing unit in achieving its mission, goals, and expected student and faculty outcomes.</p> <p><i>The chief nurse administrator has budgetary, decision-making, and evaluation authority that is comparable to that of chief administrators of similar units in the institution. He or she consults, as appropriate, with faculty and other communities of interest, to make decisions to accomplish the mission, goals, and expected student and faculty outcomes. The chief nurse administrator is perceived by the communities of interest to be an effective leader of the nursing unit. The program provides a rationale if the chief nurse administrator does not hold a graduate degree in nursing.</i></p>		(every two years)		
<p>II-D. Faculty members are:</p> <ul style="list-style-type: none"> • sufficient in number to accomplish the mission, goals, and expected student and faculty outcomes; • academically prepared for the areas in which they teach; and • experientially prepared for the areas in which they teach. <p><i>The full-time equivalency (FTE) of faculty involved in each program is clearly delineated, and the program provides to CCNE its formula for calculating FTEs. The mix of full-time and part-time faculty is appropriate to achieve the mission, goals, and expected student and faculty outcomes. Faculty-to-student ratios ensure adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines.</i></p> <p><i>Faculty are academically prepared for the areas in which they teach. Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach. Faculty teaching in the nursing program have a graduate degree. The program provides a rationale for the use of any faculty who do not have a graduate degree.</i></p> <p><i>Faculty who are nurses hold current RN licensure. Faculty</i></p>	<p>Unit Chair, Dean, Provost, Search and Screen, Executive committee</p>	<p>Yearly</p> <p>Prior to recruitment</p>		

Goal	Task of	Minimum Frequency	Plan of Work	Decision/Implementation (Bolded items need follow up)
<p><i>teaching in clinical/practicum courses are experienced in the clinical area of the course and maintain clinical expertise. Clinical expertise may be maintained through clinical practice or other avenues. Faculty teaching in advanced practice clinical courses meet certification and practice requirements as specified by the relevant regulatory and specialty bodies. Advanced practice nursing tracks have lead faculty who are nationally certified in that specialty avenues.</i></p>				
<p>II-E. When used by the program, preceptors, as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.</p> <p><i>The roles of preceptors with respect to teaching, supervision, and student evaluation are clearly defined; congruent with the mission, goals, and expected student outcomes; and congruent with relevant professional nursing standards and guidelines. Preceptors have the expertise to support student achievement of expected learning outcomes. Preceptor performance expectations are clearly communicated to preceptors.</i></p>	NUFO	Every other year – even (2008, 2010, 2012, etc.)		
<p>II-F. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.</p> <p><i>Institutional support is available to promote faculty outcomes congruent with defined expectations of the faculty role and in support of the mission, goals, and expected student outcomes. For example:</i></p> <p><i>--Faculty have opportunities for ongoing development in pedagogy.</i></p> <p><i>--If research is an expected faculty outcome, the institution provides resources to support faculty research.</i></p> <p><i>--If practice is an expected faculty outcome, opportunities are provided for faculty to maintain practice competence, and institutional support ensures that currency in clinical practice is maintained for faculty in roles which require it.</i></p> <p><i>--If service is an expected faculty outcome, expected service is clearly defined and supported.</i></p>	NUFO and Executive Committee	Yearly		

Goal	Task of	Minimum Frequency	Plan of Work	Decision/Implementation (Bolded items need follow up)
<p>III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected individual student learning outcomes that are congruent with the program’s mission, goals, and expected student outcomes.</p> <p><i>Curricular objectives (course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected individual student learning outcomes. Expected individual student learning outcomes contribute to achievement of the mission, goals, and expected student outcomes.</i></p>	CDC	Yearly: Two courses per year—rotating (each course once every four years)		
<p>III.B. Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes, and expected student outcomes.</p> <p>--Baccalaureate program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)</i> .</p> <p>-- Master’s program curricula incorporate professional standards and guidelines as appropriate.</p> <p>--All master’s programs incorporate the Graduate Core Curriculum of <i>The Essentials of Master’s Education for Advanced Practice Nursing (AACN, 1996)</i> and additional relevant professional standards and guidelines as identified by the program.</p> <p>--All master’s-level advanced practice nursing programs incorporate the Advanced Practice Nursing Core Curriculum of <i>The Essentials of Master’s Education for Advanced Practice Nursing (AACN, 1996)</i>. In addition, nurse practitioner programs incorporate <i>Criteria for Evaluation of</i></p>	CDC	Every three years – (2007, 2010, 2013)		

Goal	Task of	Minimum Frequency	Plan of Work	Decision/Implementation (Bolded items need follow up)
<p>Nurse Practitioner Programs (NTF, 2008). --Graduate-entry program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) and appropriate graduate program standards and guidelines.</p> <p><i>Each degree program and specialty area incorporates professional nursing standards and guidelines relevant to that program/area. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum. Advanced practice master's programs (Clinical Nurse Specialist, Nurse Anesthesia, Nurse Midwife, and Nurse Practitioner) and DNP programs with a direct care focus incorporate separate graduate level courses in health/physical assessment, physiology/pathophysiology, and pharmacology. Additional content in these areas may be integrated as needed into specialty course.</i></p>				

Goal	Task of	Minimum Frequency	Plan of Work	Decision/Implementation (Bolded items need follow up)
<p>III-C. The curriculum is logically structured to achieve expected individual and aggregate student outcomes.</p> <ul style="list-style-type: none"> • The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities. • Master’s curricula build on a foundation comparable to baccalaureate level nursing knowledge. • DNP curricula build on a baccalaureate and/or master’s foundation, depending on the level of entry of the student. <p><i>Baccalaureate program faculty and students articulate how knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. Post-baccalaureate entry programs in nursing incorporate the generalist knowledge common to baccalaureate nursing education as delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) as well as advanced course work.</i></p> <p><i>Graduate curricula are clearly based on a foundation comparable to a baccalaureate degree in nursing. Graduate programs delineate how students who do not have a baccalaureate degree in nursing acquire the knowledge and competencies comparable to baccalaureate education in nursing as a foundation for advanced nursing education. Accelerated programs that move students from basic nursing preparation (e.g., associate degree or diploma education) to a graduate degree demonstrate how these students acquire baccalaureate level knowledge and competencies delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) even if they do not award a baccalaureate degree in nursing in addition to the graduate degree. The program provides a rationale for the sequence of the curriculum for each program.</i></p>	CDC	Every three years – (2010, 2013, 2016, etc.)		

Goal	Task of	Minimum Frequency	Plan of Work	Decision/Implementation (Bolded items need follow up)
<p>III-D. Teaching-learning practices and environments support the achievement of expected individual student learning outcomes and aggregate student outcomes.</p> <p><i>Teaching-learning practices and environments (classroom, clinical, laboratory, simulation, distance education) support achievement of expected individual student learning outcomes identified in course, unit, and/or level objectives.</i></p>	CDC	Two courses per year—rotating (each course once every four years)		
<p>III-E. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.</p> <p><i>Teaching-learning practices are appropriate to the student population and build on prior learning. Teaching-learning practices consider the needs of the program-identified community of interest (e.g., use of distance technology, simulation, adult learner needs, second language students).</i></p>	CDC	Two courses per year—rotating (each course once every four years)		
<p>III-F. Individual student performance is evaluated by the faculty and reflects achievement of expected individual student learning outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.</p> <p><i>Evaluation of student performance is consistent with expected individual student learning outcomes. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. There are processes by which the evaluation of individual student performance is communicated to students. Student performance is evaluated by faculty. In instances where preceptors facilitate students' clinical learning experiences, faculty may seek input from preceptors regarding student performance, but are ultimately responsible for evaluation of individual student learning outcomes. CCNE recognizes that faculty evaluation of student</i></p>	CDC	Two courses per year—rotating (each course once every four years)		Evaluation of definition and consistency of application of student performance evaluation policies every 5 years (2008, 2013, 2018,

Goal	Task of	Minimum Frequency	Plan of Work	Decision/Implementation (Bolded items need follow up)
<i>clinical performance may be accomplished through a variety of mechanisms.</i>		etc.)		
<p>III-G. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement. <i>(Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of individual student learning outcomes. Such evaluation activities may be formal or informal, formative or summative. Curriculum is regularly evaluated by faculty and other communities of interest as appropriate. Data from the evaluation of curriculum and teaching-learning practices are used to foster program improvement..</i></p> <p>Changes made by instructors (of courses just reviewed) in course content, strengthening of direct nursing content, teaching-learning practices and integration of liberal arts are documented to foster awareness.</p>	<p>CDC and AEC</p> <p>CDC</p>	<p>Every semester via course evaluations</p>		
<p>IV-A. Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certification examination pass rates, and employment rates, as appropriate.</p> <p><i>Processes are in place for regular collection of aggregate student outcome data. For entry-level programs, the program indicates whether NCLEX-RN® pass rate data represent first-time takers and/or repeat takers. The program is expected to demonstrate how RN-to-baccalaureate program graduates as well as pre-licensure graduates achieve the expected outcomes of the baccalaureate program. Certification pass rates are obtained and reported for those graduates taking each examination, even when national certification is not</i></p>	AEC	<p>Graduating Student Survey</p> <p>--End of every semester</p> <p>Program Satisfaction Survey</p> <p>--End of every semester</p> <p>One-year Post</p>		

Goal	Task of	Minimum Frequency	Plan of Work	Decision/Implementation (Bolded items need follow up)
<p><i>required to practice in a particular state. Program evaluation data are collected on a regular basis. For each degree program, the program calculates graduation rates (number of students completing a program divided by number of students entering a program). The program specifies the entry point and the time frame used in the calculation of graduation rates. Individual programs may collect additional aggregate outcome data related to other aspects of their mission, goals, and expected student outcomes (e.g., enrollment in further graduate education).</i></p>		<p>Grad Survey --Every July 1</p> <p>Employer Survey -- Every July 1</p>		
<p>IV-B. Aggregate student outcome data are analyzed and compared with expected student outcomes.</p> <p><i>Actual student outcomes data are analyzed in relation to expected student outcomes to identify areas of discrepancies. Discrepancies may indicate areas for program improvement.</i></p>	<p>AEC (also using data from virtual student meetings and CCQs)</p>	<p>Every two years— odd 2009, 2011, 2013, etc.</p>		
<p>IV-C. Aggregate student outcome data provide evidence of the program's effectiveness in achieving its mission, goals, and expected outcomes.</p> <p><i>The program reports aggregate data related to its expected outcomes. Reported data include student, alumni, and employer satisfaction; graduation rates; NCLEX-RN® pass rates; certification examination pass rates; employment rates; as well as data related to other program-identified expected outcomes.</i></p>	<p>AEC (also using data from virtual student meetings and CCQs)</p>	<p>Every two years— odd 2009, 2011, 2013, etc.</p>		

Goal	Task of	Minimum Frequency	Plan of Work	Decision/Implementation (Bolded items need follow up)
<p>IV-D. Aggregate student outcome data are used, as appropriate, to foster ongoing program improvement.</p> <p><i>The program demonstrates use of aggregate student outcome data for program improvement when actual outcomes are not consistent with expected outcomes. Adjustments to foster ongoing program improvement are deliberate and congruent with the mission, goals, and expected student outcomes.</i></p>	AEC and CDC (also using data from virtual student meetings and CCQs)	Every year but special attention every two years—odd 2009, 2011, 2013, etc.		
<p>IV-E. Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes.</p> <p><i>Aggregate faculty outcomes reflect the program's mission, goals, and expected student outcomes. For example, if research is an identified element of the program's mission, faculty research productivity should be assessed as an expected faculty outcome. If research is not part of the identified mission, it would not be expected as a faculty outcome. Evaluation of faculty outcomes is consistent with the institution's and program's definition(s) of faculty role expectations. There is congruence between expectations of the faculty in their roles and evaluation of faculty performance.</i></p>	Executive Committee	Every two years-post tenured faculty Every year-probationary faculty		
<p>IV-F. Information from formal complaints is used, as appropriate, to foster ongoing program improvement.</p> <p><i>If formal complaints indicate a need for program improvement, there is evidence that action has been taken to address that need.</i></p>	SGDC	Yearly		

AEC = Assessment and Evaluation Sub-committee; CDC = Curriculum Development Sub-committee; NUFO is Nursing Unit Faculty Organization; SGDC = Student Graduate Development Sub-committee

Approved in NUFO 2/28/11

Benchmarks

Item (and Responsibility)	Benchmark	Measurement Tools	Results	Met? Evidence of Program Effectiveness	Actions
Instructional effectiveness (AEC)	Weighted mean for each course is at least 6 on a 10 point scale	Course Comment Questionnaires (CCQ) Item #7- Overall			
Program outcome achievement - graduate(AEC)	Aggregate mean score of 3.75 on a 5 point scale	Graduate Survey Items 1-9			
Graduate satisfaction with select program measures (AEC)	Aggregate mean score of 3.75 on a 5 point scale	Graduate Survey Items 1-9			
Program outcome achievement- alumni (AEC)	Aggregate mean score of 3.75 on a 5 point scale	Alumni Survey Items 1-9			
Employment or graduate school enrollment (AEC)	90% employed or enrolled in graduate school Note: IOM & Robert Wood Johnson recommendation: At least 10% of graduates enter masters or doctoral programs within five years of graduation.	Alumni Survey			
Professional organization membership or certification (AEC)	35% Note: IOM recommendation: Schools of nursing should foster a culture of lifelong learning and provide resources for interprofessional continuing competency programs.	Alumni Survey			
Collaboration with community(AEC)	35%	Alumni Survey			
Program outcome achievement-employer (AEC)	Aggregate mean score of 3.75 on a 5 point scale	Employer Survey Items 1-9			
Congruency with mission and outcomes (CDC)	100% of courses reviewed are congruent with program mission and outcomes				
Congruency with nursing standards (CDC)	100% of courses reviewed are congruent with nursing standards				
Teaching-learning practices and environments support learning outcomes (CDC)	100% of courses reviewed utilize teaching-learning practices and environments to support the achievement of expected individual student learning outcomes				
Teaching-learning practices	100% of courses reviewed utilize teaching-learning practices				

Item (and Responsibility)	Benchmark	Measurement Tools	Results	Met? Evidence of Program Effectiveness	Actions
congruent with needs and expectations of the identified community of interest (CDC)	which consider the needs and expectations of the identified community of interest				
Consistency of student evaluation practices (CDC)	All student performance is evaluated by faculty and evaluation policies are consistently applied				
Evaluation of curriculum and teaching learning practices (CDC)	All faculty and courses are evaluated every semester				

Bylaws of the Nursing Unit Faculty Organization

INTRODUCTION

The name of the organization shall be the University of Wisconsin-Green Bay, Nursing Unit Faculty Organization (NUFO). NUFO works in collaboration with the Nursing Executive Committee that has overall oversight of the program, curriculum and personnel decisions. NUFO ensures that programs are consistent with the mission of the Professional Program in Nursing and the University of Wisconsin-Green Bay.

Section I: PURPOSE AND FUNCTIONS

A. Purpose:

The purpose of NUFO shall be to assume responsibility for management of the Nursing Unit and the operation of the Professional Program in Nursing.

B. Functions:

1. Consider for approval recommendations of NUFO standing committees including but not limited to:
 - a. Mission
 - b. Philosophy
 - c. Program and Operational Goals
 - d. Organizing Structure of the Program
 - e. Expected Program Outcomes
 - f. Curriculum
 - g. Program Evaluation
 - h. Program Policies, including Nursing Program Handbook
 - i. Planning of new programs
2. Develop *NUFO Quality Improvement Action Plan* to evaluate and guide program improvement activities.
3. Through the unit chair, make policy/procedure recommendations to the Nursing Executive Committee on matters having program, curricular and/or personnel implications.
4. Identify staffing needs and make recommendations through the Chair to the Nursing Executive Committee.
5. Assure that Bylaws define roles of faculty, staff and students in governance of Nursing Program and enable meaningful participation.
6. Assure implementation of approved policies/procedures/unit activities.
7. Facilitate activities related to marketing of the program.
8. Work with University officials to ensure that fiscal and physical resources are adequate, available, and accessible to support the program.
9. Make recommendations to the Chair concerning the disbursement of the support and expense budget.
10. Facilitate formation and continued input of the Nursing Advisory Committee
11. Implement policies/procedures/activities in accordance with professional nursing standards and guidelines of regulatory and accrediting bodies.

12. Oversee and implement accreditation activities, WI Board of Nursing approval processes, and University program review.
13. Oversee review and implementation of the *NUFO Quality Improvement Action Plan*.

Section II: MEMBERSHIP & VOTING

A. Members:

1. Full-time and part-time faculty
2. Lecturers
3. Academic staff

B. Voting Members:

1. Full and part-time faculty
2. Lecturers with faculty status
3. Academic staff granted voting privileges by NUFO

Section III: OFFICES AND DUTIES

A. The presiding officer of NUFO shall be the Chair of the Nursing Unit.

B. In the absence of the Chair, a person designated by the Chair shall serve as the presiding officer.

C. The Chair will prepare the agenda. NUFO members shall propose agenda items.

Section IV: MEETINGS

A. Types of Meetings:

1. Regular meetings of NUFO shall be held at least two times each semester. The date and time of the first NUFO meeting each semester will be set by the Chair. The date, time, and place for regular meetings shall be decided by NUFO members in advance of the first meeting.
2. The NUFO meeting held at the end of the academic year will be used to evaluate the progress on the Plan of Work for each committee. Based on evaluation data, recommendations for plans of work for the next academic year will be made to standing committees.
3. Special meetings may be called by the Chair or by a quorum with at least 24 hours' notice. The purpose and time of a special meeting shall be specified in writing.

B. Rules of Conduct:

1. The agenda at a regular meeting shall include but not be limited to:
 - a. Call to Order
 - b. Attendance
 - c. Approval of Agenda

- d. Approval of Minutes
 - e. Information/Discussion
 - f. Reports of Committees
 - g. Discussion/Action Items
 - h. Other
2. Meetings are open unless otherwise indicated on the agenda. The NUFO body may go into closed session to deal with matters of personnel and budget (as provided in State Statute 19.85).
 3. All NUFO meetings shall follow parliamentary procedure as outlined in Robert's Rules of Order (latest edition).
 4. A quorum shall be a simple majority.
 5. Voting shall be by voice unless a member requests otherwise.
 6. Written meeting minutes shall be completed by the Chair of NUFO.

Section V: NURSING UNIT FACULTY ORGANIZATION COMMITTEES

A. Standing Committees shall be:

1. Curriculum Development Committee (CDC)
2. Student-Graduate Development Committee (SGDC)
3. Assessment and Evaluation Committee (AEC)

B. Members and Duties:

1. NUFO members may serve on one or more of the three standing committees, CDC, SGDC, and AEC.
2. Professional Program in Nursing students may serve as members of standing committees without voting privileges.
3. The NUFO Chair will appoint the chairperson and members of each committee following consultation with appointed members.
4. The NUFO Chair may appoint ad hoc committees as deemed necessary.
5. The NUFO Chair may call special meetings of any of the three committees.
6. Each committee shall:
 - a. Prepare a Plan of Work based on the *NUFO Quality Improvement Action Plan* to present to NUFO for approval at the beginning of the academic year;
 - b. Function based on the approved Plan of Work and ongoing input from NUFO;
 - c. Present annual progress report to NUFO at the end of the academic year based on the *NUFO Quality Improvement Action Plan*.

C. Role of students in governance

1. Student input will be solicited by each standing committee each year.

D. Curriculum Development Committee:

The purpose of the CDC is to make recommendations to NUFO regarding curriculum and teaching learning practices. The Committee shall:

1. Design the curriculum to reflect the program's mission, philosophy, program goals and expected outcomes, professional nursing standards, and community of interest.
2. Make recommendations regarding effectiveness of the curriculum based on data generated by the evaluation process.

E. Student-Graduate Development Committee:

The purpose of the SGDC is to make recommendations to NUFO regarding the policies and procedures relating to potential students, current students, and alumni. The Committee shall:

1. Develop student advising policies and procedures.
2. Develop and implement policies and procedures concerning student recruitment, admission, progression, retention, and graduation.
3. Ensure that academic support services are available and accessible to students.
4. Serve as a student scholarship committee for the Professional Program in Nursing.
5. Promote and develop alumni relations.

F. Assessment and Evaluation Committee:

The purpose of the Assessment and Evaluation Committee is to make recommendations to NUFO regarding programmatic evaluation via student, graduate, alumni, and employer input.

The committee shall:

1. Review and revise, if necessary, data collection tools and methodology to ensure consistency with program outcomes.
2. Collect, analyze (including benchmarks), and disseminate aggregate evaluation data

Section VI: BYLAWS

- A. These Bylaws shall be amended through proposals submitted to NUFO prior to regularly scheduled meetings.
- B. The Bylaws shall be approved by a two-thirds majority vote.
- C. These Bylaws shall be reviewed and updated every four years or as deemed necessary.

Revised and Approved of in NUFO 5/14/2012.