



# **School of Nursing**

## **RN-MSN Student Handbook**

### **2023-2024**

**After completing BSN portion, use the current MSN Handbook**

**The School of Nursing RN-MSN Student Handbook  
supersedes any GCS policies.**



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**OLIVET NAZARENE UNIVERSITY  
SCHOOL OF NURSING  
Handbook Agreement**

I agree to the use of my course work, during my academic tenure at Olivet Nazarene University, for the purpose of evaluation and research, knowing the information will be presented as aggregated data. I understand my work will not be able to be identified as mine in any published results, designed to enhance the overall quality of this and other nursing programs in the School of Nursing. I understand the importance of participating in research designed to improve our RN-MSN track.

In addition, I have reviewed Olivet Nazarene University RN-MSN Student Handbook, which is available on the Benner Library [website](#). I accept responsibility for knowledge of the handbook contents and agree to abide by the standards and academic policies found herein. I accept responsibility for knowledge of the handbook contents of all new versions that might be distributed throughout my program.

I understand that it is advised that I complete the Olivet Online Orientation training prior to the start of my first course.

**I understand I am responsible for monitoring and using my ONU email** and keeping my contact information up-to-date with Olivet, as this is how the Nursing Faculty and Administration will communicate with me.

I understand the requirements for the practicum hours are my responsibility, which include a background check and urine drug screening.

## **History of the Nursing Program**

As early as 1959, the possibility of initiating a baccalaureate nursing program was considered by Olivet Nazarene (then) College administrative members who did not find it feasible to initiate a program at that time. However, recognition of the need for nurses and the discontinuance of St. Mary's hospital diploma program in Kankakee prompted reconsideration early in 1966. At the May 1966 meeting of the Olivet Board of Trustees, approval was given for the development of a baccalaureate degree program in nursing.

Assistance in planning the program was given by the Department Chair at Northern Illinois University and a nurse coordinator of the Illinois Department of Registration and Education. By September of 1966, the first chair, Faye Riley was employed to develop and lead the newly organized Department of Nursing. The first students to enroll in the nursing program started in the fall of 1967. The Dedication program on October 1968 indicates there were 34 students continuing in the course.

Classes met in various buildings of the campus. The first Department of Nursing office was located in Reed Hall of Science. Also, the lecture hall of Reed was used for classes requiring demonstrations. Rooms of Wellman Hall as well as in a college-owned building on Marseilles Street were used for teaching other classes. Later, the office of the Department of Nursing was located in Burke Hall. A generous gift from Mr. and Mrs. Gerett M. Wisner and a federal grant made it possible to construct a free standing building dedicated for the nursing program.

Groundbreaking for the Wisner Hall for Nursing Education was in February 1970 and was first used in 1971. Wisner Hall provided four classrooms, a student lounge, a resource center with 24 carrels (each equipped with tape and viewing machines), the Evelyn Witthoff - Geraldine Chappell auditorium (respectively named for a Physician – RN missionary team to India) capable of seating 150 students, office space for 20 faculty members, and a faculty lounge. Originally the Audio-Visual Department of the college occupied a large area in Wisner Hall. That space was made available to the nursing department when the audio-visual equipment was moved to Benner Library in 1976. Other departments and offices have shared the building space through the years as well.

The building remains a beautiful testament to the faithfulness and generosity of the Wisner's. Wisner has been updated with a Virtual Hospital, high fidelity simulation manikins, and 31 computer stations for study, standardized testing, and interactive learning.

The Department of Nursing was designated a Division of Nursing in the spring of 1977 by the college administration. The Division of Nursing received full approval from the National League for Nursing in 1979, lasting through June 2002. The nursing program made application to the Commission for Collegiate Nursing Education (CCNE) and received preliminary approval in 1997, and full approval in 2001. In 1990, the Division of Nursing established a non-traditional track of the program of nursing for registered nurses with an associate degree or a three-year diploma desiring the Bachelor of Science Degree in Nursing (RN-BSN). The first class began in January, 1991.

Kappa Sigma Chapter, Sigma Theta Tau International Nursing Honor Society was established here on May 12, 1984 through the hard work and dedication of the first Chapter President, Sue Davison, and the Executive Board Members, VP-Margaret Frogge, Treasurer-Marvina Eckert, Secretary-Brenda Johnson, and Faculty Advisors-Leann Eaton and Amy Golyshko. The Nursing Students in Action joined the National Student Nurses Association in 2008.

In October, 2000, a Master's in Nursing Program was established to prepare nurses for the advanced practice role; the first cohort of MSN students graduated in May 2003. In May 2005, the MSN program's Continuous Improvement Progress Report was approved. In November 2006, the MSN program was reviewed for accreditation by CCNE and accreditation awarded by AACN. In 2007 an expanded MSN offering was launched to include tracks in Nursing Leader/Manager, Nursing Education, and Emergency Preparedness-Disaster Response. Due to low enrollment in the Emergency Preparedness-Disaster Response Track, it was dissolved and made way for a new track. In June 2011, the Family Nurse Practitioner, and May 2013 the Post-Graduate APRN Certificate tracks were launched.

With the 2006 restructuring of the University, the Division of Nursing became the Department of Nursing within the School of Professional Studies. However, a new restructuring was announced in May 2014, and the Department of Nursing became the School of Nursing and Health Sciences, effective July 2014. In July 2015, with a new restructuring the School of Nursing and Health Sciences became a Department of Nursing in the School of Life and Health Sciences.

In October 2012 an accelerated BSN track was created. Coursework is online with on-ground lab and clinical. The first cohort finished in February 2014. The ABSN track is located in Oakbrook. This site provides multiple classrooms, two computer labs, and a fully equipped Virtual learning Center.

In the Summer of 2016, a combined BSN-MSN track was created (RN-MSN/FNP). The first cohort starting in January 2017. The didactic program is online with practicum hours for each track.

In April 2020, the Post-Master's Nursing Education Certificate track (PMC-E) was approved and will begin in January, 2021. On July 1, 2020, the Department of Nursing was designated as the School of Nursing under the direction of Associate Dean, Tiffany Greer, as a part of the College of Professional Studies. In October 2020, the Post-Master's Transformational Leadership (PMC-TL) Certificate track was approved and begins January, 2021.



**The baccalaureate degree program and master's degree program in nursing at Olivet Nazarene University are accredited by the Commission on Collegiate Nursing Education, (<http://www.ccneaccreditation.org>).**

## **NURSING PROGRAM ORGANIZING FRAMEWORK**

### **Mission**

The mission of the School of Nursing is to provide Christian nursing education designed to prepare each graduate for a life of service to God and humanity. In this endeavor, students integrate faith and learning as they investigate concepts inherent in personal, professional, and spiritual growth through life-long learning and leadership.

### **Philosophy**

The philosophy of the Olivet Nazarene University School of Nursing encompasses spiritual, personal, and professional concepts that include the roles of leader, change agent, life-long learning, and service guided by ethical and moral standards.

### **BSN Program Goals**

1. Transform students personally, professionally, and spiritually to serve God and humanity.
2. Provide online education utilizing interprofessional experiences, evidence-based research, and biblical principles within the curriculum.
3. Foster a stimulating atmosphere that promotes intellectual curiosity to further develop critical thinking through the exploration of cultural, ethical, moral, professional, and spiritual concepts.
4. Develop and strengthen students' professional knowledge, skills, and leadership abilities within their nursing practice.

### **BSN Program Outcomes**

Graduates are prepared to continue in the profession of nursing as contributing members of the discipline, to promote, maintain, and restore the health of clients in a variety of settings.

- I. Serve God and humanity in diverse roles and settings with respect and compassion. (E – VII, VIII, IX)
- II. Integrate Christian faith through ethical nursing practice. (E – VIII, IX)
- III. Articulate the value of professional development and evidence-based practice while preparing to be a lifelong learner. (E – III, VII)
- IV. Assimilate knowledge, skills, and attitudes from the liberal arts into nursing practice to competently care for diverse populations. (E – I, V, VI, VII, IX)
- V. Demonstrate the development of leadership skills as a professional, accountable, collaborative change agent within a multifaceted health care environment. (E – II, VI, IX)
- VI. Utilize nursing judgement to advance nursing practice. (E – VI, VII, IX)
- VII. Communicate effectively through verbal and written modalities, using current and innovative technologies. (E – IV, VI, IX)

E = Baccalaureate Essentials 2018

**RN-MSN Program Outcomes (PO) to Track Outcomes – Fall 2020**

<b>PO</b>	<b>Track Outcome</b>
I, IV, V	A. Develop concepts from the arts and sciences which contribute to personal growth.
III, IV	B. Examine historical and contemporary perspectives on social, political, ethical, legal, and economic issues affecting health care and professional nursing practice.
I, III, IV, V, VII	C. Effectively communicate through verbal and written skills using current technologies to problem solve and organize information.
I, II, III	D. Examine factors which influence the development of a personal philosophy of nursing.
I, II, IV, VI	E. Examine respectful and caring behavior recognizing the uniqueness and value of the individual.
III, IV, VI	F. Explore the relationship among values, culture, environment, and client response to health experiences.
I, II, IV, V, VI	G. Analyze principles of safe and effective nursing practice utilizing critical thinking skills.
I, II, III, V	H. Discover the value of personal development, professional readiness, and lives of service.
I, II, IV, V, VI, VII	I. Practice professional and ethical behavior in holistic care of individuals, groups, and communities to promote, maintain, and restore health.
I, II, V, VI, VII	J. Create practicum/project decision making strategies which are safe, situationally relevant, and ethically responsible to respond to health needs of clients.
I, IV, VII	K. Assess the therapeutic responses of individuals, groups, and communities to student health education presentation(s).
III, IV	L. Apply selected nursing theories and models to professional nursing practice utilizing evidence based research.
I, II, III, V, VI	M. Reflect theoretical models, ethical decision making, spirituality, and perspectives of moral reasoning with application and impact on various advanced practice nursing roles.



### Key Terms & Definitions

<b>Key Terms</b>	<b>Definitions</b>
<b>Change Agent</b>	A change agent identifies and responds to the need for change by using evidence-based practice to motivate, inspire, and promote innovative change within the complex healthcare system.
<b>Collaborative</b>	Collaborative means a nurse(s) working together interprofessionally within nursing or across disciplines, fostering open communication, mutual respect, and shared decision-making to define and achieve a common purpose.
<b>Communication</b>	Exchange of verbal and nonverbal information, ideas, and feelings in an effective, thorough, clear, concise, and timely manner.
<b>Competent</b>	A competent nurse combines knowledge, skills, attitudes, experience, and appropriate clinical judgment to perform safe care.
<b>Cultural Competence</b>	Cultural competence encompasses awareness and sensitivity with diverse individuals, which include all types of backgrounds, expectations, and experiences. Cultural awareness and sensitivity identifies and addresses unconscious biases through knowledge, skills, and openness to improve health, reduce disparities, and promote health equity.
<b>Ethical Nursing Practice</b>	The principle of ethics describes what is expected in terms of right and/or wrong behavior. Ethical nursing practice utilizes a personal philosophy grounded in the ethical values of the profession and consistent with the beliefs and values of the Christian faith. However, there is a willingness to consider alternate views on ethical issues and personal values from diverse populations.
<b>Evidence-Based Practice</b>	Nursing practice integrates current research and practice guidelines which are critically appraised and scientifically proven for the delivery of quality healthcare and improved outcomes.
<b>Leader</b>	A nurse leader is one who understands the complexities of the healthcare system, including the impact of power, politics, policy, and regulatory guidelines on the system. Leaders, through their vision, creativity, and ability can create change and manage transition moving the profession of nursing forward.
<b>Life-long Learner</b>	The life-long learner engages in continuous self-reflection, curiosity and evaluation for personal, professional, and spiritual growth.
<b>Professional</b>	Being a professional means the student demonstrates personal and professional accountability, maintains a professional appearance, is trustworthy, has integrity, takes initiative, and uses problem-solving skills and ethical considerations to guide decisions and actions. A professional treats others with dignity, kindness, respect, and compassion.
<b>Service</b>	Nurses contribute meaningful time and dedication in service to God and mankind to meet the needs of diverse populations.

## RN-MSN BSN DEGREE REQUIREMENTS AND PROGRAM PLAN

The material contained in this section is informational only and does not constitute a contract between the student and the University. At the time of publication, the information is complete and accurate to the best of our knowledge. However, the School of Nursing and Graduate and Continuing Studies reserve the right to revise information, requirements, or policies; amend rules; alter regulations; and change financial charges at any time in accordance with the best interests of the institution.

The School of Nursing and Graduate and Continuing Studies also reserve the right to determine the number of students in each course. If an insufficient number of students enroll for a course, Graduate and Continuing Studies reserves the right to cancel the course, change the time, or provide a different professor of any course.

### TRANSFER OF CREDIT POLICY

There is no maximum number of credit hours accepted in transfer. However, students must meet all minimum requirements for graduation, including 120 total hours and 30 upper-division (300-400 level) hours.

### DIPLOMA PROGRAM GRADUATE

As a diploma graduate, the following documents must be submitted *at the time of application* to the program:

1. Letter from immediate supervisor
2. Current vitae

The RN-MSN Program Director will make the definitive decision on acceptance into the program. A maximum of 30 credit hours may be accepted. A fee will be assessed for this opportunity.

### ADMISSIONS, RETENTION, AND PROGRESSION POLICY

1. Students must demonstrate the ability to write in a format consistent with undergraduate level work and professional standards (current APA format).
2. Students must maintain a 2.75 cumulative grade point average (4.0 scale) to remain in the program.
3. Students are limited to withdrawing (voluntarily or administratively) or failing 2 nursing courses. Students may not fail more than one Practicum/Project course in the program. **Students may not enroll in any nursing course more than two times.**
4. If a course is failed (final grade is C- or lower), the student must finish present course then repeat failed course before moving forward in RN-MSN program plan. Failure to demonstrate meeting any of the above will result in student withdrawal by the RN MSN Program Director. Students will then have to petition to re-enter the program.
5. In order to enroll in Nursing Research (NRSG 395), Students must receive a C or higher in MTH 120: Statistics (or equivalent transfer course).

6. Students must complete all program requirements for core, required supporting, and general education courses.

**In order to progress into the MSN program unhindered, students must have a 3.0 GPA to start the first MSN course. If the cumulative GPA is lower than a 3.0, the graduate conditional admission policy will be applied. See catalog for more information. (For students who start the RN-MSN program on or after July 1<sup>st</sup> 2018).**

**PLEASE NOTE:** Prior to starting the MSN portion you must submit documentation of 2000 work hours as an RN. You will receive an email with a DocuSign link to complete this requirement in NRS 501 and NRS 526.

## **STUDENT REQUIREMENTS**

1. Students must be formally admitted to the RN-MSN program by Olivet Nazarene University officials prior to attending classes.
2. All students enrolled in the RN-MSN program must keep their RN license current/active and unencumbered.
3. All students entering the RN-MSN program are required to take Olivet's THEO 110 – Intro to Christianity and BLIT 210 Christian Scriptures **or** CMIN 310 Christian Living. If a student has less than 45 transfer credits, they are also required to take BIB 105 Introduction to Christianity.
4. Students are strongly encouraged to participate in the online orientation course, which includes a Canvas training section.
4. The use of a personal computer is an integral component of Olivet's RN-MSN program. Specific technology requirements are listed on the Resource page in this handbook or check the Olivet IT page. It is not a requirement, but having your own computer will increase your success. Sharing your computer with children and other household members can make it difficult to meet course deadlines.
5. In all courses, student participation is extremely important and is expected each week to successfully complete the course.
6. Students must complete all general education and Christianity requirements prior to beginning 500 level courses.
7. Students are limited to withdrawing (voluntarily or administratively) or failing 2 nursing courses. Students may not fail more than one Practicum/Project course in the program. **Students may not enroll in any nursing course more than two times.**
9. A cumulative grade point average of 2.75 is required to progress through the program track.
  - The nursing courses (NRS prefix) adhere to a special grading scale, which is listed below. A minimum grade of C (2.0) must be earned in all nursing courses and all required supporting courses.

95–100 A  
92–94.9 A-  
89–91.9 B+

86–88.9	B
83–85.9	B-
80–82.9	C+
77–79.9	C
<hr/>	
74–76.9	C- non-passing scores BSN program
71–73.9	D+ "
68–70.9	D "
65–67.9	D- "
64.9 or lower	F Failure

- General education (not including required supporting courses) and elective courses adhere to a different grading scale.
10. Students must submit all course and Practicum/Project assignments in a satisfactory and timely manner as designated in the course syllabus in compliance with the assignments and discussion Board sections of this handbook. All Practicum/Project hours must be completed in each course with practicum hours to progress.

## Communication

The Olivet School of Nursing **requires** that current students only use their **Olivet student email accounts or Canvas email** to contact university personnel. Please allow **24-48 hours** for reply to emails. Email communication provides a written record, time stamp, and can be sent directly to the people that can best assist in a particular situation. Additional communications between students and university personnel may be arranged directly.

## GRADUATION REQUIREMENTS

1. Successful completion of the BSN portion's core curriculum (30 credit-hours) Olivet Nazarene University.
2. A total of 120 semester hours of coursework is required for graduating with the Bachelor's degree, including transfer credits, core curriculum, electives and upper division hours. See Appendix A for breakdown of courses including general education requirements and core curriculum.
3. Completion of 30 credit hours of upper-division courses (300 and above).
4. All nursing, supporting, and general education course and/or Practicum/Project requirements must be completed within five years of initial enrollment to be awarded the degree of BSN.
5. A cumulative grade point average of 2.75 is required to progress in the nursing courses and to graduate with the Bachelor of Science degree in Nursing.
6. Degree candidates are required to complete and submit an "Intent to Graduate" form. Students will receive an email with the link to complete the form online. This form must be received at least two months prior to the expected date of graduation for January and May conferrals, and six months before August conferral.
7. Payment of all tuition and fees.

## ACADEMIC INFORMATION AND POLICIES

### The Online Course Start and End Dates

Courses start on Day 1 of Week 1 at 12:01 a.m. Courses end on Day 7 of the last week of a course at 11:59 p.m. Each course is 6 weeks in length. The course week consists of seven days: Day 1, Day 2, Day 3, etc. Day 1 (Monday) is the first day of the week and Day 7 (Sunday) is considered the last day of the week.

### Submission Times

A day is comprised of the timeframe between 12:01 a.m. (CST) and 11:59 p.m. (CST). Any coursework (assignments, discussion questions, etc.) due on a given day must be submitted within this timeframe to be considered submitted on time.

## LATE WORK POLICY

Late work is highly discouraged; however, in the event you choose to turn in an assignment past the due date and time, 10% per day will be deducted from your assignment grade. After the third day no late work will be accepted for grading, resulting in a zero for your assignment grade. All work must be completed even if it is too late to receive credit towards the course-see comment under course activities.

If a student has significant life issues (**this does not include** vacations, honeymoons, work schedules, etc.) that impeded the completion of assignments in a timely manner, they must contact the course instructor 24 hours **prior** to the due date to make arrangements. If the instructor is not notified prior to a missed assignment, the student may receive a zero for that assignment.

## BENNER LIBRARY

Benner Library makes numerous resources available for nursing students. In addition to a full complement of nursing books, Benner provides a substantial number of nursing periodicals, both in print and in electronic format. Nursing students have access to several health-related online article databases. Articles not available in full text may be ordered through Benner's Interlibrary Loan service. The nursing home page can be accessed [here](#).

Should other library resources be needed, Olivet students can request materials from any other library in CARLI, a consortium of 76 Illinois academic libraries. In addition, ONU nursing students have access to libraries at many of the Practicum/Project agencies.

Access Benner Library's home page at <http://library.olivet.edu> for the most current information about the library's resources and services, including specific information for off-campus students. For additional assistance, contact the Interlibrary Loan Department at (815) 928-5439 or the Reference Desk at (815) 939-5355, or [ill@olivet.edu](mailto:ill@olivet.edu).

### Benner Library Resource

[Benner Library](#) offers information on how to use some of the links in the library. This link also provides contact information for our librarian who is an expert in helping nursing students find the information they need.

## ACADEMIC SUPPORT SERVICES

### Disability Support Services

It is the policy of Olivet Nazarene University to accommodate students with disabilities in accordance with federal and state laws. GCS students with documented disabilities should contact the online accommodations support coordinator at [lss@olivet.edu](mailto:lss@olivet.edu).

### Pastoral Services

As situations and struggles arise in your life, our Chaplain is able to provide counsel and to pray with you as needed. Additionally, you'll receive monthly videos of encouragement as you journey through your education. Click [here](#) for more information on Faith Integration.

### Health and Well-Being

At Olivet Nazarene University we recognize that the demands of school can be experienced as an added pressure and this may evoke a heightened sensitivity to stressors. When this occurs, students are encouraged to access their available resources such as mental health providers, primary care providers, employee assistance programs, and the clergy. Your health and well-being are important to us. If you require a Leave of Absence for health reasons (physical or emotional), you should contact Online Advising at [onlineadvising@olivet.edu](mailto:onlineadvising@olivet.edu) or call 877-465-4838.

## ATTENDANCE

### Attendance Policy

It is the responsibility of the student to participate in weekly discussion boards in all online classes.

Failure to follow this policy may result in an F for the course.

To be considered present in online classes, the student must log in and post at least one substantive forum post or assignment per week.

Depending on the student's progression, **sitting out of sessions may prolong the duration of the program**, as students may have to wait in order to take required classes.

### Participation Requirements

Active course participation is defined as fulfilling discussion requirements within the published timeline and submitting assignments within the published timeline. Substantive student dialogue (defined in "Discussion Board Requirements" section) is an essential part of the learning process. Therefore, Olivet courses require consistent, substantive, and timely participation in online discussion as required in each course. Although the pedagogy may vary from week to week within a course and from course to course, discussions are enhanced and learning strengthened when postings and discussion are substantive and distributed throughout the week, with three days of participation, as a minimum. Therefore, it is required that initial posts be submitted by 11:59 pm CST on Day 3, and that all responses to others' posts be submitted by 11:59 pm CST on Day 7 of the course week.

Failure to post within the expected timeliness, quantity, quality, and frequency of postings as stated in the syllabus and other course materials may result in grade reduction. Students should read each syllabus and

discussion prompt carefully as posting requirements may vary across and within courses in order to meet learning goals.

### Student Participation

- Courses are not independent study courses.
- Instead courses are considered to be essential shared learning communities.
- Therefore, it is imperative that students participate with substantive and timely postings to the online discussion board as outlined in the course syllabus.
- Failure to post the expected frequency and quality will result in grade reduction for the discussion.
- Students are not allowed to post ahead in any week.
- Students are required to check and utilize their Olivet email address when communicating with faculty, administration, or staff.
- Students should follow current APA standards and rubric expectations for each assignment.

## DISCUSSION BOARD REQUIREMENTS

The grading for discussion activities is outlined in the Discussion Board Requirements below and in the “Files” section in each course in Canvas. Students are required to support their discussions with citations, write in the current APA format, and provide a reference list at the bottom of their posting.

Participation points are based on the discussion postings. The standard policy for discussion requirements and the grading rubric are consistent in each course syllabus. When discussion is part of the required assessment, to ensure all members of the learning community have sufficient time to respond, you are expected to adhere to the following guidelines:

- Submit your 250-word initial discussion board post no later than the third day (Wednesday) of each week by 11:59 p.m. CST. **You must submit an initial post before writing a feedback post in response to another’s initial post.** Your initial post must include your textbook(s) and at least two scholarly references beyond textbook(s) for a minimum of 3 references.
- Respond to two of your peers’ initial postings (or as directed by instructor) with a minimum of 75-word post during each week on **two different days** (or as directed). Each feedback post must include at least one scholarly reference.
- Students are required to post/respond on **two separate days** to answer questions posed by instructor or peers, be engaged in the discussion, and build community in the online classroom.
- References for all discussion posts must be published within the last 5 years.
- Provide colleagues with reflective thoughts, personal experience, resources, or general thoughts on the topic.
- Posting after the required date will result in a grade reduction as stated in the rubric.
- Discussion board posts need to be in the current APA format for quotes and references. Due to limitations with Canvas, spacing (single vs. double) will not be considered in the grading. **Placement of periods, parentheses and italics will be graded.**

**When starting level 500 courses, please read discussion board instructions carefully. There are different requirements for these courses that mirror MSN discussion board requirements.**

### Discussion Forum Code of Conduct

See Appendix B for Discussion Rubrics

### **Definition of a Substantive Post**

All student participation in discussion boards should be substantive, adding value to the discussion through thoughtful reflection, relevant comments, and an approach that furthers the discussion and engages other students in dialogue. Effective student initial posts:

- Engage in serious reflection on reading material and discussion prompts.
- Are relevant to the week's topic.
- Refer to (and cite) reading materials.
- Incorporate examples.
- Incorporate relevant personal application.
- Are written clearly and concisely.

Effective responses to others' posts:

1. Engage in serious reflection.
2. Engage other student(s) in dialogue
3. Add depth and breadth to the conversation.
4. Ask questions.
5. Share relevant examples and/or personal experiences.
6. Are tied to (and cite) course reading materials.

## **ASSIGNMENTS**

Points will be awarded for assignments guided by a grading rubric in each course. The course syllabus and classroom online links are available for accessing the grading rubric in every course. Students should use the rubric as a method of ensuring the objectives of the assignment are met. Students with an unexcused absence will receive a 50% grade reduction for any assignments submitted during that week. Rewriting graded paper(s) will not be allowed.

**TURNITIN:** Preparation for a professional career as a BSN prepared nurse, includes responsibility and accountability for one's work and decisions. Assignments are expected to reflect the effort and thoughts of the individual student, except as indicated by the use of proper documentation. Plagiarism is defined as use of intellectual material produced by another person without acknowledging the source.

Students are required to submit draft papers to Turnitin for plagiarism check. A final score over 25% is evidence of using too many resources other than your own thoughts and ideas, excluding templates, and will result in a zero (0) for the assignment. Students can submit drafts to Turnitin multiple times prior to final submission to ensure a final score of 25% or less. Note that a score higher than 25% can be a strong indication of plagiarism. However, a lower score does not mean the student doesn't have any plagiarism within the assignment. Faculty will monitor for evidence of plagiarism and the Final Turnitin report will be accessed to check for plagiarism.

Examples of plagiarism include, but are not limited to:

- Wholesale copying of passages from works of others into an assignment, paper, posting, or thesis without acknowledgement.



- Using the views, opinions, or insights of another without acknowledgement.
- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment.
- Self-plagiarism is the use of the Student's work from a previous class and is highly discouraged. Should the Student's previous work be used, it must be cited as such.

## **INCOMPLETE GRADES**

Students may be given an incomplete for a course at the discretion of the course instructor and the approval of the RN-MSN Program Director. Normally this is granted for a period of up to 60 days following the last day of the course. If assignments are not submitted in that timeframe, a zero will be recorded for each missing assignment. No opportunity is offered to make up any missing discussion postings. Points for discussion activities are provided according to the program discussion rubric found in each course syllabus.

## **CODE OF CONDUCT**

Students are expected to project a scholastic demeanor and to interactively respond to class activities. Students, at all times, are expected to be respectful of their peers, the institution, its facilities, and its personnel. Discussions in the classrooms and online are totally independent of the work environment. Discussion should remain in the correct arena. Please review the following from the ONU catalog:

- [Standards of Conduct](#)
- Classroom [Department](#) & Confidentiality

## **PROFESSIONAL BEHAVIOR**

Nursing students are expected to exhibit professional behaviors both in the classroom and in the practicum areas. Examples of these behaviors include being respectful when the instructor and/or fellow students are speaking; refraining from initiating discussions that are argumentative and disruptive; and demonstrating accountability for own actions in the Canvas classroom and the practicum areas. In turn, the faculty is also expected to design learning opportunities that foster a climate of mutual respect and caring. Each practicum experience is an opportunity for students to provide empathetic, sensitive and compassionate care for individuals, families, groups and communities.

## **STUDENT USE OF ARTIFICIAL INTELLIGENCE (AI)**

Students may use AI tools only to help generate topics, brainstorm, and create outlines. All submitted work must be the student's unique original work; using content generated by others, including AI, is prohibited. The use of generative AI tools to create assignment content is a violation of academic integrity.

## **ACADEMIC INTEGRITY**

### **Statement of Academic Integrity**

Seeking after truth is at the heart of an education at a Christian university like Olivet. ONU expects students to be truthful in all areas of life, including the academic arena. Those who engage in any form of academic dishonesty value their own gain more than their desire to seek truth; consequently, their behavior is incompatible with the goals and objectives of the University. Such dishonesty takes the form of cheating, plagiarism, or falsification. Specific examples include, but are not limited to:

1. Submitting another's work as one's own or allowing others to submit one's work as though it were theirs.
2. Failing to properly acknowledge authorities quoted, cited, or consulted in the preparation of oral or written work. All work submitted by students must represent their original work. Outside sources used as references should reveal the name and source and the extent to which the source is used.
3. Tampering with experimental data to obtain a "desired" result or creating results for experiments not conducted.
4. Lying or otherwise deceiving university personnel about academic matters.
5. Falsifying college records, forms, or other documents.
6. Students who knowingly assist another in dishonest behavior are held equally responsible.

Academic dishonesty includes, but is not limited to, plagiarism, cheating and falsification. Any student engaging in such practices will be subject to the following consequences, in part or in whole:

1. A failing grade on the project, assignment or course itself. This decision rests with the professor teaching the class.
2. Incidents of academic dishonesty will be reported to the program director and area dean or to the Vice President for Academic Affairs for further action, such as suspension or expulsion.

Olivet Nazarene University (ONU) supports and promotes academic honesty and personal integrity. Serious offenses against the University community include cheating, plagiarism, and all other types of academic dishonesty. Students who are guilty of academic violations will be penalized. Moreover, any student who knowingly assists another student in dishonest, academic behavior is equally responsible for the violation.

Academic violations and dishonesty are deceptions of others about one's own work or about the work of another. For examples of academic violations, policies for course facilitators, courses of actions that facilitators can take, appeals procedures, and to read the full SGCS Academic Integrity statement, please access the [ONU Catalog](#).

Graduate and Continuing Studies has provided an APA Title page/Template that all students are required to use for written submissions. The certification of authorship must be digitally signed on the title page of all written work. To access the template, click the following link and click on APA Template/SGCS:  
<http://library.olivet.edu/help/citation/apa/index.php>

## UNIVERSITY POLICY INFORMATION

The university, beginning in the Fall of 2016, has adopted new Grade Appeals, Academic Policy Appeals, and Grievance Procedures. The full document with each procedure can be located in the University Catalog under "Academic Policies - SGCS". The following are definitions of each new procedure:

### **Grade Appeals**

An appeal of a grade occurs at the conclusion of a course and is based on a student's belief that their final grade is incorrect. Students may not appeal grades for individual assignments while a course is in progress, but should contact the instructor if they believe a grade for any assignment is incorrect.

If a student believes their final grade is incorrect, they must contact the instructor within seven calendar days of the official posting of the grade to the transcript. Students must provide a written rationale and provide any appropriate documentation. For next steps, see the [ONU catalog](#).

### **Academic Policy Appeals**

Students have the right to petition for exceptions to any academic policy. The Academic Standards Committee is chaired by the University Registrar and includes four faculty appointed by the Steering Committee and two students appointed by the Associated Student Council. Most requests for exception are institutional in nature such as requests to overload, requests for substitutions, and similar items. The committee's responsibility is to balance the academic integrity of the institution with legitimate hardships students face. All requests for exceptions to institutional policy are made in writing at the Office of the Registrar.

In some cases, departments have internal policies unique to their programs. Students may request an exception to those policies through whatever internal process is in place in that department. If those requests are not approved, students may appeal to the Academic Standards Committee. In reviewing such cases it is essential to have faculty from the department involved in making decisions about exceptions; it is also necessary to have faculty from outside the department to ensure consistency across the university and to prevent conflicts of interest.

Academic policy appeals will start with the School of Nursing through our own informal process below.

If a student wishes to appeal a nursing policy, the informal process is the first mechanism for resolution. This process involves conferences progressing sequentially between:

1. The student(s) and involved instructor
2. The student and a shared meeting with the RN-MSN (BSN portion) program director and the Associate Dean of Nursing.

(See the RN-MSN Program Director for forms)

The informal process should be initiated by the student no later than 10 school\* days after the policy was applied to the student. If a satisfactory conclusion is not attained by the completion of step 2 of the informal process, the student may then initiate the formal process by appealing to the Academic Standards Committee as outlined in the [Academic Policy Appeals](#) procedure.

\*School = days when the university is in session and excludes all holidays, weekends, and designated breaks.

### **Grievance Policy**

Students may file a grievance when they believe their student rights, as outlined in written university policy, were violated or there was a lack of due process as defined by university policy. Students must file their grievance within 30 calendar days of the alleged incident. If the concern is regarding a final grade, the student should follow the grade appeal process. If the student is requesting an exception, they should follow the process for exceptions to departmental policy. If the student is alleging sexual discrimination or harassment, they should file an incident report with the Title IX coordinator.

## NURSING COURSES

**\*\*\*Starting with NRSG 443 course rigor is increased to prepare the student for graduate courses. This includes increased word requirements for discussion postings, more in depth information for papers and harder APA grading. \*\*\***

For course descriptions click [HERE](#).

NRSG 301 – Introduction to Informatics and Baccalaureate Nursing (3 hours)

NRSG 360- Pathophysiology (3 hours)

NRSG 361- Pharmacology (3 hours)

NRSG 350 – Health Assessment (3 hours)

NRSG 395 – Nursing Research (3 hours)

**Pre-requisite: MTH 120 Intro to Statistics**

NRSG 326 – Community Health Nursing (3 hours)

**15 Practicum/project hours required to complete course.**

NRSG 443 – Global and Transcultural Nursing (3 hours)

**15 practicum/project hours are required to complete this course.**

**Pre-requisite: NRSG 326 Community Health Nursing**

NRSG 467 – Leadership and Issues in Health Care, Law, and Ethics (3 hours)

**15 Practicum/project hours are required to complete course.**

NRSG 501 – Theoretical and Professional Foundations of Nursing (3 hours)

NRSG 526 – Moral/Ethical Decision Making (3 hours)

## BENCHMARK ASSIGNMENTS FOR RN-MSN (BSN DEGREE PORTION)

### RN-MSN (BSN DEGREE PORTION) - LEARNING OUTCOME EVIDENCE

NRSG 350 – Health Assessment	Modified Health Assessment Write-up	PO: I, II, IV, VI, VII
NRSG 395 – Nursing Research	Mini Proposal	PO: III, V, VI, VII
NRSG 443 – Global and Transcultural Nursing	Global Community Assessment Paper	PO: I, II, IV, VI
NRSG 467 – Leadership and Issues in Health Care, Law, and Ethics	Plan for Change: Moving Forward	PO: I, II, III, V, VI, VII
NRSG 501 – Theoretical and Professional Foundations	Compare & Contrast Two Nursing Theories Paper	PO: II, IV, V, VII
NRSG 526 – Moral/Ethical Decision Making	The Change Agent/Policy Change	PO: I, II, III, V, VI, VII

## **PRACTICUM/PROJECT POLICY**

Students are expected to attend all Practicum/Project hours, be on time, be prepared, and to actively participate. All missed Practicum/Project hours must be made up within the course timeframe unless other accommodations have been made with preceptor, instructor, and/or Program Director. **Students will receive an incomplete grade for the course until all required Practicum/Project hours are completed.** Students must notify the Practicum/Project preceptor prior to any absence.

### **PRACTICUM/PROJECT REQUIREMENTS**

Students are required to obtain a urine drug screening and background check prior to beginning NRSG 326; instructions for these requirements will be emailed to students prior to the start of practicum courses. At times, an agency may require verification of updated immunization status, TB status, CPR certification, and other necessary documents. Students will be expected to submit the Agency requirements prior to the beginning of the practicum/project at the agency site. **Student's should follow agency/site guidelines in regards to COVID-19 during the practicum experience.**

Students are responsible to obtain their own preceptor and agency (as needed) for the practicum/project experience. All preceptors must be a nurse with a BSN degree or higher (MSN, Advance Practice Nurse, Nurse Practitioner, etc.) and work in or be affiliated with the practicum site or agency. The nurse must have an unencumbered nursing license to be a preceptor.

For Community Health Nursing (NRSG 326) and Global and Transcultural Nursing (NRSG 443), it is highly recommended to use the same preceptor as the practicum/project in these courses are connected. The preceptor for this practicum experience should be employed in or associated with a community agency (public or private school, university/college, outpatient clinic, pregnancy center, any community health agency with an RN in employment, etc.). The student will complete their practicum hours in the community agency at which the preceptor is employed.

For Leadership and Issues in Health Care, Law, and Ethics (NRSG 467) the preceptor must be an RN with a BSN degree or higher. The preceptor should currently be in a leadership or management position or have had leadership/management experience. Practicum hours may be completed at the student's place of employment but not during scheduled work hours.

### **PRACTICUM/PROJECT PAPERWORK REQUIREMENT**

Completed Preceptor Information Form and Agency Affiliation Agreement (if needed) must be emailed to bsnpracticum@olivet.edu. Practicum/Project forms and paperwork are included in the Canvas classroom ("Files" section) and will be emailed to the student prior to the start of NRSG 326 Community Health Nursing. Preceptor Information Forms must include **original** preceptor and student signatures; no name stamps or typewritten signatures will be accepted.

Practicum forms will be emailed to your Olivet email address and can be found in the files section of the course in Canvas.

#### **Practicum hours:**

- will not be accepted prior to the start of each practicum course.

- may not begin until Preceptor Information Form is submitted and an email received that the preceptor is approved.
- may not begin until the background check and urine drug screening is completed (prior to NRS 326 only).

### **PRACTICUM/PROJECT COURSE REQUIREMENTS**

The following items must be submitted to the link in Canvas in each practicum/project course:

- Log sheet with 15 hours of activity (up to 6 hours of research can be counted towards the 15 hours) with original preceptor and student signatures
  - Evaluation of Preceptor and Agency (at the end of NRS 443 & 467) to link in Canvas
- Each of these will be given a complete/incomplete grade by the instructor. If log sheet and/or evaluation is not submitted, final grades cannot be completed.

### **PRACTICUM/PROJECT ATTIRE**

#### **Basic Uniform:**

**General Professional Practicum/Project Appearance:** Your clothes must be of proportionate fit (not too loose, tight, or short), clean and pressed without wrinkles, and without frays, holes, or tears. Pants must not drag on the floor. Socks, shoes and laces must be clean. No more than one piercing stud per ear. No other visible jewelry in body piercings is allowed.

#### ***Specific Appearance Considerations:***

**Dress code:** Please follow the dress code for the nurse(s) who work at your chosen Practicum/Project agency. If no specific dress code, please do not wear jeans. Dress pants with modest, appropriately colored shirt (no midriff shirts) is acceptable. Shoes must have enclosed heels (no clogs) and toes, heels no higher than 1 ½ inches. A white lab coat is suggested but not required.

**Identification (ID) Badge:** You will receive information by email regarding obtaining an Olivet ID badge, at no charge to you. Please follow the instructions given so you can receive your name badge prior to starting the Practicum/Project hours. The ID badge should be worn while at the practicum site. Instructions on how to request an ID badge will be emailed to you prior to starting practicum courses.

**Hair:** Neatly secured, away from face, and off the collar.

**Tattoos:** All tattoos must be covered with band-aids or tattoo concealer makeup during all Practicum/Project experiences.

### **CRIMINAL BACKGROUND CHECK**

Students are required to obtain a criminal background check as part of the application process. Background checks are done at the student's expense. A **cleared** background check **must be completed prior to the beginning of the Practicum/Project courses (NRS 326 Community Health Nursing) or you will be administratively dropped from your Practicum courses.** Students will receive an email prior to NRS 326 with instructions on how to complete the process. We are contractually obligated to report flagged backgrounds to clinics or hospitals. Practicum sites will then determine if the student can be placed/accepted at the site for practicum.

### **DRUG SCREENING POLICY**

In compliance with both federal and Illinois law, the use, possession, and distribution of alcohol or illegal drugs, including marijuana which remains illegal under federal law, or the misuse of prescription drugs, on Olivet's campus (or other Olivet property) or as any part of its activities, including in the classroom, Practicum/Project, or laboratory setting, is strictly prohibited.

**Nursing students must have a cleared drug screen prior to the start of NRSG 326; this drug screen includes a screen for marijuana (THC). Drug testing is done at the student's expense. If the drug screen is positive, the student will be withdrawn from the course and must follow the readmission process below.**

**Readmission following a positive drug screening** - Positive drug screen results prohibit students from practicing in the Practicum/Project environment for six months from the drug screen date, thus you are hereby dis-enrolled from your nursing courses.

In six months you may reapply by submitting a letter requesting consideration for readmission into the nursing program to the RNBSN Program Director. Your request will be forwarded to the Dean of the School of Life and Health Sciences and Director of Nursing Program for consideration. Your readmission application will require you to submit:

1. Urine drug screen results to the ONU School of Nursing.
2. Documentation from a therapist specializing in addiction behaviors indicating a status of recovery and rehabilitation related to the substance used or abused.
3. If readmitted, the student will be subjected to random drug screening and/or to "for cause" drug screening at the student's expense for the duration of his or her studies in the nursing program.
4. If the student has positive results on a drug screening after readmission to the nursing program, the student will be dismissed from the nursing program with no option for readmission to the program.

Readmission into the program will be effective at the start of the next cohort.

#### **"For Cause" Drug Screening**

1. If a preceptor observes a student behaving in a manner that is consistent with the use or misuse of alcohol, illegal drugs, marijuana, or drugs which impair judgment, affecting either the classroom, Practicum/Project or laboratory setting, the student will be removed from the educational setting and required to submit to an appropriate screening immediately.
2. If the behavior is noted in the Practicum/Project setting, the student will be removed from the setting. The student will have to contact the RNBSN Program Director.
3. If the result of the drug screening is negative, the student shall meet with the RNBSN Director and Associate Dean of the School of Nursing to discuss the circumstances surrounding the impaired behavior. Based on the information provided and further medical evaluation if warranted, a decision regarding return to the Practicum/Project, classroom and laboratory setting will be made.
4. If the drug screen is positive, the student will be withdrawn from the program. The student will pay the costs associated with the "for cause" drug screening.
5. A student's failure to comply with any aspect of the "For Cause" Drug Screening Requirement will result in the student's withdrawal from the Nursing Program without option for readmission.

#### **SAFETY GUIDELINES FOR PRACTICUM/PROJECT SETTINGS**

- Listen to your intuition. If you perceive that you are in an unsafe environment, leave that environment as soon as possible and seek safety.
- Report any unusual occurrences to your preceptor immediately.
- Park in the institution's parking facility and in well-lighted areas.
- Before entering an elevator or stairwell, evaluate the area. Don't enter if you feel it is unsafe.
- Carry phone numbers with you; preceptor's contact number.

## **LIABILITY INSURANCE**

The responsibility for the student is assumed by the university for all full time students. For more information, please contact the Program Director.

## **PRIVACY AND CONFIDENTIALITY UNDER THE HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT OF 1995 (HIPAA)**

To ensure your written course assignments comply with the 1996, *Health Insurance Portability and Accountability Act*, please never name:

- Your employer
- A patient
- A co-worker

Breaking a HIPAA privacy rule may jeopardize the Practicum/Project affiliation agreement between ONU and the health care institution and may result in the student's removal from the Practicum/Project site and/or nursing program. Criminal penalties for wrongful disclosure can include not only large fines but also prison time. The criminal penalties increase as the seriousness of the offense increases. These penalties can be as high as fines of \$250,000 or prison sentences of up to 10 years. A modification to HIPAA is the HITECH (Health Information Technology) Act.

To be eligible for American Recovery and Reinvestment Act (2009) funding, healthcare facilities must prove they are HIPAA compliant. The HITECH Act defines and enforces compliance standards, rules, and penalties related to the electronic exchange of the electronic medical or health record (EMR, EHR) programs and Patient Health Information (PHI). In gross summary, HITECH requires:

- 1. Enforced HIPAA compliance** — willful neglect may result in up to a fine of \$250,000 for a single violation and repeated violations may be fined up to \$1.5 million. Anyone can initiate a complaint regarding non-compliance.
- 2. Access to EMR** — all health records must be available as an EMR and/or shared (by patient permission) as an encrypted PHI (ePHI) record.
- 3. Accountability of Business Associates** — health care business associates and providers must ALL adhere to privacy/security requirements or EVERYONE is culpable (Compliance Compatibility Security Rule).
- 4. Notification of Data Breach** — it is mandatory to notify a patient of a data breach of any unsecured information, meaning that it was shared with a business associate using an unencrypted format or without patient permission.
- 5. Additional Requirements** — HITECH defines additional requirements to address patient privacy in electronic marketing and accounting practices.

For the latest information regarding HIPAA, go to <http://www.edocscan.com/hitech-act-hipaa-compliance-regulations>



## **PROGRAM EVALUATION**

Assessment/Evaluation is an integral part of student learning. The evaluation process involves observation and judgment of each student's academic performance on the basis of explicit criteria established in the course syllabi. In the evaluation process, feedback is also essential. Faculty feedback provides the student with information that can be used to reflect on one's personal and professional growth and development within the teaching-learning environment. Program evaluation illustrates program effectiveness to the faculty and larger community. The achievement of program outcomes is determined by multiple assessments, and the student's evaluation of course learning. Outcomes are analyzed and the aggregate data is used to develop, maintain, and revise the curriculum.

*Students and faculty are required to complete any course and program evaluation data collection instruments honestly to support quality improvement.* The School of Nursing is committed to ensure building best practice educational experiences for ONU's BSN program. This assurance is based on quality feedback from students, faculty, and community of interest.

## **THE HONOR SOCIETY OF NURSING, SIGMA THETA TAU INTERNATIONAL, KAPPA SIGMA CHAPTER**

[Sigma Theta Tau International](#) is a worldwide honor society for nurses established in 1922. Sigma's mission is to advance world health and celebrate nursing excellence in scholarship, leadership, and service. Sigma's vision is to be the global organization of choice for nursing. [Kappa Sigma](#) is the local chapter of Olivet Nazarene University. Kappa Sigma invites RN-MSN students with a grade point average of at least 3.0 or higher and who demonstrate superior academic achievement, academic integrity, and professional leadership potential. Invitations are extended from the chapter faculty counselors in the spring. The top 35% of each class, who have completed half of the nursing curriculum, may be eligible for membership into Sigma.

Students who join may purchase cords or a stole from the [Sigma Marketplace](#) which may be worn at the commencement ceremony.

## AMERICAN NURSES ASSOCIATION CODE FOR NURSES

### Code of Ethics for Nurses

The steering committee drafted a revised code. This draft was made available to the public for comments. After the comments were reviewed the *Code of Ethics for Nurses with Interpretive Statements* was revised in 2015.

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements*.

## RESOURCES

### APA

Olivet Nazarene University requires that all written work of students adheres to the guidelines established by APA (6th ed.). If students require assistance with APA, go to [Benner Library](#) site.

### Technology Requirements

All students are responsible for their own Internet and Computer Access. Please see Olivet's Information Technology website for the most up to date recommendations by following these steps.

1. Go to: [it.olivet.edu](http://it.olivet.edu)
2. Click on the "New Students" tab
3. Click on "Computer Recommendations" tab

\*\*\*Once BSN degree is obtained, students will use the current MSN Student Handbook located in [Benner Library](#).

## RN-MSN DIRECTORY

Information Technology Help Desk  
[it@olivet.edu](mailto:it@olivet.edu) 815/939-5302

OnlineAdvising Team  
[onlineadvising@olivet.edu](mailto:onlineadvising@olivet.edu) 877/465-4838

RN-MSN Program Director (BSN degree portion)  
Susie Enfield  
[senfield@olivet.edu](mailto:senfield@olivet.edu)

MSN Assistant Program Director (Transformational Leadership & Education)  
Dr. Brooke Piper  
[blpiper@olivet.edu](mailto:blpiper@olivet.edu)

FNP Assistant Program Director  
Dr. Kim Lynch  
[kllynch@olivet.edu](mailto:kllynch@olivet.edu)

MSN Program Director  
Dr. Suzanne Phipps  
[shphipps@olivet.edu](mailto:shphipps@olivet.edu)

Benner Library Assistance/Research, Pam Greenlee  
[pgreenle@olivet.edu](mailto:pgreenle@olivet.edu) 815/928-5439

Student Financial Services  
[studentfinance@olivet.edu](mailto:studentfinance@olivet.edu) 815/939-5245

SGCS Chaplain, Rev. David Brock  
[dwbrock@olivet.edu](mailto:dwbrock@olivet.edu)

## Appendix A

### Olivet Nazarene University RN-MSN Track BSN Completion Requirements

General Education Requirements	Gen Ed Requirements Continued												
<u><b>Spiritual Literacy – 11-12 hours</b></u> <b>Christianity – 9 hours</b> ___ BIB 105 Introduction to Christianity* (3) ___ BIB 215 Understanding the Bible (3) ___ THE 310 Christianity & Culture (3) or THE 300 Faith & Contemporary Issues (3) *Students transferring in 45+ hours do not have to take this course.  <b>Stewardship – 2-3 hours</b> ___ FAC 126 Nutrition (3)  <u><b>Scientific Literacy – 9 hours</b></u> <b>Math – 3 hours</b> ___ MTH 120 Introduction to Statistics (3)  <b>Natural Sciences – 6 hours</b> <i>Biological Science:</i> ___ BIO 356 Microbiology & Lab (3) <i>Physical Science:</i> ___ CHM 101 Chemistry & Lab (3)  <u><b>Communication Literacy – 9 hours</b></u> <b>Writing – 6 hours</b> ___ ENG 109 College Writing I (3) ___ ENG 200 College Writing II (3)  <b>Speaking – 3 hours</b> ___ COM 105 Oral Communication (3)  <u><b>Cultural Literacy – 12 hours</b></u> <b>Humanities – 6 hours (3 hours from 2 areas)</b> <i>Fine Arts</i> ___ FIN 105 Fine Arts (3) <i>Literature</i> ___ ENG 204 World Literature (3) or ENG 301 Thematic Studies in Literature (3)	<u><b>Cultural Literacy Cont.</b></u> <b>Social Sciences – 6 hours</b> <i>History</i> ___ HIS 210 Western Civilization (3) <i>Sociology</i> ___ SOC 120 Introduction to Sociology (3)  <b>Intercultural Understanding – 3 hours</b> Met through core curriculum requirements with NRSG 443 Global & Transcultural Nursing												
	Core Curriculum												
	___ NRSG 301 Intro to Informatics & Bacc. Nursing (3) ___ NRSG 360 Pathophysiology (3) ___ NRSG 361 Pharmacology (3) ___ NRSG 350 Health Assessment (3) ___ NRSG 395 Nursing Research (3) ___ NRSG 326 Community Health Nursing (3) ___ NRSG 443 Global & Transcultural Nursing (3) ___ NRSG 467 Ldrshp/ Iss Hlthcare, Law, Ethics (3) ___ NRSG 501 Theoretical & Profess Found Nursing (3) ___ NRSG 526 Moral/Ethical Decision-Making (3)												
	Required Supporting Courses												
	___ BIO 246 Anatomy & Physiology I (4) ___ BIO 247 Anatomy & Physiology II (4) ___ PSY 200 Lifespan Development (3)												
	<table border="1"> <thead> <tr> <th colspan="2">Total Hours Required:</th></tr> </thead> <tbody> <tr> <td>Gen Ed:</td><td>42</td></tr> <tr> <td>Core Curriculum:</td><td>30</td></tr> <tr> <td>Req. Supporting Courses:</td><td>11</td></tr> <tr> <td>Electives:</td><td>37</td></tr> <tr> <td>Total to Graduate:</td><td>120</td></tr> </tbody> </table>	Total Hours Required:		Gen Ed:	42	Core Curriculum:	30	Req. Supporting Courses:	11	Electives:	37	Total to Graduate:	120
Total Hours Required:													
Gen Ed:	42												
Core Curriculum:	30												
Req. Supporting Courses:	11												
Electives:	37												
Total to Graduate:	120												

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 Upper Division Requirement: 30 hours

This is to be used as a guide only. Please refer to ONU Catalog for specific admission and grade requirements

v.6.1.20

**Appendix B**

RN-MSN Schedule	
Course	Credits
NRSG 301 Introduction to Informatics & Baccalaureate Nursing**	3
NRSG 350 Health Assessment	3
NRSG 361 Pharmacology	3
NRSG 395 Nursing Research**	3
NRSG 360 Pathophysiology	3
NRSG 326 Community Health Nursing *15 Practicum hours (Practicum pre-reqs required)	3
NRSG 443 Global & Transcultural Nursing *15 Practicum/Project hours	3
NRSG 467 Leadership and Issues in Health Care, Law, and Ethics *15 Practicum/Project hours	3
NRSG 501 Theoretical & Professional Foundations of Nursing	3
NRSG 526 Moral/Ethical Decision Making	3

## Appendix C

OLIVET NAZARENE UNIVERSITY RN-MSN PROGRAM – Maximum 35 points per week <b>DISCUSSION RUBRIC for 300 level courses</b>						
Criteria	Ratings					
	Exemplary 5 points	Proficient 4 points	Sufficient 3 points	Developing 2 points	Basic 1 point	Inadequate 0 points
<b>Application of Course Knowledge:</b> <i>Initial Post</i>	Addresses all aspects of the initial discussion question(s) with thorough application of experiences, knowledge, and understanding, using relevant examples.	Addresses most aspects of the initial discussion question(s) with clear application of experiences, knowledge, and understanding, using relevant examples.	Addresses some aspects of the initial discussion question(s) applying experiences, knowledge, and understanding, using relevant examples.	Addresses question(s) demonstrating a minimal understanding, using relevant examples.	Not all question(s) addressed and/or main idea/s not supported by experiences, knowledge, and understanding, and/or used relevant examples.	Does not address the initial question(s).
<b>Integration of Relevant Research:</b> <i>Initial Post</i>	Thoroughly synthesizes and integrates relevant research.	Synthesizes and integrates relevant research.	Synthesizes or integrates relevant research.	Minimally synthesizes and integrates relevant research.	Poorly synthesizes and integrates relevant research.	Does not synthesize and/or integrate relevant research.
<b>Engagement with Peers &amp; Faculty:</b> <i>Feedback Post</i>	Responses significantly contribute to the quality of interaction by providing rich and relevant examples, synthesis, comments and ideas, applicable research support, discerning ideas, and/or stimulating thoughts/probes to peer postings.	Responses provide evidence that the student considers peer postings and synthesizes key comments and ideas, as applicable by providing relevant examples, applicable research support, discerning ideas, and/or stimulating thoughts/probes.	Responses add some contribution to the quality of interaction; provides examples, research support, discerning ideas, and/or stimulating thoughts/probes.	Responses contribute minimally to the quality of interaction.	Responses display no depth.	Does not engage with peers and faculty in discussion.
<b>Written Communication:</b> <i>Demonstrates personal growth through written communication by effectively conveying ideas and analyzing information.</i>	Always conveys ideas and analyzes information in a clear and concise, and organized manner. Respectfully offers suggestions, constructive feedback, or opposing viewpoints. Majority of thoughts and ideas are one's own.	Consistently conveys ideas and analyzes information in a clear and concise, and organized manner. Respectfully offers suggestions, constructive feedback, or opposing viewpoints. Most thoughts and ideas are one's own.	Adequately conveys ideas and analyzes information using understandable language; information is not organized. Respectfully offers suggestions, constructive feedback, or opposing viewpoints. Some thoughts and ideas are one's own.	Minimally conveys ideas and analyzes information using understandable language; information is not organized. Respectfully offers suggestions, constructive feedback, or opposing viewpoints. Few thoughts and ideas are one's own.	Conveys ideas and/or analyzes information using language that is not clear, logical, or organized to the point that the reader has difficulty understanding. Respectfully offers suggestions, constructive feedback, or opposing viewpoints. Thoughts and ideas expressed are rarely one's own.	Poorly demonstrates written communication; does not express one's own thoughts and/or ideas and/or is unprofessional in one's communication.
<b>Written Communication:</b> <i>Demonstrates personal growth through effective written</i>	0 to 2 errors in APA, sentence structure, grammar, spelling, syntax, and/or punctuation.	3-4 errors noted in APA, sentence structure, grammar, spelling, syntax, and/or punctuation. A	5-6 errors noted in APA, sentence structure, grammar, spelling, syntax, and/or punctuation. A	7-8 errors noted in APA, sentence structure, grammar, spelling, syntax, and/or punctuation.	9 or more errors noted in APA, sentence structure, grammar,	Poorly demonstrates APA use, sentence

<i>communication through proper use of APA.</i>	A repeated error is equal to one error.	repeated error is equal to one error.	repeated error is equal to one error.	A repeated error is equal to one error.	spelling, syntax, and/or punctuation. A repeated error is equal to one error.	structure, grammar, spelling, syntax, and/or punctuation . A repeated error is equal to one error.
<b>Participation &amp; Instructions:</b> <i>Initial Post</i>	Initial post response consists of a minimum 250 words total including a minimum of three cited references: one from a course textbook and two other scholarly references and submitted on or before Day 3 by 11:59 p.m.	Meets either word count or reference requirement and is submitted on or before Day 3 by 11:59 p.m.	Does not meet word count or reference requirement but is submitted on or before Day 3 by 11:59 p.m.	Submits initial post late and meets word count and reference requirement.	Not applicable	Does not post the initial post on time; does not meet the 250 minimum word requirement ; and/or did not utilize required references.
<b>Participation &amp; Instructions:</b> <i>Feedback Post</i>	Provides feedback to at least 2 peer initial postings with a minimum of 75 words including at least one scholarly reference, submitted on 2 separate days. AND replies to any questions posed by instructor. Two feedback posts are due by Day 7 at 11:59 pm.	Meets word count requirement, responds to all instructor questions and has 2 feedback posts on separate days but does not include reference on 1 or more feedback posts.	Meets word count and reference requirement but only 1 feedback posts and/or does not respond to instructor questions.	Meets word count and reference requirement and submits 2 feedback posts but are not on separate days.	Meets word count and reference requirement but only 1 feedback post.	Feedback posts does not meet word and/or reference requirements or no feedback posts submitted.

<b>OLIVET NAZARENE UNIVERSITY</b> <b>RN-MSN PROGRAM – Maximum 35 points per week</b> <b>DISCUSSION RUBRIC for NRSG 443 and NRSG 467</b>						
Criteria	Ratings					
	Exemplary 5 points	Proficient 4 points	Sufficient 3 points	Developing 2 points	Basic 1 point	Inadequate 0 points
<b>Application of Course Knowledge:</b> <i>Initial Post</i>	Addresses all aspects of the initial discussion question(s) with thorough application of experiences, knowledge, and understanding, using relevant examples.	Addresses most aspects of the initial discussion question(s) with clear application of experiences, knowledge, and understanding, using relevant examples.	Addresses some aspects of the initial discussion question(s) applying experiences, knowledge, and understanding, using relevant examples.	Addresses question(s) demonstrating a minimal understanding, using relevant examples.	Not all question(s) addressed and/or main idea/s not supported by experiences, knowledge, and understanding, and/or used relevant examples.	Does not address the initial question(s).
<b>Integration of Relevant Research:</b> <i>Initial Post</i>	Thoroughly synthesizes and integrates relevant research.	Synthesizes and integrates relevant research.	Synthesizes or integrates relevant research.	Minimally synthesizes and integrates relevant research.	Poorly synthesizes and integrates relevant research.	Did not synthesize and/or integrate relevant research.
<b>Engagement with Peers &amp; Faculty:</b> <i>Feedback Post</i>	Responses significantly contribute to the quality of interaction by providing rich and relevant examples, synthesis, comments and ideas, applicable research support, discerning ideas, and/or stimulating thoughts/probes to peer postings.	Responses provide evidence that the student has considered peer postings and synthesizes key comments and ideas, as applicable by providing relevant examples, applicable research support, discerning ideas, and/or stimulating thoughts/probes.	Responses add some contribution to the quality of interaction; provides examples, research support, discerning ideas, and/or stimulating thoughts/probes.	Responses contribute minimally to the quality of interaction.	Responses display no depth.	Did not engage with peers and faculty in discussion.
<b>Written Communication:</b> <i>Demonstrates personal growth through written communication by effectively conveying ideas and analyzing information.</i>	Always conveys ideas and analyzes information in a clear and concise, and organized manner. Respectfully offers suggestions, constructive feedback, or opposing viewpoints. Majority of thoughts and ideas are one's own.	Consistently conveys ideas and analyzes information in a clear and concise, and organized manner. Respectfully offers suggestions, constructive feedback, or opposing viewpoints. Most thoughts and ideas are one's own.	Adequately conveys ideas and analyzes information using understandable language; information is not organized. Respectfully offers suggestions, constructive feedback, or opposing viewpoints. Some thoughts and ideas are one's own.	Minimally conveys ideas and analyzes information using understandable language; information is not organized. Respectfully offers suggestions, constructive feedback, or opposing viewpoints. Few thoughts and ideas are one's own.	Conveys ideas and/or analyzes information using language that is not clear, logical, or organized to the point that the reader has difficulty understanding. Respectfully offers suggestions, constructive feedback, or opposing viewpoints. Thoughts and ideas expressed are rarely one's own.	Poorly demonstrates written communication; did not express one's own thoughts and/or ideas and/or is unprofessional in one's communication.



<b>Written Communication:</b> <i>Demonstrates personal growth through effective written communication through proper use of APA.</i>	0 to 2 errors in APA, sentence structure, grammar, spelling, syntax, and/or punctuation. A repeated error is equal to one error.	3-4 errors noted in APA, sentence structure, grammar, spelling, syntax, and/or punctuation. A repeated error is equal to one error.	5-6 errors noted in APA, sentence structure, grammar, spelling, syntax, and/or punctuation. A repeated error is equal to one error.	7-8 errors noted in APA, sentence structure, grammar, spelling, syntax, and/or punctuation. A repeated error is equal to one error.	9 or more errors noted in APA, sentence structure, grammar, spelling, syntax, and/or punctuation. A repeated error is equal to one error.	Poorly demonstrates APA use, sentence structure, grammar, spelling, syntax, and/or punctuation. A repeated error is equal to one error.
<b>Participation &amp; Instructions:</b> <i>Initial Post</i>	Initial post response consists of a minimum of 300 words for each question including a minimum of three cited references; one from a course textbook and two other scholarly references and submitted on or before Day 3 by 11:59 p.m.	Meets either word count or reference requirement and is submitted on or before Day 3 by 11:59 p.m.	Does not meet word count or reference requirement but is submitted on or before Day 3 by 11:59 p.m.	Submits initial post late and meets word count and reference requirement.	Not applicable	Did not post the initial post on time; did not meet the 250 minimum word requirement; and/or did not utilize required references.
<b>Participation &amp; Instructions:</b> <i>Feedback Post</i>	Provides feedback to at least two peer initial postings with a minimum of 75-words including at least one scholarly reference, submitted on 2 separate days. AND replies to any questions posed by instructor. Three feedback posts are due by Day 7 at 11:59 pm.	Meets word count requirement, responds to all instructor questions and has 2 feedback posts on separate days but does not include reference on 1 or more feedback posts.	Meets word count and reference requirement but only 1 feedback posts and/or does not respond to instructor questions.	Meets word count and reference requirement and submits 2 feedback posts but are not on separate days.	Meets word count and reference requirement but only 1 feedback post.	Feedback posts did not meet word and/or reference requirements or no feedback posts submitted.

<b>OLIVET NAZARENE UNIVERSITY</b> <b>RN-MSN PROGRAM</b> <b>DISCUSSION RUBRIC for NRSG 501 and NRSG 526</b>						
Criteria	Ratings					
	Exemplary 5 points	Proficient 4 points	Sufficient 3 points	Developing 2 points	Basic 1 point	Inadequate 0 points
<b>Initial Post: Instructions:</b> Initial post response consists of a minimum 250-words for each question; does not submit before Day 1 AND submits by Day 3, 11:59 p.m.		Not applicable	Not applicable	Not applicable	Submits less than the 250-word minimum requirement for each question OR does not answer all questions.	Does not formulate an initial post OR submits before Day 1 OR submits after Day 3, 11:59 p.m.
	Exemplary 20 points	Proficient 17 points	Sufficient 14 points	Developing 10 points	Basic 5 points	Inadequate 0 points
<b>Initial Post: Analysis (PO: III, VI)</b>	Thoroughly and concisely addresses all aspects of the initial discussion question(s) with thorough application of experiences, knowledge, understanding, and uses relevant examples.	Mostly addresses aspects of the initial discussion question(s) with clear application of experiences, knowledge, and understanding, using relevant examples.	Somewhat addresses aspects of the initial discussion question(s) applying experiences, knowledge, and understanding, using relevant examples.	Minimally addresses question(s) demonstrating a minimal understanding, using relevant examples.	Poorly addresses question(s) or main idea(s) in an unclear, inappropriate, or unorganized manner OR-lacks relevant examples.	Does not address the initial question(s).
	Exemplary 5 points	Proficient 4 points	Sufficient 3 points	Developing 2 points	Basic 1 point	Inadequate 0 points
<b>Initial Post: Integration of Relevant Research (PO: III, VI)</b>	Thoroughly synthesizes and integrates relevant research, including a minimum of three cited, scholarly, peer-reviewed references; Majority of thoughts and ideas are one's own; no more than two direct quotes and no block quotes.	Mostly synthesizes and integrates relevant research, including a minimum of three cited scholarly, peer-reviewed references; Most thoughts and ideas are one's own; no more than two direct quotes and no block quotes.	Somewhat synthesizes or integrates relevant research, including a minimum of three cited scholarly, peer-reviewed references; some thoughts and ideas are one's own; no more than two direct quotes and no block quotes.	Minimally synthesizes and integrates relevant research, including a minimum of three cited scholarly, peer-reviewed references; rarely thoughts and ideas expressed are one's own no more than three direct quotes.	Poorly synthesizes and integrates relevant research, including a minimum of two cited scholarly, peer-reviewed references; OR no thoughts or ideas are one's own, majority of post were direct or block quotes.	Does not synthesize and/or integrate relevant research.
	Exemplary 5 points	Proficient 4 points	Sufficient 3 points	Developing 2 points	Basic 1 point	Inadequate 0 points
<b>Initial Post: APA (PO: VI)</b>	0 to 1 error in APA. A repeated error is equal to one error.	2-3 errors noted in APA. A repeated error is equal to one error.	4-5 errors noted in APA. A repeated error is equal to one error.	6-7 errors noted in APA. A repeated error is equal to one error.	8 or more errors noted in APA. A repeated error is equal to one error.	Poorly demonstrates APA formatting OR does not incorporate instructor feedback offered two or more times previously.
	Exemplary 5 points	Proficient 4 points	Sufficient 3 points	Developing 2 points	Basic 1 point	Inadequate 0 points
<b>Initial Post: Mechanics (PO: VI)</b>	0 to 1 error in sentence structure, grammar, spelling, syntax, and/or punctuation noted in written communication.	2-3 errors noted in sentence structure, grammar, spelling, syntax, and/or punctuation.	4-5 errors noted in sentence structure, grammar, spelling, syntax, and/or punctuation.	6-7 errors noted in sentence structure, grammar, spelling, syntax, and/or punctuation.	8 or more errors noted in sentence structure, grammar, spelling, syntax, and/or punctuation.	Poorly demonstrates writing skills in sentence structure, grammar, spelling, syntax, and/or punctuation OR does not incorporate instructor feedback offered two or more times previously.
	Exemplary 5 points	Proficient 4 points	Sufficient 3 points	Developing 2 points	Basic 1 point	Inadequate 0 points
<b>Feedback Post: Instructions</b>	Provides feedback to at least one peer's initial posting with a minimum of 75-words	Not applicable	Not applicable	Not applicable	Feedback post does not meet the 75-word minimum requirement.	Does not provide a Feedback post to a peer OR does not submit by Day 6, 11:59 p.m.

	AND submits by Day 6, 11:59 p.m.					
	<b>Exemplary 10 points</b>	<b>Proficient 8 points</b>	<b>Sufficient 6 points</b>	<b>Developing 6 points</b>	<b>Basic 2 point</b>	<b>Inadequate 0 points</b>
<b>Feedback Post:</b> <i>Intellectual Curiosity, Depth Wisdom &amp; Insight (PO: III, VI)</i>	Substantially demonstrates intellectual curiosity, depth, wisdom, and insight while advancing the discussion by providing rich and relevant examples, synthesis, stimulating thoughts, probes, and/or questions in responses.	Mostly demonstrates intellectual curiosity, depth, wisdom, and insight while advancing the discussion by providing rich and relevant examples, synthesis, stimulating thoughts, probes, and/or questions in responses.	Somewhat demonstrates intellectual curiosity, depth, wisdom, and insight while advancing the discussion by providing rich and relevant examples, synthesis, stimulating thoughts, probes, and/or questions in responses.	Minimally demonstrates intellectual curiosity, depth, wisdom, and insight while advancing the discussion by providing rich and relevant examples, synthesis, stimulating thoughts, probes, and/or questions in responses.	Poorly demonstrates intellectual curiosity, depth, wisdom, and insight while advancing the discussion by providing rich and relevant examples, synthesis, stimulating thoughts, probes, and/or questions in responses OR demonstrates in an unclear or unorganized manner.	Does not formulate a Feedback post.
	<b>Exemplary 5 points</b>	<b>Proficient 4 points</b>	<b>Sufficient 3 points</b>	<b>Developing 2 points</b>	<b>Basic 1 point</b>	<b>Inadequate 0 points</b>
<b>Feedback Post:</b> <i>Integration of Research (PO: III, VI)</i>	Thoroughly synthesizes and integrates relevant research, including at least one scholarly, peer-reviewed reference; majority of thoughts and ideas are one's own; no direct or block quotes.	Mostly synthesizes and integrates relevant research; including at least one scholarly, peer-reviewed reference; most thoughts and ideas are one's own; no direct or block quotes.	Somewhat synthesizes or integrates relevant research, including at least one scholarly, peer-reviewed reference; some thoughts and ideas are one's own; no more than one direct quote and no block quotes.	Minimally synthesizes and integrates relevant research; rarely thoughts and ideas expressed are one's own.	Poorly synthesizes and integrates relevant research; no thoughts or ideas are one's own.	Does not synthesize and/or integrate relevant research.
	<b>Exemplary 5 points</b>	<b>Proficient 4 points</b>	<b>Sufficient 3 points</b>	<b>Developing 2 points</b>	<b>Basic 1 point</b>	<b>Inadequate 0 points</b>
<b>Feedback Post:</b> <i>APA &amp; Mechanics (PO: VI)</i>	0 to 1 error in APA AND/OR 0 to 1 error in sentence structure, grammar, spelling, syntax, and/or punctuation noted in written communication. A repeated error is equal to one error.	2-3 errors noted in APA AND/OR sentence structure, grammar, spelling, syntax, and/or punctuation. A repeated error is equal to one error.	4-5 errors noted in APA AND/OR sentence structure, grammar, spelling, syntax, and/or punctuation. A repeated error is equal to one error.	6-7 errors noted in APA AND/OR sentence structure, grammar, spelling, syntax, and/or punctuation. A repeated error is equal to one error.	8 or more errors noted in APA AND/OR sentence structure, grammar, spelling, syntax, and/or punctuation. A repeated error is equal to one error.	Poorly demonstrates APA formatting AND/OR writing skills in sentence structure, grammar, spelling, syntax, and/or punctuation OR does not incorporate instructor feedback offered two or more times previously.
	<b>Exemplary 5 points</b>	<b>Proficient 4 points</b>	<b>Sufficient 3 points</b>	<b>Developing 2 points</b>	<b>Basic 1 point</b>	<b>Inadequate 0 points</b>
<b>Response Post:</b> <i>Instructions (or second feedback post if student did not receive a response post)</i>	Provides a response post to at least one peer's feedback posting with a minimum of 75-words AND submits by Day 6, 11:59 p.m.	Not applicable	Not applicable	Not applicable	Provides a response post to at least one peer's feedback posting with less than 75-words.	Does not provide a response post to a peer OR does not submit by Day 6 7, 11:59 p.m.-
	<b>Exemplary 10 points</b>	<b>Proficient 8 points</b>	<b>Sufficient 6 points</b>	<b>Developing 4 points</b>	<b>Basic 2 point</b>	<b>Inadequate 0 points</b>
<b>Response Post:</b> <i>Depth, Wisdom, &amp; Insight (PO: III, VI)</i>	Substantially demonstrates depth, wisdom, and insight in replies through consideration of feedback received.	Mostly demonstrates depth, wisdom, and insight in replies through consideration of feedback received.	Somewhat demonstrates depth, wisdom, and insight in replies through consideration of feedback received.	Minimally demonstrates depth, wisdom, and insight in replies through consideration of feedback received.	Poorly demonstrates depth, wisdom, and insight in replies through consideration of feedback received OR demonstrates in an unclear or unorganized manner.	Does not formulate a feedback post.
	<b>Exemplary</b>	<b>Proficient</b>	<b>Sufficient</b>	<b>Developing</b>	<b>Basic</b>	<b>Inadequate</b>

	<b>5 points</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
<b>Response Post:</b> <i>Integration of Research (PO: III, VI)</i>	Thoroughly synthesizes and integrates relevant research, including at least one scholarly, peer-reviewed reference; majority of thoughts and ideas are one's own; no direct or block quotes.	Mostly synthesizes and integrates relevant research; including at least one scholarly, peer-reviewed reference; most thoughts and ideas are one's own; no direct or block quotes.	Somewhat synthesizes or integrates relevant research, including at least one scholarly, peer-reviewed reference; some thoughts and ideas are one's own; no more than one direct quote and no block quotes.	Minimally synthesizes and integrates relevant research; rarely thoughts and ideas expressed are one's own.	Poorly synthesizes and integrates relevant research; no thoughts or ideas are one's own.	Does not synthesize and/or integrate relevant research.
	<b>Exemplary 5 points</b>	<b>Proficient 4 points</b>	<b>Sufficient 3 points</b>	<b>Developing 2 points</b>	<b>Basic 1 point</b>	<b>Inadequate 0 points</b>
<b>Response Post:</b> <i>APA &amp; Mechanics: (PO: VI)</i>	0 to 1 error in APA AND/OR 0 to 1 error in sentence structure, grammar, spelling, syntax, and/or punctuation noted in written communication. A repeated error is equal to one error.	2-3 errors noted in APA AND/OR sentence structure, grammar, spelling, syntax, and/or punctuation. A repeated error is equal to one error.	4-5 errors noted in APA AND/OR sentence structure, grammar, spelling, syntax, and/or punctuation. A repeated error is equal to one error.	6-7 errors noted in APA AND/OR sentence structure, grammar, spelling, syntax, and/or punctuation. A repeated error is equal to one error.	8 or more errors noted in APA AND/OR sentence structure, grammar, spelling, syntax, and/or punctuation. A repeated error is equal to one error.	Poorly demonstrates APA formatting AND/OR writing skills in sentence structure, grammar, spelling, syntax, and/or punctuation OR does not incorporate instructor feedback offered two or more times previously.
	<b>Exemplary 5 points</b>	<b>Proficient 4 points</b>	<b>Sufficient 3 points</b>	<b>Developing 2 points</b>	<b>Basic 1 point</b>	<b>Inadequate 0 points</b>
<b>Collaboration:</b> <i>(PO: VI)</i>	Collaborates effectively with peers and faculty by respectfully offering suggestions, constructive feedback, or opposing viewpoints through effective written and/or verbal communication AND responds to any faculty question(s).	Mostly collaborates effectively with peers and faculty by respectfully offering suggestions, constructive feedback, or opposing viewpoints through effective written and/or verbal communication; responds to any faculty question(s).	Somewhat collaborates effectively with peers and faculty by respectfully offering suggestions, constructive feedback, or opposing viewpoints through effective written and/or verbal communication; responds to any faculty question(s).	Minimally collaborates effectively with peers and faculty by respectfully offering suggestions, constructive feedback, or opposing viewpoints through effective written and/or verbal communication; responds to any faculty question(s).	Poorly collaborates with peers or faculty demonstrating unprofessional or ineffective communication OR collaborates with peers, but does not respond to faculty question(s).	Does not collaborate with peers or faculty.
	<b>Exemplary 5 points</b>	<b>Proficient 4 points</b>	<b>Sufficient 3 points</b>	<b>Developing 2 points</b>	<b>Basic 1 point</b>	<b>Inadequate 0 points</b>
<b>Engagement (PO: VI)</b>	Engages with peers and faculty by responding and contributing to further the discussion by posting at least three posts.	Engages with peers and faculty by responding to the discussion by posting at least three posts.	Engages with peers and faculty by responding and contributing to further the discussion by posting two of the three required posts.	Engages with peers and faculty by responding to the discussion by posting two of the three required posts.	Engages with peers and faculty by responding to the discussion by posting one of the three required posts.	Does not engage with peers and faculty.