This handbook is not meant to be a contract. Policies and procedures may change over the course of the year. Please consult the nursing website for any policy changes or clarifications. The handbook is revised annually in July in preparation for the new academic year, which starts each September.
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Dear Nursing and Health Professions Faculty,

Please accept a warm welcome to teaching at the College of Online and Continuing Education (COCE) Department of Nursing and Health Professions (DNHP). We are very excited to offer a curriculum that brings together direct care providers with healthcare managers and administrators in many of our non-clinical courses. We strongly believe that high-quality healthcare is cost-effective and encourages healthcare administrators and patient care providers to work in concert to create patient-centered, evidence-based quality health outcomes for diverse populations.

Southern New Hampshire University continues to be in a period of rapid growth. The University seeks to create distinct academic units that are responsive to the needs of the individual units’ students and faculty. As we complete the 2008-2013 Strategic Plan, the University is in the midst of creating a new strategic plan that extends the former plan’s goal of creating academic units that share a common core set of values and strategic resources (i.e., the library, registrar and information systems) yet operate with different governance structures. As COCE continues to increase its academic rigor and presence within the University, you will see updates to academic policies, a strengthening of academic missions and other changes throughout the year. Nursing and Health Professions faculty will find updates to any policies, procedures or academic programs on the COCE intranet.

The following academic policies and standards augment the current SNHU and COCE academic policies and procedures that are specific to nursing and health professions students and faculty. Healthcare professionals are working in an increasingly complex healthcare landscape where they are expected to possess effective interpersonal and group communication skills, behavior consistent with high ethical standards and effective problem-solving skills, based upon evidence-based practices. To help students develop the knowledge, skills, attitudes and behaviors needed to be effective healthcare leaders and providers of care, we employ the transformational educational model and embrace teaching behaviors and policy processes aimed at developing the personal and professional dimensions of our students.

The faculty of the Department of Nursing and Health Professions are key players in the development of the next generation of professional healthcare professions. By role modeling excellent communication processes, effective problem-solving and caring behaviors while providing excellence in teaching and learning, we provide our students an example that encourages reflection of their values. The administrative staff of the Department of Nursing and Health Professions is committed to providing the necessary tools and support to facilitate your success. We are also committed to our student’s success, personally and professionally. Should you have any questions do not hesitate to contact any of us.

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Mission of the Department of Nursing and Health Professions

The mission of the Nursing Department flows from the mission and vision of the University and the College of Online and Continuing Education. The Department of Nursing and Health Professions (DNHP) provides quality undergraduate and graduate health profession education with distinction in scholarship, service and practice for health professionals seeking to maximize their personal and professional potential. This mission is fulfilled through innovative programs responsive to the needs of adult learners in an online environment. Graduates are prepared to apply theory-guided, culturally competent, evidence-based professional practices to improve the well-being of diverse populations in varied healthcare settings, nationally and internationally.

Curriculum Conceptual Framework

The Department of Nursing and Health Professions at SNHU

- Builds upon prior liberal arts education coupled with personal and professional experiences to provide a broad knowledge base for evidence-based, competent, professional practice in the care of individuals, groups, families, communities and populations across increasingly complex healthcare landscapes
- Prepares healthcare leaders in professional roles and attributes
- Extends development of nurses and healthcare professionals for successful integration into the dynamic and complex healthcare system within a global context, as empowered change agents

Educational Framework for Program in the Department of Nursing and Health Professions

The transformational model applied to the DNHP programs maintains that a person cannot effectively manage in a complex environment until he or she can first manage him/herself. In a developmental manner, students will progress from awareness to knowledge to proficiency in the American Association of Colleges of Nursing Essentials of Baccalaureate Education (2008), the American College of Healthcare Executives (ACHE), AACN Essentials of Master’s Education (2011), AACN CNL competencies and ACHE competencies. The previously mentioned competencies are developed and applied in one of the following four stages of personal development in complex systems: personal effectiveness, interpersonal effectiveness, effectiveness in human health outcomes and effectiveness in complex health systems.

Four Stages of Personal Development

- Personal Effectiveness is defined as assumption of responsibility and accountability for self, lifelong learning and professional development.
- Interpersonal Effectiveness is defined as the ability to collaborate using various channels of communication to function within an interdisciplinary team as an advocate for high-quality, patient-centered, culturally competent and cost-effective patient care.
- Effectiveness in Human Health Outcomes is defined as the ability to function in the healthcare community by providing evidence-based care and evaluating patient care outcomes in a variety of settings.
- Effectiveness within Complex Health Systems is defined as the ability to function as an empowered change agent within the local, national and global health community.
Nursing Programs Curricular Frameworks and Outcomes

**RN-BS Program Competencies**

These competencies are threaded – progressing from awareness to knowledge to proficiency throughout the nursing curriculum – and guided by program goals, educational framework and course objectives. Thus, each competency will not necessarily be addressed in each course. However, these competencies will be utilized in the evaluation mechanisms for each course.

**Clinical/Professional Judgment**

Clinical/professional judgment is the outcome of critical thinking and clinical reasoning in nursing practice and comes with the development of personal and professional effectiveness. Clinical/professional judgment incorporates decision-making processes that involve evidence and reasoning to facilitate the evaluation of outcomes and goals.

**Communication**

Communication is a complex, ongoing, interactive process and forms the basis for building interpersonal relationships. Communication includes listening, as well as verbal, nonverbal, written and electronic communication skills. The professional nurse appropriately adapts the communication style to the audience, considering such elements as culture, education and environment. He/she uses effective communication skills with other healthcare professionals to improve patient outcomes.

**Evidence-Based Care**

The professional nurse generalist utilizes multiple ways of knowing, including personal, ethical, empiric and esthetic, in the delivery of care to individuals, families, communities or populations to address their health needs. The provision of care may be direct or indirect in partnership with the patient and the interdisciplinary healthcare team to effect a positive health outcome.

**Health Promotion and Disease Prevention**

Health promotion is aimed at high-level wellness through processes that encourage alteration of personal habits, health beliefs or the interaction between people and their environments. It occurs after health stability is present and assumes disease prevention and health maintenance as prerequisites or byproducts.

**Leadership/Management**

The leader/manager is responsible for human, fiscal and material resources and exhibits specific behaviors and strategies, such as delegation, collaboration, negotiation and coordination, to influence individuals and groups toward goal setting and achievement.

**Technology Utilization**

Technology utilization includes current and developing methods and equipment that lead to discovery, retrieval and use of information to enhance nursing practice. These technologies may include, but are not limited to, equipment that may provide assessment data, support anatomic and physiologic function, utilize data from an electronic health record and provide access to most current evidence to support practice standards.
**Professional Valuing/Caring**
Values are defined as beliefs or ideas to which an individual is committed and which guide behavior. Values include advocacy, altruism, ethical reasoning, equality, autonomy, human dignity, diversity, morality, social justice and integrity. Caring encompasses both the nurse’s empathy for and connection with the patient and the nurse’s ability to translate these affective characteristics into compassionate, culturally sensitive care for each patient’s diverse needs.

**Professional Role Development**
Role development is the process of acquiring knowledge and experiences that will encourage graduates to embrace lifelong learning, incorporate professionalism and accountability into their practices and identify with the values of the profession.

**Global Perspectives**
Global healthcare knowledge involves an understanding of the effects of the culturally diverse community, encompassing individual to global perspectives on such areas as disease transmission, violence, health policy and healthcare economics.

**Healthcare Systems and Policy**
The professional nurse generalist understands the organization and environment in which nursing and healthcare is provided. This content and practice includes the dynamic relationships among institutions and organizations, public policy, economic and political factors, legal and regulatory processes and funding mechanisms.

**Teaching/Learning**
Teaching/learning is a dynamic, lifelong interactive process that has formal and informal elements. Formal teaching/learning occurs between two or more people, including a teacher and a learner. It consists of a set of planned, purposeful activities that assist the learner(s) in the acquisition of knowledge, attitudes and/or the performance of new skills. An informal teaching/learning process may involve one or more persons who may or may not be identified as a teacher or a learner. It consists of unplanned, spontaneous activities that enable a person to acquire new knowledge, attitudes or skills.

**RN-BS Program Outcomes**

1. Conduct comprehensive and focused assessments of health and illness parameters in individuals, groups, and vulnerable populations.
2. Incorporate concepts of patient safety, clinical management and quality improvement to improve patient outcomes.
3. Incorporate evidence-based practice interventions (e.g., information systems, patient care technologies) as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan.
4. Understand the scope and role of policy, finance and regulatory environments in relationship to individual and population outcomes.
5. Communicate effectively with all members of the healthcare team, including interdepartmental and interdisciplinary collaboration for quality outcomes.
6. Apply knowledge of organizational behavior, nursing theory and systems as appropriate for the scope and role of one’s own practice.

7. Apply and incorporate a basic understanding of the concepts of health promotion and disease as a means of improving health at the individual, population and community level.

8. Incorporate a holistic, caring, culturally appropriate nursing approach that contributes to the wellness and health of individuals, groups and vulnerable populations.

9. Incorporate the qualities, skills, behaviors and knowledge required to function as a patient advocate, practice high-quality care, assess and evaluate patient outcomes and provide leadership in improving care.

10. Integrate a holistic approach to local, regional, national and global dynamics in nursing and healthcare system delivery.

**RN-BS Curriculum**

The RN-BS curriculum has been designed specifically to meet the learning needs of associate degree and diploma nursing graduates. The curriculum is tailored to build upon and augment prior learning by filling the gaps between prior nursing education and achievement of baccalaureate nursing program outcomes. The goal of the program is to provide seamless progression from the associate degree/diploma experience to a Bachelor of Science in Nursing, without repetition of content.

Consistent with the mission and vision of COCE, students are able to maximize transfer credits, and all courses completed prior to admission are evaluated to ensure that the student’s prior educational courses meet the newly formed General Education requirements (LEAP). Students are able to transfer up to 90 credits toward their BSN. To complete their education, nurses will be required to complete 5 (six-credit) courses over an 11-week semester. COCE typically offers 6 eight-week terms per year. The nursing courses will be offered on every other eight-week term start and continue for the 11-week duration.

The courses are designed with teaching and learning strategies that embrace the Four Stages of Personal Development to achieve educational transformation. The processes of understanding, practicing and reflecting are vital components of transformation. Each of these three processes is important and meaningful in itself, but the three are also interconnected in very real ways.

Understanding informs practice. The wisdom developed through practice increases and modifies understanding and, in a perfect world, leads to rich and meaningful reflection. Reflection causes students and practitioners to enhance their levels of understanding and to make substantive as well as subtle changes in their practice. These processes of understanding, practicing and reflecting are themes that are infused in and richly woven throughout the tapestry of delivery and assessment strategies of the courses. The Transforming Student Practitioner demonstrates the following three characteristics in both classroom and practice settings: engagement in learning, the ability to appreciate diversity of perspectives in meaningful and respectful ways, and the ability to be involved in effective collaboration with student colleagues, other nurses and other members of the healthcare team, patients, families and communities.
The BS Curriculum

The requirements for the complete curriculum are available on the website. Nursing faculty teaching in the undergraduate program will be assigned to one of the following five nursing courses needed to complete the RN-BS Program: NUR 310 Nursing Leadership and Management; NUR 320 Patient-Centered Assessments, which includes a direct patient care experience; NUR 320 Nursing Research and Evidence-Based Practice; NUR 410 Community and Global Health; and NUR 480 Policy, Law, Ethics and Regulation, which includes the application of principles to direct patient care, capstone experience.

Graduate Nursing Program

The graduate program follows the transformational educational foundation. Its design builds upon the liberal baccalaureate educational foundation and incorporates the dimensions of personal development. Designed with specific attention to Effectiveness in Human Health Outcomes and Effectiveness in Complex Health Systems, graduate courses also include greater reflection and refinement of the dimensions of Personal Effectiveness and Interpersonal Effectiveness to extend to effectiveness with groups and greater development of the Institute of Medicine competencies of inter-professional communication and collaboration.

The graduate nursing program addresses the recommendations of the Institutes of Medicine (IOM) that nurses engage in lifelong learning and that nurses have the authority to work to their educational capacity. The Master of Science in Nursing (MSN) program expands the partnership between the Community Colleges of Southern New Hampshire and SNHU to offer a seamless transition from an ADN to BSN with continuation of a graduate program that meets the competencies for the Clinical Leader and Nursing Leadership in Patient Safety and Quality.

The Institute of Medicine’s *The Future of Nursing* explores how nurses’ roles, responsibilities and education should change significantly to meet the increased demand for care that will be created by healthcare reform and to advance improvements in America’s increasingly complex health system. The Institute for Healthcare Improvement has set a five-year goal of focusing patient safety on patient-centered care. Nurses are uniquely positioned to contribute to the development of systems and processes to achieve that goal.

Recommendations included in the IOM text for the redesign of nursing education include: competencies necessary for continuous improvement of the quality and safety of healthcare systems and patient-centered care, teamwork and collaboration, and evidence-based practice, along with the skills and methods for leadership and management for continual process improvement. The proposed graduate curriculum speaks to the above competencies.

Graduate Nursing Program Outcomes

All graduate students will demonstrate the following core outcomes:

1. Synthesize and apply theories and conceptual models from nursing and other related disciplines to facilitate clinical practice decision-making.
2. Integrate the use of communication skills, information systems and standardized language in relation to clinical outcomes and continuous performance measures.
3. Develop collaborative interdisciplinary relationships and partnerships to improve the healthcare of the cohort population.
4. Interpret and apply evidence-based data to assess cohort risk, implement interventional strategies and evaluate outcomes as part of an interdisciplinary healthcare team.

Graduates of the MSN Patient Quality and Safety program will demonstrate a mastery of the following program outcomes:

1. Develop continuous improvement of the patient care process through analysis and measured change to current clinical programs in the inpatient and outpatient environments.
2. Integrate the use of communication skills, information systems and standardized language in relation to clinical outcomes and continuous performance measures.
3. Develop the research and education programs necessary to advance the national patient safety agenda.
4. Create patient safety and patient care outcomes through educational programs.
5. Evaluate the effectiveness of continuous improvement processes.
6. Create a capstone project for oral and written presentation on a patient safety issue.

Graduates of the Certificate Program in Patient Quality and Safety will demonstrate a mastery of the following program outcomes:

1. Develop continuous improvement of the patient care process through analysis and measured change to current clinical programs in the inpatient and outpatient environments.
2. Integrate the use of communication skills, information systems and standardized language in relation to clinical outcomes and continuous performance measures.
3. Develop the research and education programs necessary to advance the national patient safety agenda.
4. Create patient safety and patient care outcomes through educational programs.
5. Evaluate the effectiveness of continuous improvement processes.

Graduates of the Clinical Nurse Leader (CNL) MSN program will demonstrate a mastery of these additional outcomes:

1. Design, implement and evaluate innovative, population-based programs of care to achieve quality outcomes.
2. Pursue continuous quality improvement through the clinical nurse leader role.
3. Serve as an advanced practice generalist for a cohort population within the selected healthcare subsystem.
4. Create a capstone research project for oral and written presentation on a nursing practice topic.

All graduates of the CNL concentration will meet the AACN CNL master’s degree outcome competencies and practice standards and be eligible for certification by the national American Nurses’ Credentialing Center (ANCC) as a Clinical Nurse Leader. It is important to note that students in the Clinical Nurse Leader concentration may elect to take Advanced Health Assessment or Epidemiology. NUR 601 Advanced Pathophysiology and NUR 602 Advanced Pharmacology integrate concepts from health assessment into the course.
MSN Program Curriculum

The 10 nursing courses needed to complete the Graduate Program are categorized into core courses and specialization courses. The course sequence for the core courses is:

1. NUR 500 Advanced Nursing Concepts .................................................................................................................................. 3
2. IHP 501 Global Health and Diversity ................................................................................................................................... 3
3. NUR 502 Teaching and Learning in Nursing ....................................................................................................................... 3
4. HCM 503 Healthcare Informatics ............................................................................................................................................. 3
5. IHP 504 Healthcare Policy and Financing .......................................................................................................................... 3
6. IHP 505 Leadership in Clinical Microsystems .................................................................................................................. 3
7. NUR506 Evidence-Based Practice I ........................................................................................................................................ 3
8. QSO 640 Project Management* ................................................................................................................................................ 3
9. NUR 680 Nursing Capstone Seminar ...................................................................................................................................... 3
10. NUR 681 Nursing Capstone Project ......................................................................................................................................... 3

Subtotal 30 credits

MSN students who do not choose a concentration should select three (3) electives from the courses outlined below:

Clinical Leader Concentration

1. NUR 601 Advanced Pathophysiology ....................................................................................................................................... 3
2. NUR 602 Advanced Pharmacology ........................................................................................................................................... 3
3. NUR 603 Epidemiology
   or
4. NUR 607 Advanced Health Assessment .......................................................................................................................... 3

Grand Total 39 credits

Patient Quality and Safety Concentration

1. NUR 604 Healthcare Quality and Improvement ................................................................................................................ 3
2. NUR 605 Error Science, Risk Assessment & Disclosures ................................................................................................. 3
3. NUR 606 Communications and Collaboration .................................................................................................................. 3

Grand Total 39 credits

* QSO 640 Project Management requires that students take the MBA 501 Mathematics and Statistics for Business foundation course. Students with relevant business experience or previous statistics courses may be able to waive this foundation.
DNHP Expected Faculty Outcomes

In addition to the expectations of all SNHU/COCE faculty published in the COCE Faculty Handbook, the nursing and health professions program faculty are expected to achieve the following faculty outcomes:

- Demonstrate a commitment to their professional discipline
- Maintain clinical or professional expertise
- Participate in ongoing professional development
- Utilize Best Practices in online teaching to enhance the learning environment
- Serve as a professional role model
- Participate in course-level meetings
- Participate in departmental meetings if greater than .5 FTE

**Demonstrate a Commitment to Profession.** The DNHP is committed to the professions of nursing and health and is dedicated to the enhancement of these professions locally, nationally and globally. Examples of evidence of commitment to the profession may include but are not limited to:

- Membership in professional organizations
- Participation in local, state and national activities designed to enhance the profession
- Publication of, editing or reviewing the results of research, scholarship and creative endeavor in scholarly journals, books, textbooks, professional books, abstracts and book reviews
- Delivery of lectures, papers, speeches or presentations at other colleges, universities, professional meetings, conventions or conferences
- Application of existing technologies in a creative manner
- Presentations of original works to colleagues or the campus community
- Collaboration and presentation of research projects conducted jointly with other professionals

**Maintain Clinical/Professional Expertise.** COCE values faculty who have the clinical/professional experience to bridge theory to practice, so that faculty can provide current and effective instruction to the students in the DNHP. Examples of evidence of maintaining clinical expertise may include but are not limited to:

- Professional practice in area of clinical/professional expertise (minimum 200 contact hours/year preferred)
- Maintaining an active unencumbered New Hampshire nursing license or any professional license required for employment
- Clinical/preceptor instruction of students
- Volunteer work in clinical settings

**Provide Professional Service to the Community.** Southern New Hampshire University and the DNHP recognize professional service to the college and community as an institution and faculty priority. Performance standards for service are based upon three aspects of service:

- Service to department of college
- Service to the professional discipline
- Service locally, regionally, nationally or internationally to organizations that support the profession
Examples for each service area include, but are not limited to, the following:

• Service to department of College
  a. Work for departmental and College committees
  b. Service on the Faculty Senate and its committees
  c. Responsibilities relating to academic or support services of the College
  d. Contributions to development of library and learning resources
  e. Institutional studies or reports, such as those required by accrediting organizations
  f. Coordination, advisement and supervision of students, student organizations or student activities
  g. Conducting academic advising sessions with students to ensure that a program is undertaken in a logical
     sequence and enables graduation in a timely manner
  h. Participation in institutionally sponsored student support activities

• Service to the Profession
  a. Significant contributions as a member of local, regional, national or international professional associations
  b. Organizing special projects, including academic institutes or workshops related to the discipline

• Participation in ongoing professional development. Because of rapid changes in the sciences and delivery
  of healthcare and nursing, faculty must be committed to lifelong learning. Examples of evidence of ongoing
  professional development may include but are not limited to:
  a. Completion of formal educational courses
  b. Doctoral or post-doctoral coursework
  c. Continuing education programs per the NH Board of Registered Nursing
  d. Independent study

Utilize Best Practices to Enhance the Learning Environment.

SNHU/COCE and the DNHP recognize excellence in teaching as the top priority of the institution.

Expectations of faculty include:

  a. Creates an environment that encourages student-faculty and student-student interaction
  b. Demonstrates integrity in evaluating student performance
  c. Provides students with detailed, accurate and timely feedback on assessments
  d. Provides feedback on instructional effectiveness and student success in course design
     and delivery in monthly course meetings and end-of-semester course reports
  e. Utilizes summative evaluations, end-of-semester course reports and course coordinator
     feedback to assess instructional effectiveness and make adjustments when necessary
  f. Communicates high expectations to students
  g. Ensures academic integrity in classes
  h. Respects diverse talents and ways of learning
  i. Ensures compliance with faculty expectations for term prep and academic
     requirements as outlined on the COCE adjunct staff portal
  j. Participates in ongoing training in online andragogy and best practices offered by COCE
  k. Develops a collaborative relationship with academic advisor to support student success
Charles Graham, Kursat Cagiltay, Byung-Ro Lim, Joni Craner and Thomas M. Duffy published *Seven Principles of Effective Teaching: A Practical Lens for Evaluating Online Courses* in 2001. (This adaptation of the *Seven Principles for Good Practice in Undergraduate Education*, originally published in the AAHE Bulletin in 1987, remains the best overview of the special instructional demands of online courses. They apply equally to graduate-level courses).

- Encourage active learning by having students apply course content to real world situations
- Provide prompt feedback to students
- Extend or enhance the dialogue on discussion boards
- Follow the discussion post grading rubric
- Emphasize time on task by indicating how long students should spend on an assignment. (Recommended guidelines: Undergraduate students in the RN-BS courses should engage with course content approximately 18 hours per week. Graduate students should spend 6-8 hours/credit hour for their courses.)

**Serve as a Professional Role Model.** As members of the professional discipline, the DNHP faculty are committed to serving as role models to students in the nursing and health professions programs. Examples of evidence of serving as a professional role model may include but are not limited to:

- Membership in professional organizations
- Exhibiting caring behaviors in all interactions with students, colleagues, administration and the public

**Office Hours**

The concept of office hours may seem strange in the online environment but it is an essential part of our relationship with students. There are two ways to achieve office hours for students: 1) You may offer times when they can reach you on a cell phone or landline; 2) You may use a synchronous conferencing tool to meet with students. The option is yours. Faculty are expected to post their office hours in an announcement during week one.
Faculty Performance Plan

Faculty Training and Support

Faculty support, development, success and satisfaction is critical to achieving a positive learning experience for students. COCE and the DNHP strive to provide timely, accurate and helpful information to faculty and are committed to providing you with the resources to ensure success.

Once faculty within the DNHP has completed their COCE and DNHP online training modules, they may be approved to teach. When an instructor is given his/her first teaching assignment, he/she will also be assigned a faculty mentor to assist with the transition to teaching online at SNHU. Your faculty mentor may be the same as your course coordinator or may be another nursing faculty member.

Within the DNHP, the Undergraduate Course Coordinators offer weekly synchronous meetings with part-time faculty as a group. Faculty teaching in different sections of the same course will meet weekly to ensure quality and consistency of content delivery, identify issues and provide a support mechanism for part-time and adjunct faculty. Part-time faculty are invited to attend department of nursing faculty meetings but are not required to do so. Faculty geographically removed from Campus may attend faculty meetings using the synchronous conferencing tool. We understand that, due to differences in time zones and prior commitments, part-time and adjunct faculty may not be able to attend meetings. The meeting minutes will be archived to increase access to those who wish to but may not be able to attend.
Annual faculty evaluations are based upon multiple data sources such as: summative evaluation, formative evaluations, faculty mentor feedback, course coordinator feedback, self-assessment, Annual Faculty Review, Learning Management System data on course engagement and feedback from academic advisors, faculty training and support staff, Assistant Deans, Graduate Program Directors and Associate Deans when appropriate.

Faculty will be asked to contribute feedback to the evaluation of the Assistant Dean, Graduate Program Director and Associate Dean of Nursing after each semester.

*Please check the Adjunct Faculty Portal frequently* for the most up-to-date information from the COCE and the DNHP. Please read your emails and announcements from the faculty support staff, who work tirelessly to ensure that you have the most up-to-date information on what needs to be done at what time and are able to meet the expectations for faculty within the COCE as well as the DNHP.

**Academic Progression Policies for Undergraduate and Graduate Nursing Students**

All of the academic policies are not represented in this handbook; rather, policies that are specific to the nursing student population are highlighted here. Any time a faculty member has a question or concern regarding how to handle a situation, a grade, a process or a student, do not hesitate to contact the Course Coordinator, Assistant Dean, Graduate Program Director or Associate Dean for Nursing. We understand there can be times when it is difficult to navigate challenging situations. We are here to support you.

**RN-BS Students**

A student enrolled in the RN-BS Program must achieve a course grade of 2.67 for academic progression. Students who do not achieve a 2.67 in a course will not be granted credit for the course. If a student receives a 2.67 or less in a course, the student will be placed on academic probation, will be eligible to retake the course, and will be required to follow a plan for academic success, with the nursing faculty and student advisor providing the additional support services to maximize the student’s opportunity for success.

If a student does not achieve a 2.67 or better after repeating the course, the student will be dismissed from the nursing program. Students who are dismissed from nursing will be offered the opportunity to enroll in alternative degree granting programs offered by SNHU should they wish to choose that option.

Students who have been dismissed from nursing and wish to be readmitted to the nursing program should skip to the Process for Readmission to the nursing program section found on the bottom of the page.

**Graduate Students**

Students enrolled in the MSN courses must achieve a B- or better for academic progression. Course credit cannot be applied to the MSN degree if the grade is less than B-. Students who achieve less than a B- in a course may be eligible to register to retake the course and will be placed on Academic Probation. A plan for success will be developed in coordination with the Graduate Program Director, the student’s Academic Advisor and the student.

Graduate students who do not achieve a B- or better upon repeating the course will be dismissed from the Graduate Nursing Program. Students who are dismissed from the Nursing Program may be considered for other graduate
programs offered by SNHU. Students who wish to petition for readmission to the Graduate Nursing program should review the process for readmission.

Grading System for the Department of Nursing

The passing grade for all undergraduate Nursing courses is “B-” or higher. A GPA of 2.67 or higher is also required for progression and continuation. The passing grade for all graduate Nursing courses is “B-” or higher. A GPA of 2.67 or

Undergraduate Scale

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<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.67</td>
</tr>
</tbody>
</table>

Grades below this level are considered non-passing for RN-BS/BSN.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
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<tr>
<td>C</td>
<td>73-76</td>
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<td>C-</td>
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</tr>
<tr>
<td>D+</td>
<td>67-69</td>
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</tr>
<tr>
<td>D</td>
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<tr>
<td>F</td>
<td>0-59</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Graduate Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.67</td>
</tr>
</tbody>
</table>

Grades below this level are considered non-passing for MSN.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>0-72</td>
<td>1.67</td>
</tr>
</tbody>
</table>
higher is required for progression and continuation. The following scales are used for grading in all Nursing courses at the undergraduate and graduate level, respectively.

Guidelines for Papers for All Students within the DNHP

1. The DNHP has adopted the American Psychological Association guidelines, Publication Manual of the American Psychological Association, 6th Edition, available at many bookstores, including the SNHU bookstore, and at the Shapiro Library. All students within the DNHP are expected to submit all written work in properly formatted APA, 6th Edition style.
2. Please note we ask that faculty not change assignments. Should you find an assignment you feel could be strengthened or a different assignment that might better serve the students, please share that information with the course coordinator. If you have any questions, consult the course syllabus and make an appointment to discuss your paper with the course professor.
3. Please refer to university policy regarding plagiarism, other related policies and related consequences.

Guidelines for Appealing a Warning, Paper, Examination and/or Course Grade

Students have the right to appeal any grade whether it be on an assignment or a term grade. Should students have a question, the following process should be followed:

1. Students should speak with the faculty member regarding the disputed grade.
2. The faculty member should schedule a telephone or synchronous meeting call with the student within one week of the student contacting the faculty member. Discussion should focus on understanding the faculty’s rationale for the grade. Most often, this meeting results in an understanding of each party’s perspective.
3. If the student is still expressing concern, the faculty member should contact the course coordinator, if one is assigned, or the Assistant Dean for DNHP for UG students, or the Graduate Program Director for grading issues and a second reader will be assigned to independently grade the assignment in question. The ADN, or Graduate Program Director, will make an effort to help the parties involved reach an understanding. If a satisfactory understanding is not reached, either party may ask to meet with the Nursing Department Associate Dean-Chief Nurse Administrator. Also see related university policies for instances where the student is still not satisfied with the decision.
4. If there is no resolution within the DNHP, the student may file a formal student complaint.

Student Concern and Complaint Policy

We want faculty to be aware of the process for student complaints. Student concerns and complaints, as statements of dissatisfaction, may involve course, program or college level experiences. For course-related concerns or complaints, the course faculty member is to be the first resource and primary contact for communication.

For program level concerns, the contact person is the Assistant Dean of Nursing. For college level concerns, the contact person is the Associate Dean, Chief Nursing Officer for the Nursing Department. The college encourages such direct communication for informal resolution of the concern or complaint. However, students also have the option
to directly submit a formal request for review of the complaint or concern if it does not appear to receive adequate
attention or resolution.

This policy and procedure provides the opportunity for students to formally address and document complaints and
concerns about the DNHP at SNHU-COCE. Complaints and concerns may relate to, but are not limited to, the course
expectations, the overall program of study, faculty, classmates, college staff or other college activities. All complaints
will be handled in accordance with written policies of SNHU, COCE and the DNHP. For violations of the Code of
Student Conduct, refer to the Southern New Hampshire University Student Handbook by visiting:
https://my.snhu.edu/Resources/StudentHandbooks/Documents/Student%20Handbook.pdf

This student complaint policy has been written in accordance with standards set forth by the Commission on
Collegiate Nursing Education. See http://www.aacn.nche.edu/Accreditation/pdf/standards09.pdf

Rules of Conduct

The DNHP policy for rules of conduct and academic honesty follow the policies as written in the University’s Student
Handbook and professional codes of ethics and conduct. If there is a violation of the Codes of Ethics and Misconduct,
students may be required to meet with the Assistant Dean and/or the Associate Dean to explain the violation and face
possible sanctions.

If a behavior during any SNHU COCE DNHP activity is considered a cause for concern, the matter may be addressed by
Nursing Administration.

Social media is a way to keep connected; however, information exchanged during class time or about your classroom
peers should not be shared on social media sites. Any breech of information sharing is considered a violation of the
rules of conduct and subject to sanctions.

Should faculty have concerns regarding student conduct in class through a discussion post or other inappropriate
activity, please contact the Assistant Dean for Undergraduate Courses or the Graduate Program Director for Graduate
Courses. If they cannot be reached, please contact the Associate Dean before taking any action.

The American Nurses Association Code of Ethics for Nurses

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity,
worth and uniqueness of every individual, unrestricted by considerations of social or economic status,
personal attributes or the nature of health problems.

2. To read the complete ANA Code of Ethics, visit: http://www.nursingworld.org/MainMenuCategories/
   EthicsStandards/CodeofEthicsforNurses.aspx
Dismissal from Nursing

Students in the Undergraduate or Graduate program who fail a second nursing course after a Plan for Success has been attempted will be dismissed from the Nursing Program. Students who are dismissed from Nursing may be eligible for other undergraduate or graduate programs offered by COCE. Students should speak with their academic advisor.

Should a student wish to be considered for readmission to Nursing, please see the Readmission Policy.

Process for Readmission to the Nursing Program

RN-BS students seeking readmission to the nursing program may reapply to the nursing program. The policy and process for readmission is as follows:

1. Students are eligible for readmission two semesters after the term in which they were dismissed.
2. Students wishing to be considered for readmission must submit a request in writing three weeks prior to the term start for which they are seeking enrollment to allow time for review of the request.
3. Submit a letter to the Assistant Dean of Nursing requesting readmission to the nursing program.
4. In the letter, please include what circumstances you believe contributed to your challenges with successfully completing the program when first enrolled. Then describe what strategies are in place now to improve your chances for success.
5. Please include your name and student number in your letter.
6. Students may want to contact their academic advisor for assistance with this process.

If you have been away from the program for more than a year, please consult the Undergraduate Student Catalog for processes and procedures related to readmission.

Graduate Students seeking readmission to the nursing program may reapply to the nursing program. The policy and process for readmission is as follows:

1. Students are eligible to apply for readmission two semesters after the term in which they were dismissed.
2. Students wishing to be considered for readmission must submit a request three weeks prior to the term start for which they are seeking enrollment to allow time for review of the request.
3. Submit a letter to the Nursing Graduate Program Director requesting readmission to the graduate nursing program.
4. In the letter, please include what circumstances you believe contributed to your challenges with successfully completing the program when first enrolled. Then describe what strategies are in place now to improve your chances for success.
5. Please include your name and student number in your letter.
6. Students may want to contact their academic advisor for assistance with this process.

If you have been away from the program for more than a year, please consult the Graduate Student Catalog for COCE students for processes and procedures related to readmission.
Policies for Academic Standards and Regulations

SNHU COCE requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating will not be condoned by the university. Students involved in such activities are subject to serious disciplinary action. This may include receiving a failing grade for the assignment or course, academic suspension or expulsion from the university. The following link takes students to the SNHU academic catalogs where the honor code and its purpose, definitions of academic dishonesty, and policies for dealing with academic dishonesty are described and explained. For the undergraduate catalog, visit: http://www.snhu.edu/files/pdfs/2012-13-UG-Catalog.pdf. For the graduate catalog, visit: http://www.snhu.edu/files/pdfs/2012-13-Grad-Catalog.pdf.

Procedures in Cases of Academic Dishonesty

When a breach of the Academic Honesty Policy is suspected (or determined), the instructor shall contact the student and discuss details of the charge. Subsequent disciplinary action shall be at the discretion of the instructor.

For a minor violation, the instructor shall either:

1. Decide to take no further action,
2. Require that the student’s work be resubmitted with appropriate changes, or
3. Change the grade.
4. Beyond the minor offense, the instructor shall either:
   a. Assign a failing grade for the work submitted, or
   b. Assign a failing grade for the course.

When either of these last two options is chosen, then notification along with supporting documentation should be sent to the office of the Associate Dean of Nursing and Health Professions who will then convene the DNHP Student Affairs Committee. The role of this committee is to evaluate the accusation in light of the circumstances bearing upon the case and then advise the Assistant Dean. The decision of the Associate Dean shall be final.

Student Advising Support

Student advising support is a key component of a student’s successful progression through the nursing program. The DNHP offers students advising from assigned non-nurse academic advisors and from nurse faculty advisors. Non-nurse academic and nurse faculty advisors are assigned when initial enrollment occurs. Academic Advisors work with students to establish realistic goals and determine the best way to meet their academic needs. It is a decision-making process that promotes responsible and appropriate choices and facilitates a successful academic experience. Advising is more than just selecting courses and registering for classes; we believe academic advising is vital to student success.

Academic Advisor – The Academic Advisor is a non-faculty member who provides guidance and support with course enrollments, course extensions, course substitutions or a leave of absence. The Academic Advisor will also assist the student in contacting the instructor if needed. He/she will contact the student on a periodic basis to provide encouragement and to ensure that the student is progressing satisfactorily. Academic Advisors are professional staff
members at COCE who provide guidance to students about course enrollment, course progression and SNHU COCE student and academic policies. These advisors also refer students to appropriate support services and resources, such as financial aid and scholarship opportunities.

In addition, students should consult their Academic Advisor when they:

- Have difficulty in a class
- Have questions about policies, procedures, etc.
- Have personal difficulties that hinder their academic performance
- Must select courses for registration

Students need to:

- Adhere to the requirements of the degree program
- Use the academic degree audit (available and known as “Program Evaluation” on the mySNHU website portal). The final responsibility for meeting degree requirements rests with the student.
- Check email account on a regular basis, along with the SNHU COCE website, the official means of Nursing Department communication. https://my.snhu.edu

**Faculty Advisor** – Nursing students are also assigned a Faculty Advisor. The Faculty Advisor assists the student with the development of a Program of Study and provides advice regarding academic options as the student progresses through the program. Faculty advisors can provide students with professional expertise and guidance regarding possible future career paths, current student-faculty research opportunities, possible professional connections with the larger community in nursing or health sciences, and information about numerous professional nursing and health science organizations. Faculty advisors also monitor your academic progress, and collaborate with and provide suggestions to university resources available to support your academic success.

**COCE Organizational Structure**

The College of Online and Continuing Education strives to have an organizational structure that supports the unique needs of adult learners and faculty who are working professionals. The academic units are enhanced by strong business practices and data measurements to assure data-driven decision-making. Below shows the senior leadership of the COCE. The CEO reports directly to the President of the University.
The DNHP reports directly to the VPAA of COCE who serves as the Chief Academic Officer of COCE and reports directly to the CEO of COCE. Below please find the organizational chart for the DNHP and its integration with COCE and UC for consistent policy application.

**DNHP Curriculum & Policy Committee consists of CCSNH Deans & Chairs, SNHU DNHP Leadership, Course Coordinators, Student Rep, & Nursing Academic Advisor**

**CC= Course Coordinator**