



COLLEGE OF ARTS AND SCIENCES
LAMAR UNIVERSITY
JoAnne Gay Dishman School of Nursing

Articulation Student Handbook

Fall 2025

Revised: July 2025

JoAnne Gay Dishman School of Nursing Policies are implemented in a non-discriminatory manner.

The Articulation Student Handbook is updated as needed.

Dear Student:

On behalf of the JoAnne Gay Dishman School of Nursing faculty and staff at Lamar University, we welcome you to our baccalaureate nursing program. We are pleased that you have selected Lamar University's JoAnne Gay Dishman School of Nursing to prepare you for future career advancement as a professional nurse. We are committed to providing you with exciting, challenging, and rewarding learning experiences.

The primary purpose of this handbook is to (1) provide you with information about nursing student policies and (2) to answer the many questions that have been posed by students in the past. The preparation of this handbook has been a combined endeavor of the students and faculty. We hope that it will be helpful to you and that you will contribute your ideas for future publications.

For a school to be truly great, it must have a great student body and faculty, which requires a high standard of excellence. Ambitious and intelligent students, such as yourself, maintain the outstanding status that the Lamar University Nursing Programs have achieved. Our students continue to positively impact the nursing profession and those needing nursing care in Texas and across the United States. Our personal best wishes for success in your chosen profession.

Sincerely,

Joseph W. Tacy, PhD, RN, CNE
Director, Dishman School of Nursing

Gina Hale, PhD, RN, CNE
Associate Director for Undergraduate Nursing Studies and Retention Coordinator

Keili Peterman, PhD, MBA, RN, NEA-BC
Assistant Director for Articulation & Accreditation

INTRODUCTION

The Articulation Student Handbook has been prepared by the JoAnne Gay Dishman School of Nursing for use by students enrolled in the School of Nursing's RN-BSN or RN-MSN articulation program options. The objective of the Articulation Student Handbook is to readily provide information frequently needed by students about the JoAnne Gay Dishman School of Nursing.

This Student Handbook is not designed to be used in place of, but rather in conjunction with, the current Lamar University Comprehensive Catalog and Lamar University Student Handbook.

DISCLAIMER

The guidelines and policies presented in this Handbook do not constitute a contract, expressed or implied, between any applicant, student, and faculty member at Lamar University. Lamar University reserves the right to withdraw courses at any time, change fees, calendars, curricula, graduation procedures and/or any other requirement affecting students. Changes become effective when the proper authorities so determine the application to both prospective students and to the students already enrolled.

It is the policy of Lamar University not to discriminate on the basis of non-relevant criteria including, but not limited to race, color, religion, sex, sexual orientation, gender identity and expression, national origin, age, disability, or veteran status in its educational programs, activities, admissions, or employment practices, consistent with the Assurance of Compliance with the Title VII of the Civil Rights Act of 1964; Executive Order 11246 as issued and amended; Title IX of the Education Amendments of 1972, as amended; Section 504 of the Rehabilitation Act of 1973.

Lamar University Nursing Programs, baccalaureate and master's degrees, are fully accredited by the Texas Board of Nursing (TBON), (512) 305-7400, and the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326, (404) 975-5000, fax (404) 975-5020.

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Lamar University

JoAnne Gay Dishman School of Nursing

Motto

A Spirit of Caring – A Vision of Excellence

Vision of the Nursing Programs

Excellence in nursing education, in partnership with the community

Mission of the Nursing Programs

The mission of the Lamar University JoAnne Gay Dishman School of Nursing is to educate undergraduate and graduate students to become qualified, competent, professional nurses who are prepared for practice. The Dishman School of Nursing provides quality nursing education relevant to a changing profession, society, and healthcare environment. Collaboration between faculty and students promotes excellence in health care delivery to diverse populations. A spirit of caring, continual inquiry, creativity, and integrity is promoted through teaching, scholarship, leadership, and service.

JOANNE GAY DISHMAN SCHOOL OF NURSING PHILOSOPHY

The JoAnne Gay Dishman School of Nursing faculty believes in preparing students to provide, safe, ethical patient/client-centered holistic/multi-dimensional care using evidence-based practice (EBP), and systems-based practices, clinical reasoning, and clinical judgment. The focus is also on providing quality and culturally sensitive care, working as part of the interprofessional and intraprofessional healthcare team, and using clinical informatic technology to care for diverse populations in an ever-changing global society. Personal, social, and professional strengths of the graduates are developed to form a basis for continued growth.

Undergraduate Metaparadigm

Faculty beliefs about the metaparadigm of nursing associated with undergraduate education are described below and entail:

Nursing

Nursing is based on the concepts of moral agency, responsibility, accountability, reflection, self-analysis, self-care, lifelong learning, effective communication, inquiry, and service to the community. The goals of nursing are to provide safe, compassionate, holistic, multi-dimensional, and culturally sensitive patient/client centered care in collaboration with the intraprofessional and interprofessional team. Nurses utilize theory-based teaching and learning strategies to educate diverse populations on disease prevention, health promotion, health maintenance/and restoration, and support death with dignity. Nursing emphasizes a spirit of caring including the analysis of social determinants of health to address health disparities and the promotion of equity and inclusion to contribute to the health of the individual, humanity, and society. The responsibility of the nurse is to use the nursing process, evidence-based practice, and informatics to support clinical reasoning and clinical judgment to assist people to meet health care needs and attain health related goals within a legal, ethical, and regulatory framework. Nurses use informatics to communicate, manage knowledge, and support decision making to provide competent patient/client-centered care. As members of the profession, nurses collaborate with the interprofessional team to deliver systems-based care and in achieve these goals. The faculty believe in preparing professional nurses with essential competencies in four major roles: Member of the Profession (MOP), Provider of Patient Centered Care (PCC), Patient Safety Advocate (PSA), and Member of the Healthcare Team (MOT).

Health

Health is a dynamic state of physical, mental, and social well-being, requiring constant adaptation to internal and external environmental stressors. Each person experiences varying states of health while progressing through the life span. Health decisions are patient/client-centered and influenced by knowledge, culture, family structure, society, and the personal choices of the patient/client.

Humanity

Humanity consists of unique, multidimensional holistic beings with intrinsic worth and dignity having the right to self-determination, well-being, and equality. Humans are adaptive in nature, constantly interacting within changing environments and society in progressing toward fulfillment of innate potentials for growth, development, and maturation throughout the life span.

Society

Society consists of individuals, families, communities, and populations with diverse cultures and value systems. In a global society, interactions among humans are diverse, continuously evolving, and interdependent. Within society, the cornerstone of humanness is a spirit of caring and commitment to others.

Environment

Environment is an aggregate of all internal and external factors which influence individuals and groups. The environment provides the context for the development of individuals, the identification of health needs, and the evolution of nursing. Through an on-going interactive process, the environment and nursing influence each other. The patient/client environment influences health, growth, trust, and the development of relationships.

Caring

Caring is engagement with the patient/client in an accepting, inclusive, non-judgmental, therapeutic manner. The ability to provide holistic care depends on self-reflection and examination of one's own biases and existing beliefs. Self-care is giving the same compassionate care to ourselves that we give to others and has a profound effect on health and well-being.

Undergraduate Education

Undergraduate Education is a process shared by the faculty and the learner. Learning is the exploration, utilization, and generation of knowledge. Learning is the responsibility of each person and is accomplished through self-motivation, active inquiry, and participation in the educational process. Faculty believe that nursing education is the systematic guidance of the learner toward safe, ethical, and competent clinical practice in the four major roles (MOP, PCC, PSA, MOT) and provides a solid foundation for the development of clinical judgment. Faculty incorporate a variety of evidence-based teaching modalities that integrate interactive and current technological learning resources, including digital classroom environments, simulated scenarios, and independent learning activities. Incorporating online technology facilitates global access to quality nursing information. Constructs of the nursing curriculum include the study of humanity and society, lifespan, health continuum, clinical reasoning, therapeutic interventions, and professional roles. Foundational nursing concepts include professional integrity, communication, active inquiry, and service.

Baccalaureate Degree

Baccalaureate Degree graduates use evidence-based practice, clinical reasoning, and interdisciplinary healthcare team collaboration to provide safe, theory-directed patient/client care to diverse individuals families, populations, and communities and improve patient/client outcomes. Graduates are prepared with a broad perspective and understanding of nursing, health, humanity, society, and the environment. Baccalaureate education incorporates a broad range of liberal arts, behavioral and social sciences, communication, and technology content to provide a strong foundation for coordinating evidence-based, safe, and competent patient/client care using clinical reasoning and judgment. Baccalaureate education includes instruction in community health, research, leadership, and management and facilitates graduates to synthesize information from various disciplines, think logically, analyze critically, and communicate effectively with patients, the public, and the healthcare team. A baccalaureate degree is the most common requirement for entry into graduate nursing education where nurses may further develop their professional roles to become nurse educators, researchers, leaders, or advanced practice nurses. Graduates promote the practice of professional nursing through leadership and advocacy roles.

Graduate Metaparadigm

The Master of Science in Nursing degree builds upon the undergraduate philosophy and adheres to its goals. The content of the master's program reflects the graduate organizing framework and prepares students for expanded roles and contemporary nursing practice. The paradigms included in the graduate metaparadigm are nursing, health, humanity, society, environment, and caring.

Nursing

Advanced nursing practice synthesizes theoretical frameworks from nursing and other disciplines to expand its knowledge base. The master's prepared nurse functions as an educator, researcher, advocate, consultant, collaborator, and a leader of systems. Evidence-based research methods are used to investigate problems, serve as a basis for initiating change, and provide new knowledge to improve patient/client centered outcomes. The master's prepared nurse practices from a professional, organizational, and personal perspectives within an ethical, legal, and regulatory framework to advocate for patients/clients. Advocacy is demonstrated particularly for those who become vulnerable as they transition from various states of illness and experience social and cultural disparities. Advocacy involves providing health resources and services; and ensuring that these are available, accessible, and acceptable. The advanced practice nurse advocates for those who are unable or cannot speak for themselves.

Health

Health is a measurable state along a wellness-illness continuum that each person ultimately defines for themselves. It is a composite of physical, psychological, emotional, social, and spiritual functioning. The advanced practice nurse contributes to the design and implementation of interprofessional and intraprofessional healthcare delivery which is based on collaborative systems and contributes to population-focused practice. The healing process is based on the philosophy of caring for the body, mind, and spirit. Health is achieved through illness prevention, health promotion strategies, health education, and continuous quality improvement of the healthcare system.

Humanity

The advanced practice nurse recognizes the person is more than the sum of their parts and honors humans as unique holistic beings of intrinsic worth and dignity that have the right to self-determination, well-being, and equity. Humans are adaptive in nature, constantly interacting with changing environments and society in progressing toward fulfillment of innate potential for growth, development, and maturation throughout the life span.

Society

Society is the scope of humanity: individuals, cultures, families, and communities forming complex adaptive systems. The advanced practice nurse is cognizant of global diversity, health disparities, the challenges these realities bring to the healthcare system. A diverse society accelerates the need for cultural awareness and sensitivity and requires the advanced practice nurse to be culturally responsive to the health needs of individuals, families, groups, and world communities. The advanced practice nurse is aware of the interconnectedness of our global society and supports the interchange of research and evidence-based practice which benefits the whole world community.

Environment

Environment encompasses dynamic physical, cultural, political, and economic factors that influence individuals, families, communities, and populations. The sum of environment requires personal adaptation in order for individuals to progress along the wellness continuum.

Graduate Education

Graduate education builds upon baccalaureate nursing education and leads our students in meeting their academic, personal, and professional goals. Learning at the graduate level stems from an open collegial relationship between faculty and students. Faculty in the graduate program assist the learner to engage in the scholarly exploration of theoretical and clinical concepts while fostering independence, ethical behavior, and sensitive interactions concerning diverse cultures to meet changing societal needs. The graduate paradigm serves as a basis for students to incorporate and synthesize knowledge from an array of theoretical models as a foundation for advanced nursing practice. It prepares students in advanced nursing specialties of administration and/or education and provides the foundation for doctoral studies.

Faculty Association Reviewed and Approved 1/16/2013; Revised 12/4/2015 8/16/2021

HONOR CODE PLEDGE

Expectations of the JoAnne Gay Dishman School of Nursing (JGDSON)

Lamar University JoAnne Gay Dishman School of Nursing promises to create a professional environment that fosters excellence, where the entire School of Nursing works together with integrity and cares for others. I join my fellow students today to pledge my commitment to the highest ideal and academic standards of my education at the JoAnne Gay Dishman School of Nursing.

I pledge to strive for:

Excellence

- I will perform at the highest level that I can.
- I will be the best that I can be.

Integrity

- I will commit myself, even in the face of adversity to the five fundamental values of honesty, trust, fairness, respect, and responsibility.
- I will commit myself to honesty and integrity in the performance of all academic assignments, examinations, and in all interactions with others.
- I will take responsibility for my actions.

Caring

- I will demonstrate a commitment to the attributes of compassion, empathy, altruism, responsibility and tolerance.
- I will demonstrate caring behaviors at all times.
- I will respect individual diversity through a non-judgmental attitude and approach.
- I will advocate for patients' best interest

Adaptability

- I will be flexible and adapt to change when needed.
- I will work to become a creative problem solver.

Respect

- I will not tolerate discrimination.
- I will contribute to creating a safe and supportive atmosphere for teaching and learning.
- I will regard privacy and confidentiality as core obligations.
- I will communicate with peers, staff, and faculty in a professional and respectful manner.

As a professional nurse, I accept the responsibilities and unique privileges of this profession. These include monitoring my interactions and behaviors and using self-reflection in order to challenge myself as I evolve into the role of a professional nurse. I understand that it is a great honor and privilege to study and work in the nursing profession. I promise to uphold the highest standards of ethical and compassionate behavior while learning, caring for others, and/or participating in educational activities. I recognize that these responsibilities do not end with graduation but are a lifelong endeavor. I will strive to uphold the spirit and letter of this code during my time at the JoAnne Gay Dishman School of Nursing and throughout my professional career as a registered nurse.

Adapted from Lakeview College Honor Code, 2006; Revised Faculty Association 12/4/2024

SOURCES OF INFORMATION

School of Nursing Hours and Contact Information

This Student Handbook is designed to provide nursing students with information about the JoAnne Gay Dishman School of Nursing (JGDSON) which is not readily available from other sources on campus. Nursing students are encouraged to read the Lamar University Comprehensive Catalog and the Lamar University Student Handbook for general information about the campus.

The JoAnne Gay Dishman School of Nursing address is:

**Lamar University
JoAnne Gay Dishman School of Nursing
P. O. Box 10081
Beaumont, TX 77710**

School of Nursing Administration Hours of Operation:

Monday-Friday, 8 a.m. – 5 p.m.
(Doors to the office suite and classrooms locked at 5 p.m.)

School of Nursing Administration and Staff:

Director, Dishman School of Nursing.....	Dr. Joseph Tacy – 409-880-8817
Administrative Coordinator.....	Amber Harwood – 409-880-8817
Senior Administrative Coordinator.....	Stacie Granger – 409-880-7237
Associate Director for Undergraduate Nursing Studies	Dr. Gina Hale – 409-880-8831
Administrative Specialist.....	Manjeet Kaur Saini – 409-880-8831
Nursing Information Center	
TBD, Administrative Specialist.....	409-880-8868
Shayla Stankus, Pre-licensure Nursing Academic Advisor	409-880-2307
Associate Director for Graduate Nursing Studies	Dr. Ruthie Robinson – 409-880-7720
Administrative Specialist	Zulma Briseno-Wolford – 409-880-7720
Assistant Director for Articulation and Accreditation	Dr. Keili Peterman – 409-880-8831
Administrative Specialist	Manjeet Kaur Saini – 409-880-8831
Edna Horn Gay Learning Center and Simulation Program Director.....	Kacie Calloway – 409-880-8818
Simulation Specialist.....	Janelle Deutsch – 409-880-7935
Skills Lab Specialist	Sandra Lucia – 409-880-8814
Recruitment Coordinator	Jennifer Thedford – 409-880-7814
The Caring Place	Sarah Roden, Retention Assistant – 409-880-8812
Standardized Testing and Transition to Practice Coordinator	Rose Harding – 409-880-8840
Community Based Service Learning Coordinator.....	Becky Seymour – 409-880-1767
Simulation Computing Coordinator	Jon-Michael Wallace – 409-880-1805

Nursing Faculty

Faculty	Office	Phone	Email
Melody Antoon	230	409-880-7812	melody.antoon@lamar.edu
Kacie Calloway	255	409-880-8818	kacie.calloway@lamar.edu
Jennifer Cole	212	409-880-8865	jennifer.cole@lamar.edu
Amber Denn	204	409-880-8386	amber.denn@lamar.edu
Chelsea Haeggquist	220	409-880-8843	chelsea.haeggquist@lamar.edu
Dr. Gina Hale	254B	409-880-8835	gina.hale@lamar.edu
Rose Harding	202	409-880-8840	rose.harding@lamar.edu
Caroline Heinz	210	409-880-7806	caroline.heinz@lamar.edu
Dr. Stacey Knight	228	409-880-7807	stacey.knight@lamar.edu
Dr. Raouth Kostandy	232	409-880-7837	rkostandy@lamar.edu
Dr. Judson LaGrone	205	409-880-8823	judson.lagrone@lamar.edu
Catherine LaPoint	222	409-880-8982	catherine.lapoint@lamar.edu
Dr. Elizabeth Long	225	409-880-8841	elizabeth.long@lamar.edu
Shannon Marsh	214	409-880-7699	shannon.marsh@lamar.edu
Dr. Patricia Morrell	238	409-880-8829	patricia.morrell@lamar.edu
Christina Morris	221	409-880-7879	christina.morris@lamar.edu
Melanie Morton	224	409-880-8826	melanie.morton@lamar.edu
Patti Moss	234	409-880-8827	patti.moss@lamar.edu
Dr. Nkem Nwaobi	219	409-880-1729	nnwaobi@lamar.edu
Patricia O'Brien	213	409-880-8824	patricia.obrien@lamar.edu
Dr. Keili Peterman	211	409-880-8863	keili.peterman@lamar.edu
Laurie Reimers	225	409-880-7716	laurie.reimers@lamar.edu
Dr. Ruthie Robinson	252A	409-880-8820	ruthie.robinson@lamar.edu
Carmen Rolf	236	409-880-7815	carmen.rolf@lamar.edu
Dr. J. T. Seaman	203	409-880-8830	jseaman@lamar.edu
Becky Seymour	223	409-880-1767	rebekah.seymour@lamar.edu
Dr. Sommer Shackelford	216	409-880-8142	sommer.shackelford@lamar.edu
Bethany Steely	201	409-880-8832	bethany.steely@lamar.edu
Dr. Joseph Tacy	233	409-880-8817	jtacy@lamar.edu
Jenny Thedford	205	409-880-7814	jthedford@lamar.edu
Holly Thompson	215	409-880-7813	hsthompson@lamar.edu
Lori Wenner	207	409-880-8836	lori.wenner@lamar.edu
Corie Willey	209	409-880-7460	corie.willey@lamar.edu
Linda Wilson	217	409-880-8837	linda.wilson@lamar.edu

CAMPUS RESOURCES

RESOURCES	SERVICES
REDtalks Various Locations redtalks@lamar.edu	REDtalks are free 45-minute presentations by LU faculty, staff, and students sharing expertise and advice to help students succeed at Lamar University. Schedules are posted around campus each academic year.
Student Affairs and Strategic Initiatives Setzer Student Center, Room 230 (409) 880-8458	A variety of services including upholding the Student Code of Conduct and Title IX Compliance
Career and Professional Development Galloway Building, Suite 102 (409) 880-8878 careercenter@lamar.edu	Assists students and alumni in developing and implementing career selection and job search skills.
Counseling Services Student Health Center Sheila Umphrey Recreational Sports Center (409) 880-8466 shc@lamar.edu	Provides support to students for psychological needs such as test-taking anxiety and stress.
Accessibility Resource Center (ARC) Communication Building, Room 105 (409) 880-8347 ARC@lamar.edu	Provides assessments and accommodations for students with disabilities based on federal and state law.
Office of Financial Aid Wimberly Building, Room 200 (409) 880-8450 financialaid@lamar.edu	Assists students in obtaining financial resources to help in obtaining their educational goals.
International Student Programs and Services Wimberly Building, Room 117 (409) 880-7635 international@lamar.edu	Assists international students in educational and financial needs.
Mary and John Gray Library 4400 MLK Parkway (406) 880-7264 www.lamar.edu/library/	Provides students with a wide variety of reference resources, computer access, study rooms, printing, and copying.
Scholarships Wimberly Building, Room 200 (409) 880-1714 scholarships@lamar.edu	Assists students needing financial support. Nursing scholarships are announced via The Virtual Caring Place when available.
Student Health Center Sheila Umphrey Recreational Sports Center (409) 880-8466 shc@lamar.edu	Provides medical services for students (physicals, medications, immunizations, and laboratory testing).
The Caring Place MMW Building, Room 257B (409) 880-8812 caringplace@lamar.edu	Provides support to nursing students to facilitate academic success.
The Writing Center Mary & John Gray Library, 1st Floor (409) 880-8571 uwc@lamar.edu	Assists students with writing papers, reviews for grammar and style (e.g., APA).
Veterans Affairs Office Wimberly Building Room 101 (409) 880-7198 va@lamar.edu	Assist veterans in obtaining veterans benefits.

DIVISION OF DIGITAL LEARNING

Information Technology Service Line is available during the hours of 7:30 am to 7:30 pm Monday thru Friday. You may call them at 409-880-2222 or e-mail them at servicedesk@lamar.edu. The Division of Digital Learning also maintains a service connection at blackboard@lamar.edu or phone the Blackboard helpdesk at 409-880-2222.

ONLINE COURSE SUPPORT

All articulation courses are offered online via Blackboard to facilitate student access. The Division of Digital Learning will provide technical support for the course. There is 24-hour access for help through voice mail at the following phone number 409-880-2222. There is also on-line help available at blackboard@lamar.edu. The support website is <https://www.lamar.edu/it-services-and-support/index.html> and <https://www.lamar.edu/it-services-and-support/lu-learn-blackboard.html>. Please use these resources to assist you with any technical problems that may develop.

LU Online technology support can also be accessed at <https://www.lamar.edu/lu-online/technology-support/index.html>.

STUDENT SUPPORT PROGRAM

Academic Student Support Programs can be accessed at <https://www.lamar.edu/catalog/academic-support/index.html>.

Tools and Support for Current Students can be accessed at <https://www.lamar.edu/students/index.html#acad-suppl>.

RISEPOINT

[Risepoint](#) is an education technology company that Lamar University partners with to develop, launch, and grow workforce-relevant online programs in an accelerated format. The company employs specialists at various levels to support students and assist with processes such as marketing, admissions, and advising.

THE ACCESSIBILITY RESOURCE CENTER

Lamar University is committed to providing equitable access to learning opportunities for all students. The Accessibility Resource Center (ARC) is located in the Communications Building Room 105. Our office collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

1. If you have, or think you may have, a disability (e.g., attentional, chronic health, learning, mental health, physical, and/or sensory), please contact the ARC at 409-880-8347 or email ARC@lamar.edu to arrange a confidential appointment with the Director of the ARC to explore possible options regarding equitable access and reasonable accommodations.
2. If you are registered with ARC and have a current letter requesting reasonable accommodations, contact your Course Leader(s) early in the semester to review how the accommodations will be applied in the course.
3. To facilitate the arrangements necessary to make accommodations, students enrolled in nursing courses must submit official documentation from the Accessibility Resource Center to the Course Leader.

Tammy Lilly, Director
tlilly@lamar.edu

Leslie Nelson, Administrative Coordinator
leslie.nelson@lamar.edu

Communications Building, Room 105
Phone: 409-880-8347
Fax: 409-880-2225
Email: arc@lamar.edu
Communication access email: arc.cadh@lamar.edu

Website: <http://www.lamar.edu/accessibility-resource-center/>

Accessibility Resource Center Lamar University
P.O. Box 10087 Beaumont, TX 77710

LAMAR UNIVERSITY POLICIES

This section of the Articulation Student Handbook is not designed to be used in place of, but rather in conjunction with, current Lamar University Policies for Students.

For complete information on Lamar University student policies, visit [Policies - Lamar University](#)

UNIVERSITY DROP/ADD POLICY

It is the responsibility of the student to officially enroll in their courses by contacting their advisor to register. It is also the student's responsibility to officially drop the course when necessary. Students can request to drop or withdraw from any course by emailing their advisor, instructor, Assistant Director of Articulation, and the Records Office. Any student who stops attending class and does not officially drop the course will be given an "F" as the semester grade.

Census Date (Fall/Spring/Summer: 12th class day)

All students who have not paid, or made arrangements to pay, their tuition by this date will be automatically dropped from the course and will not be allowed to re-enter the course until the next semester the course is offered. The Six Drop Rule does not apply. All requests to drop or withdraw must be received by the records office before 5:00p.m. on this date.

Dropping Courses

Students may drop a course and receive a grade of "Q" during the drop period of the semester or session - as indicated in the academic calendar. Students may drop a course online up to the census day by logging into Self-Service Banner. After the census day, courses must be dropped through the Records Office. For additional help, contact the academic advisor or the Records Office at registration@lamar.edu. Students should check the academic calendar at <https://www.lamar.edu/academic-calendar> for specific dates. For information on possible refunds, see the drop/withdrawal refund policy.

Instructor-Initiated Drop

When absences or lack of participation seriously interfere with a student's performance, the instructor may recommend to the department chair that the student be dropped from the course. Students remain responsible for initiating drop procedures if they find that they cannot attend or participate in classes. Students can check their status in classes by logging into Self-Service Banner, contacting an academic advisor, or contacting the Records Office at registration@lamar.edu.

See the Academic Calendar for all relevant dates at <https://www.lamar.edu/academic-calendar>.

Lamar University's General Academic Policies and Procedures can be found at <https://catalog.lamar.edu/general-academic-policies-procedures/>.

SIX-DROP RULE

SB 2131, which was passed by the 80th Texas Legislature, limits to six (6) the number of classes a college student may drop as an undergraduate.

As per the Lamar University Comprehensive Catalog:

In accordance with Texas law (SB 1231, 80th Legislature), Lamar University does not permit an undergraduate student to drop more than a total of six courses if the student was a first-time college student as of fall 2007. The total of six includes any course a transfer student has dropped at another public institution of higher education in Texas.

Students may request an exemption from this law based on appropriate documentation of good cause. Forms for requesting a good cause exception to the six-drop rule are available from academic advisors or the Office of the Registrar. "Good cause" includes, but is not limited to, the following reasons:

1. a severe illness or other debilitating condition that affects the student's ability to satisfactorily complete the course
2. the student's responsibility for the care of a sick, injured, or needy person if the provision of that care affects the student's ability to satisfactorily complete the course
3. the death of a person who is considered to be a member of the student's family or who is otherwise considered to have a sufficiently close relationship to the student that the person's death is considered to be a showing of good cause
4. the active-duty service as a member of the Texas National Guard or the armed forces of the United States of either the student or a person who is considered to be a member of the student's family or who is otherwise considered to have a sufficiently close relationship to the student that the person's active military service is considered to be a showing of good cause
5. the change of the student's work schedule that is beyond the control of the student, and that affects the student's ability to satisfactorily complete the course
6. other good cause as determined by the institution of higher education.

**BACCALAUREATE PROGRAM INFORMATION
FOR RN-BSN and RN-MSN ARTICULATION STUDENTS**

PROGRAM GOALS AND PROGRAM OUTCOMES

Bachelor of Science in Nursing (BSN)

Program Goals	Outcome Area	BSN Program Outcomes
1. Provide excellent learning opportunities to prepare graduates to meet national standards for entry into practice as competent, professional registered nurses.	Performance on Licensure Exam	88% or more of the Bachelor of Science in Nursing (BSN) graduates will pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN) on the first attempt.
2. Provide a relevant education and resources for students to graduate in a timely manner.	Program Completion (100%)	40% or more of the students entering the BSN program will earn the BSN degree within 100% of the time of the published program length.
	Program Completion (150%)	70% or more of the students entering the BSN program will earn the BSN degree within 150% of the time of the published program length.
3. Prepare graduates to function in role-related nursing employment.	Job Placement	90% or more of BSN graduates contacted report employment in nursing 9-12 months post-graduation.

Approved Faculty Association 8/16/2021

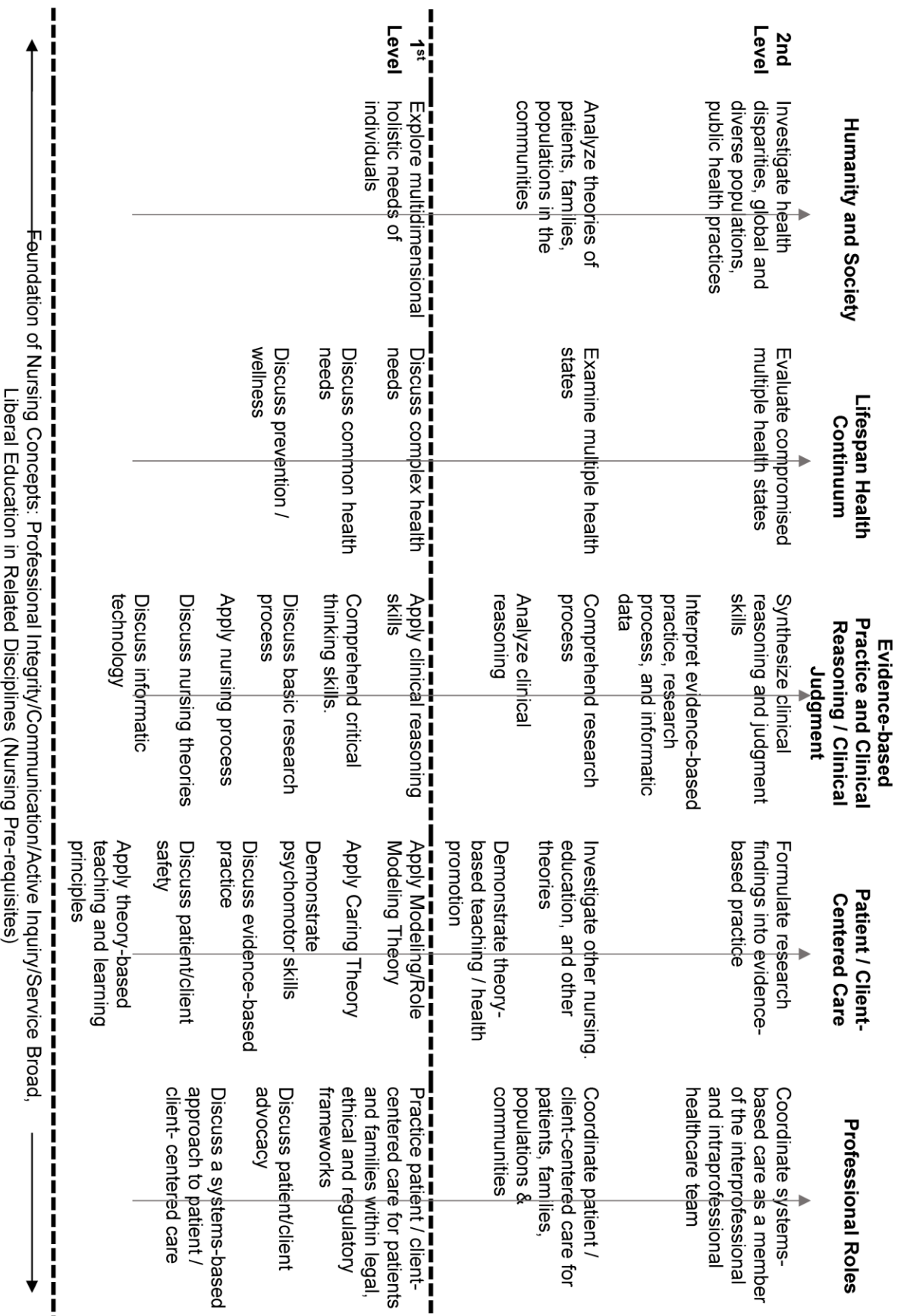
BACCALAUREATE DEGREE END OF PROGRAM STUDENT LEARNING OUTCOMES

BSN Organizing Framework Constructs	At the completion of the program, the graduate is expected to be a competent, caring nurse who:
Humanity and Society	1. Practices safe, compassionate, and effective holistic/multidimensional patient-centered care to diverse patients/clients* in multiple settings from a global perspective by incorporating theories and evidence-based findings.
Lifespan Health Continuum	2. Supports patients/clients in preventing disease, maintaining wellness, promoting and restoring health and advocating for death with dignity 3. Evaluates patient-centered care for patients/clients across the lifespan based on common and complex health needs, and compromised multiple health states when considering multiple determinants of health
Evidence- based Practice and Clinical Reasoning/Clinical Judgment	4. Synthesizes clinical reasoning and judgment in nursing practice utilizing critical thinking, nursing process, informatics, research, and evidence-based findings.
Patient/Client- Centered Care	5. Employs safe, effective, compassionate patient-centered care in collaboration with patients/clients and members of the interprofessional and intraprofessional healthcare team.
Professional Roles	6. Differentiates multiple role dimensions and practices within ethical, legal and regulatory frameworks when caring for diverse patients/clients as a member of the interprofessional and intraprofessional healthcare team. 7. Demonstrates professional integrity, effective communication, active inquiry and service to community

* Patient(s)/Client(s) = patients, families, populations & communities

Approved UNS Faculty 12/15/2021

LAMAR UNIVERSITY COLLEGE OF ARTS AND SCIENCES
JOANNE GAY DISHMAN SCHOOL OF NURSING
BACHELOR OF SCIENCE IN NURSING ORGANIZING FRAMEWORK



Approved 8/16/2021



COLLEGE OF ARTS AND SCIENCES LAMAR UNIVERSITY

JoAnne Gay Dishman School of Nursing

Registered Nurse to Bachelor of Science in Nursing Curriculum Plan

(Minimum 120 semester hours)

GENERAL/ARTS & SCIENCES CORE (44 HRS)	
COURSE	HRS.
BIOL 2401 (A & P I)*	4
BIOL 2402 (A & P II)*	4
COMMUNICATION (one) COMM 1315, COMM 1321, FREN 1311, SPAN 1311	3
CREATIVE ARTS (one) ARTS 1301, COMM 1375, DANC 2304, MUSI 1306, PHIL 1330	3
ENGL 1301 Composition I	3
ENGL 1302 Composition II ◊	3
HISTORY - 6 credit hours from the following: HIST 1301 (US Hist 1763-1877) HIST 1302 (US Hist 1877-present) HIST 2301 Texas History	6
LANG., PHIL., and Culture (one) DSDE 1371, ENGL 2322, ENGL 2325, PHIL 1370, PHIL 2305, ENGL 2331, ENGL 2371, ENGL 2376	3
MATH 1314 (College Algebra) or MATH 1332 (Contemporary Math) or MATH 1313 (Mathematics for Allied Health)	3
MATH 1342 (Statistics) or PSYC 2317 Psychology Statistics◊**	3
POLS 2301 (US Govt I)	3
POLS 2302 (US Govt II)	3
SOC/BEH SCI (one) PSYC 2301, SOCI 1301, ECON 2301, ECON 2302, ECON 1301, BULW 1370, INEN 2373	3
Subtotal:	44

ADDITIONAL COURSES (15 HRS)	
COURSE	HRS.
BIOL 2421 (Microbiology)*	4
NUTR 1322 (Nutrition/Diet)	3
PSYC 2315 (Lifespan Devel.)	3
Elective (3 hours)	3
Elective (2 hours)	2
Subtotal:	15

* Pre-Requisite for NURS 4316
** Pre-Requisite for NURS 4391
◊ CAPSTONE All nursing course must be completed before enrolling in NURS 4589. General education can be taken concurrently.
◊ 6 credit hours required by the College of Arts and Science
2 hours of Approved Arts & Sciences Lab Hours included in General Core/Arts & Science Core; BIOL 2401 and BIOL 2402
Communication, Creative Arts, Social & Behavioral Sciences, and Language, Philosophy, & Culture requirements can be fulfilled by a variety of courses that vary in availability per term. (see university course catalog)
NOTE: Must have a "C" or better in ENGL 1301, ENGL 1302, MATH 1314/1332, MATH 1342, BIOL 2401, BIOL 2402, BIOL 2421/2420, PSYC 2315, PSYC 2317, NUTR 1322, and all RN-BSN core courses to be accepted and progress in the program.

RN to BSN CORE COURSES (30 HRS)	
COURSE	HRS.
NURS 4321 Nursing Theories & Online Ed	3
NURS 4316 Comp Holistic Health Assessment^	3
NURS 4391 EBP & Nursing Inquiry^	3
NURS 4620 Nsg Prac: Comp Mult Health States^^	6
NURS 4540 Nsg Prac: Care of Communities^^	5
NURS 4550 Nsg Prac: Leadership/Management^^	5
NURS 4580 Synthesis Prof Nursing (Capstone)^◊	5
Subtotal:	30
^Requires Pre-requisites	
◊ Contains Practicum and/or Community-Based Service Learning hours	

ESCROWED NURSING COURSES (31 HRS)	
ATTENTION: STUDENT WILL RECEIVE CREDIT FOR COURSES AFTER APPLYING FOR GRADUATION AND UPON SUCCESSFUL COMPLETION OF NURS 4589	
COURSE	HRS.
NURS 3540 Concepts of Professional Nursing	5
NURS 3241 Practicum: Concepts of Prof. Nsg.	2
NURS 3110 Nursing Sim Lab I	1
NURS 3330 Principles of Pharmacology	3
NURS 3520 Care of Adult	5
NURS 3221 Practicum: Care of Adult	2
NURS 3320 Care of Behavioral Health Clients	3
NURS 3231 Practicum: Care of Behav. Hlth. Clients	2
NURS 3112 Nursing Sim Lab II	1
NURS 4560 Care of Parent-Child Family	5
NURS 4261 Practicum: Care of Parent-Child Family	2
Subtotal:	31

REQUIRED HOURS	
General Core Courses	38
College of Arts & Science Courses ◊	6
Additional Courses	15
Escrowed Nursing Courses	31
RN to BSN Core Courses	30
Total	120

DISCLAIMER: This is an unofficial advising report which may contain errors. It does not represent an irrevocable contract between the student and the University. The University reserves the right to change at any time and without prior notice, any provision or requirement upon which this report is based. "T" denotes transfer credit and grade.
PETITION: Credit for any petitioned courses is determined by the department chair of that discipline. Student must submit course description or syllabus for course petitions. If not approved, the course(s) will need to be completed before graduation.

Effective Fall 2025

Escrowed Credit Policy for Undergraduate Articulation Students

Purpose: The Escrowed Credit Policy outlines the rationale for awarding escrowed credit for nursing courses to students enrolled in the undergraduate articulation nursing program options at Lamar University Dishman School of Nursing. Students enrolled in these program options graduate with a Bachelor of Science in Nursing degree.

Students enrolled in the undergraduate articulation program options are licensed registered nurses (RNs) who have graduated from an associate degree nursing program, successfully passed the National Council Licensure Examination for Registered Nurses (NCLEX-RN®) and met their state requirements for licensing. The NCLEX-RN® test plan was developed by the National Council of State Boards of Nursing, Inc. (NCSBN®) to ensure the minimum competencies needed to perform safely as a registered nurse (RN).

“Entry into the practice of nursing is regulated by the licensing authorities within each of the National Council of State Boards of Nursing (NCSBN®) member board jurisdictions (state, commonwealth, province, and territorial boards of nursing). To ensure public protection, each jurisdiction requires candidates for licensure to meet set requirements that include passing an examination that measures the competencies needed to perform safely and effectively as a newly licensed, entry-level registered nurse (RN). NCSBN develops a licensure examination, the National Council Licensure Examination for Registered Nurses (NCLEX-RN®), which is used by member board jurisdictions and most Canadian nursing regulatory bodies, to assist in making licensure decisions” (NCSBN, 2023, p. 2).

Students who have successfully passed the NCLEX-RN® and hold a registered nurse (RN) license meet the minimum competencies for entry-level practice and are deemed to possess the knowledge, skills, abilities, and clinical judgment equivalent to that which would have been obtained from completing the escrowed nursing courses.

To receive escrowed nursing course credit, a student must hold a registered nurse (RN) license and have a grade of “C” or better in all required articulation nursing courses in their program of study. After applying for graduation and upon successful completion of NURS 4580 Synthesis of Professional Nursing (Capstone) course for RN-BSN students or MSNC 5319 Advance Nursing Issues & Health Policy for RN-MSN students, the student will receive a grade of “S” (satisfactory) for the following escrowed courses:

ESCROWED NURSING COURSES (31 HRS)	
COURSE	HRS.
NURS 3540 Concepts of Professional Nursing	5
NURS 3241 Practicum: Concepts of Prof. Nsg.	2
NURS 3110 Nursing Sim Lab I	1
NURS 3330 Principles of Pharmacology	3
NURS 3520 Care of Adult	5
NURS 3221 Practicum: Care of Adult	2
NURS 3320 Care of Behavioral Health Clients	3
NURS 3231 Practicum: Care of Behav. Hlth. Clients	2
NURS 3112 Nursing Sim Lab II	1
NURS 4560 Care of Parent-Child Family	5
NURS 4261 Practicum: Care of Parent-Child Family	2
Subtotal:	31

National Council of State Boards of Nursing, Inc. (NCSBN) (2023). Next generation NCLEX: NCLEX-RN® test plan. Retrieved from https://www.ncsbn.org/public-files/2023_RN_Test%20Plan_English_FINAL.pdf

Approved UNS 11/13/23/Approved Faculty Association 11/29/23 (Effective Spring 2024)

ADMISSION REQUIREMENTS

Acceptance requirements include:

1. minimum cumulative GPA of 2.5
2. Associate of Applied Science in Nursing Degree (AASN), Associate Degree in Nursing (ADN), or diploma degree
3. unencumbered license as designated by the Board of Nurse Examiners (BNE)

CONDITIONALLY ACCEPTED STUDENT POLICY

Students with a cumulative GPA of 2.0 – 2.49 may be admitted into the Dishman School of Nursing RN-BSN program option on a conditional basis.

1. Students will be allowed to enroll in the first six (6) credit hours of nursing courses.
2. Students must pass each course with a “B” or better to progress in the RN-BSN program option.
3. If the student is unsuccessful in achieving a “B” or better, he/she will be removed from the Dishman School of Nursing RN-BSN program option. (*See Exception Policy if applicable*)

Approved by UNS 11/20/2015, Revised 10/14/19

PROVISIONAL ADMISSION POLICY

Provisional admission is available for students who have graduated from an approved nursing program but have not yet obtained full licensure as a registered nurse (RN).

Recent graduates of an Associate of Applied Science in Nursing Degree (AASN), Associate Degree in Nursing (ADN), or diploma degree nurses may take non-practicum nursing courses (NURS 4321, NURS 4316, and/or NURS 4391) while waiting to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®) and/or complete provisional license requirements as outlined by their respective BON for full RN licensure. Provisionally admitted students may enroll in non-practicum nursing courses over two consecutive, compressed semesters. Full RN licensure must be obtained prior to enrolling in a third compressed semester or practicum course.

Approved by UNS/Faculty Association 01/10/24; Revised UNS/FA 8/15/24

ARTICULATION PROGRESSION AND GRADUATION POLICY

Purpose

The purpose of the Articulation Progression and Graduation Policy is to provide the requirements for student progression throughout the nursing program. Information related to progression, exceptions, and graduation is included in this policy.

RN-BSN PROGRESSION POLICY

1. The APEG Committee addresses admission, progressions, and exceptions when requested by the Assistant Director of Articulation.
2. An overall G. P. A. of 2.0 must be maintained in all course work. If the student does not earn a “C” or better grade in a course, that course must be repeated prior to graduation.
3. A student who fails to perform satisfactorily in a course will receive a failing grade and will need to repeat the course.
4. Students will have only one opportunity to repeat a nursing course. Under no circumstances may a nursing course be repeated more than once.
5. Students will be required to complete Practicum Readiness Documents (PRDs) prior to enrolling in their first course and before their first practice course. (*see Practicum Readiness Documents Policy for Guidelines*).
6. Grade Scale:
 - A= 100 – 90
 - B= 89 – 80
 - C= 79 – 75
 - D= 74 – 60
 - F= 59 – 0
7. Students not enrolled in courses for two eight-week consecutive periods, must reapply for admission to the RN-BSN option. Students can only be readmitted to the RN-BSN option one time.
8. When a student is readmitted to the RN-BSN option, he/she will be required to review and re-sign the Lamar University School of Nursing RN-BSN Student Handbook and may fall under a new degree plan if applicable.
9. Failure of any two (2) nursing courses will result in program failure. The student will not be eligible for immediate readmission unless an exception is granted.
10. Students who are program failures may apply for readmission to the program after 6 months from the exit time.

RN-MSN PROGRESSION POLICY

1. Earn a grade of B or above in each of the three MSN transition courses (MSNC 5310, MSNC 5311, MSNC 5319) available to eligible RN-MSN students. Earning a grade of C in any of the three MSN courses means the student is no longer in the RN-MSN option but may choose to remain in the RN-BSN option. If a grade of D or less is earned in any of the three MSN transition courses, the student must reapply to take the corresponding RN-BSN course.
2. Prior to taking MSNC 5311 Research in Nursing, students need to successfully complete a statistics course with a grade of C or above within the last five years.
3. Sequencing of the three transition courses follows.
 - a. MSNC 5310 Theories of Nursing is the first required course.
 - b. MSNC 5315 Advanced Issues is taken as the concluding BSN course. These students will be eligible for a BSN degree when all requirements are met.
 - c. Progression in the RN-MSN option is dependent upon earning a grade of B or higher in all graduate courses.
 - d. Students earning a C or lower are no longer eligible to continue in the RN-MSN option but will be eligible for a BSN degree when all requirements are met.
4. Students in the RN-MSN option must maintain a GPA of 3.0 or higher. RN-MSN option students with GPAs between 2.9 and 2.0 will no longer qualify for the RN-MSN option but may remain in the RN-BSN option if meeting RN-BSN progression policies.
5. After completing the three MSN transition courses, progression policies of the Graduate School apply.

EXCEPTIONS

Any student who wishes to request an exception to the admission and/or progression(s) criteria should meet with the Assistant Director of Articulation and Accreditation and proceed through the following steps::

1. Submit a written request for an exception to the BSN Progression and Graduation policy to the APEG Committee. The written request should explain the extenuating circumstance(s) that impacted the students' academic performance and provide supporting documentation as applicable.
2. The APEG Committee will communicate the committee's recommendation to the Assistant Director of Articulation and Accreditation. The Assistant Director of Articulation and Accreditation will confer with the Associate Director of Undergraduate Nursing Studies. The Director of the Dishman School of Nursing will review the recommendations made by the APEG Committee and render the final decision.
3. The Assistant Director of Articulation and Accreditation will notify the student of the decision regarding the requested exception
4. If the student is dissatisfied with the committee's decision, he/she may appeal and utilize the formal grievance procedure for the Dishman School of Nursing. (See Academic Grievance Policy)

*See Office of the Provost: Online Students Appealing Course Grade <https://students.lamar.edu/academic-support/academic-policies.html>

WITHDRAWAL

The JoAnne Gay Dishman School of Nursing adheres to the Lamar University Academic Policies and Procedures as outlined in the Lamar University Comprehensive Catalog

Students considering withdrawal from the articulation option should talk to the Assistant Director of Articulation for withdrawal and re-entry information as well as an exit interview. Students should be counseled (with documentation) that future readmission will be based on space availability as well as student performance in the current and any previous nursing clinical nursing courses.

GRADUATION

The following list is a compilation of criteria for graduation from the Nursing Program:

1. General requirements as stipulated in the Lamar University Comprehensive Catalog.
2. Compliance with all aspects of the written degree plan which includes all nursing courses, additional required courses, and general education courses.

RN-MSN Students: Upon completion of the last course within the undergraduate program, MSNC 5315 Advanced Nursing Issues, students will apply for graduation and receive their Bachelor of Science in Nursing degree. Students will then continue their progression within the chosen option in the graduate studies program.

*RN-BSN Progressional Policy Adoption and Revision History:
Updated and approved at UNS/Faculty Association 11/29/23*

*RN-MSN Progression Policy Adoption and Revisions History
2/17/2015 Approved at GNS*

*Exceptions Policy Adoption and Revision History
Approved by UNS 2/20/2017 Revised 4/9/18 Revised 10/14/19*

*Graduation Policy adoption and revision History
Approved FA 5/6/2003; Revised 2005; 2012; 2015; 2018;*

*Articulation Progression and Graduation (Combined) Policy
Approved FA 5/8/25*

COLLEGE OF ARTS AND SCIENCES COMMENCEMENT

- Graduations for the RN-BSN Articulation Track are held three (3) times per year in May, August, and December. (Times/dates to be determined).
- All students who have met Lamar University and the JoAnn Gay Dishman School of Nursing BSN program articulation option requirements must apply for graduation, but are not required to attend a ceremony.
 - Students will receive an email through their LAMAR email account with instructions on how to apply and where to pay graduation fees.
 - Students CANNOT apply for graduation until they receive an email from the university granting them permission to apply. *
 - Students attending graduation ceremonies will be required to purchase a cap, gown, and stole through the Lamar Book Store. <https://lamaruniversity.shopoakhalli.com/>
 - In addition, female students can purchase the optional “white collar” to wear with their required attire.
 - All attire worn by graduates of the nursing program while attending university ceremonies must be clean, ironed, and in good repair.

For more information about Lamar University graduation ceremonies, please visit the commencement web page: <http://students.lamar.edu/commencement/index.html>.

*Students who have not received an email inviting them to apply for graduation by the third week of their last course need to contact an academic advisor. (409-880-8872 or dept_rnbsn@lamar.edu)

ARTICULATION PROMULGATION POLICY

Purpose: Inform undergraduate nursing students of applicable JoAnne Gay Dishman School of Nursing (JGDSON) policy changes in an efficient and timely manner.

1. New and modified JGDSON policies will be distributed to students affected by implementation of the policy change through LU Learn (Resource Center and Online Orientation for RN-BSN Students) announcement and e-mail within thirty days of implementation.
2. Implementation of policies may vary depending upon subject matter; an implementation date should be noted with the LU Learn announcement/e-mail.
3. New and modified JGDSON policies will be added to the Articulation Student Handbook with each new reprinting.

Revised Faculty Association 5/10/2016; Revised UNS/FA 5/10/2024; Effective Summer 2024

GRADUATE PROGRAM INFORMATION FOR RN-MSN ARTICULATION STUDENTS

RN-MSN articulation students are considered undergraduate students until the conferral of the BSN degree. RN-MSN students enrolled in MSNC courses should also refer to the Graduate Nursing Studies (GNS) Student Handbook for additional information on the academic expectations of graduate students and other policies specific to the graduate program and courses. A copy of the GNS Student Handbook is located on LU Learn (Blackboard) in the Resource Center and Online Orientation organization.

MSN PROGRAM GOALS AND PROGRAM OUTCOMES

Master of Science in Nursing (MSN)

Program Goals	Outcome Area	MSN Program Outcomes
1. Program demonstrates evidence of students' achievement in completing the nursing program.	Program completion	15% of students will graduate within 100% of the length of the program.
2. The program demonstrates evidence of graduates' achievement in job placement.	Job Placement	80% of those seeking employment will be involved in role-related professional practice at 6-12 months post-graduation.
3. The program demonstrates evidence of students' achievement of each End of Program Student Learning Outcome/role-specific professional competency.	Program Goals	Indirect Method: 75% of MSN graduates are expected to respond "agree or "strongly agree" (4.0 or higher) to each end of program SLO. Direct Method: All MSN graduates are expected to achieve end of program SLOs by a combined score of 75% or higher on the culminating Synthesis Project using a standardized rubric.
4. The program demonstrates evidence of students' achievement of role-specific professional competencies	Program Goals	Indirect Method: 75% of MSN graduates are expected to respond "agree" or "strongly agree" (4.0 or higher) to each end-of-program role-specific professional competency by graduation. Direct Method: All MSN graduates are expected to achieve a score of 75% or higher on the Oral Presentation RSNC using a standardized rubric

Effective Fall 2022

MSN End of Program Student Learning Outcomes

Graduates of the MSN Program will demonstrate the following student learning outcomes:

1. Analyze issues in the context of healthcare policy and finance, including economic, legal, and political factors, to address the healthcare needs of a diverse society.
2. Analyze strategies to improve healthcare outcomes equitably across the health continuum for diverse populations in a global setting.
3. Utilize research methods, evidence-based practice, and informatics to investigate problems, evaluate outcome data, promote changes, promote safety and health outcomes, and improve nursing practice.
4. Translate current and emerging evidence from nursing theoretical frameworks and other sciences to guide decision-making that demonstrates best practices.
5. Demonstrate advanced nursing practice roles from professional, organizational, and personal perspectives with an ethical and legal framework.
6. Communicate effectively using multiple modalities with diverse individuals, groups, and populations in a global health care environment.
7. Contribute to system-level planning, decision-making, and evaluation for disasters and public health emergencies.

Master of Science in Nursing Organizing Framework

Based on BSN Degree (Approved FA 8/16/21; effective August 2022)

MSN Degree Organizing Framework					
	Humanity & Society	Lifespan Health Continuum	Evidence-based Practice and Clinical Reasoning / Clinical Judgment	Patient/Client-Centered Care	Professional Roles
MSN	Analyze issues in the context of healthcare policy and finance, including economic, legal, and political factors, to address the healthcare needs of a diverse society.	Analyze strategies to improve healthcare outcomes equitably across the health continuum for diverse populations in a global setting.	Utilize research methods, evidence-based practice, and informatics to investigate problems, evaluate outcome data, promote changes, promote safety and health outcomes, and improve nursing practice.	Translate current and emerging evidence from nursing theoretical frameworks and other sciences to guide decision-making that demonstrates best practices. Contribute to system-level planning, decision-making, and evaluation for disasters and public health emergencies.	Demonstrate advanced nursing practice roles from professional, organizational, and personal perspectives within an ethical and legal framework. Communicate effectively using multiple modalities with diverse individuals, groups, and populations in a global health care environment.
BSN Degree Organizing Framework					
2nd level	Investigate health disparities, global and diverse populations, public health practices Analyze theories of patients, families, populations in the communities	Evaluate compromised multiple health states Examine multiple health states	Synthesize clinical reasoning and judgment skills Interpret evidence-based practice, research process, and informatic data Comprehend research process Analyze clinical reasoning	Formulate research findings into evidence-based practice Investigate other nursing, education, and other theories Demonstrate theory-based teaching / health promotion	Coordinate systems-based care as a member of the interprofessional and intraprofessional healthcare team Coordinate patient/client-centered care for patients, families, populations & communities.
1st Level	Explore multidimensional holistic needs of individuals	Discuss complex health needs Discuss common health needs Discuss prevention/wellness	Apply clinical reasoning skills Comprehend critical thinking skills. Discuss basic research process Apply nursing process Discuss nursing theories Discuss informatic technology	Apply Modeling/Role Modeling Theory Apply Caring Theory Demonstrate psychomotor skills Discuss evidence-based practice Discuss patient/client safety Apply theory-based teaching and learning principles	Practice patient / client-centered care for patients and families within legal, ethical and regulatory framework Discuss patient/client advocacy Discuss a systems-based approach to patient / client-centered care
Foundation of Nursing Concepts: Professional Integrity/Communication/Active Inquiry/Service Broad, Liberal Education in Related Disciplines (Nursing Pre-requisites)					

Role-Specific Nurse Competencies for Nurse Educator

Graduates of the Lamar University MSN-Nurse Educator option are expected to have certain competencies based upon the National League for Nursing (NLN) Scope of Practice for Academic Nurse Educators & Academic Clinical Nurse Educators (2020).

1. Facilitate Learning

- A. Integrate theory, informatics, technology, and evidence-based practice into the role of the nurse educator.
- B. Develop in-depth knowledge of advanced health care concepts to guide decision making and improve safety and health care outcomes as a nurse educator.
- C. Facilitate learning and achievement of desired cognitive, affective, and psychomotor outcomes as a nurse educator.

2. Facilitate Learner Development and Socialization.

- A. Develop support strategies in nursing education contributing to resiliency and self-care.
- B. Create learning environments conducive to individualized learning styles and needs of diverse learners.
- C. Utilize self and peer evaluation to improve nursing education practice.

3. Use Assessment and Evaluation Strategies

- A. Use a variety of strategies to assess and evaluate student learning in the cognitive, psychomotor, and affective domains in a variety of educational settings.
- B. Analyze assessment and evaluation processes as they relate to nursing education.

4. Participate in Curriculum Design and Evaluation of Outcomes

- A. Formulate program outcomes and design curricula reflecting health care trends and prepare graduates to function with diverse individuals, groups, and population in a global health care environment.
- B. Demonstrate competence in developing, implementing, revising, and evaluating nursing curricula.
- C. Demonstrate ability to develop appropriate learner outcomes, activities, and evaluation strategies in an educational environment.

5. Function Within the Educational Environment

- A. Analyze the impact of economic, legal, ethical, and political factors impacting the role of the nurse educator in a diverse society.
- B. Utilize a variety of teaching and communication strategies appropriately when assuming the nurse educator role.
- C. Analyze activities related to the role of the nurse educator included in the response to disasters and public health emergencies.



COLLEGE OF ARTS AND SCIENCES
LAMAR UNIVERSITY
 JoAnne Gay Dishman School of Nursing

Registered Nurse to Master of Science in Nursing Education Curriculum Plan

GENERAL/ARTS & SCIENCES CORE (38 HRS)	
COURSE	HRS.
BIOL 2401 (A & P I)*	4
BIOL 2402 (A & P II)*	4
COMMUNICATION (one) COMM 1315, COMM 1321, DSDE 1371, FREN 1311, SPAN 1311	3
CREATIVE ARTS (one) ARTS 1301, COMM 1375, DANC 2304, MUSI 1306, PHIL 1330	3
ENGL 1301 Composition I	3
HISTORY - 6 credit hours from the following	6
HIST 1301 (US Hist 1763-1877)	
HIST 1302 (US Hist 1877-present)	
HIST 2301 (Texas History)	
LANG., PHIL., and Culture(one) ENGL 2322, ENGL 2326, PHIL 1370, PHIL 2306, ENGL 2331, ENGL 2371, ENGL 2376	3
MATH 1314 (College Algebra) or MATH 1332 (Contemporary Math)	3
POLS 2301 (US Govt I)	3
POLS 2302 (US Govt II)	3
SOC/BEH SCI (one) PSYC 2301, SOCI 1301, ECON 2301, ECON 2302, ECON 1301, BULW 1370, INEN 2373	3
* Pre-Requisite to NURS 4316	

COLLEGE OF ARTS & SCIENCES REQUIRED COURSES (6 HRS)	
COURSE	HRS.
ENGL 1302 Composition II	3
MATH 1342 (Statistics) or PSYC 2317 (Intro Stats)*	3
*Pre-Requisite to MSNC 5311	

ADDITIONAL REQUIRED COURSES (17 HRS)	
COURSE	HRS.
BIOL 2421 (Microbiology)*	4
NUTR 1322 (Nutrition/Diet)	3
PSYC 2315 (Lifespan Devel.)	3
Elective (3 hours)	3
Elective (2 hours)	2
Elective (2 hours)	2
* Pre-Requisite to NURS 4316	

Communication and Language, Philosophy, and Culture requirements can be fulfilled by a variety of courses that vary in availability per term. (see university course catalog)

2 hours of Approved Arts & Sciences Lab Hours included in General Core/Arts & Science Core; BIOL 2401 and BIOL 2402

RN to MSN TRANSITION COURSES (9 HRS)	
COURSE	HRS.
MSNC 5310 Theoretical Foundations*	3
MSNC 5311 Nursing Research	3
MSNC 5319 Adv. Nursing Issues & Health Policy**	3
* Must be FIRST nursing course in BSN degree	
** Must be LAST nursing course in BSN degree	

BSN COMPLETION COURSES (19 HRS)	
COURSE	HRS.
NURS 4316 Comprehensive Holistic Health Assmt	3
NURS 4620 Nsg Prac: Comp Mult Hlth St	6
NURS 4540 Nsg Prac: Care of Communities	5
NURS 4550 Nsg Prac: Ldrshp/Mgmt	5

BSN ESCROWED NURSING COURSES (31 HRS)	
STUDENT WILL RECEIVE CREDITS DURING FINAL SEMESTER	
COURSE	HRS.
NURS 3540 Concepts of Professional Nursing	5
NURS 3241 Practicum: Concepts of Prof. Nsg.	2
NURS 3110 Nursing Sim Lab I	1
NURS 3330 Principles of Pharmacology	3
NURS 3520 Care of Adult	5
NURS 3221 Practicum: Care of Adult	2
NURS 3320 Care of Behavioral Health Clients	3
NURS 3231 Practicum: Care of Behav. Hlth. Clients	2
NURS 3112 Nursing Sim Lab II	1
NURS 4560 Care of Parent-Child Family	5
NURS 4261 Practicum: Care of Parent-Child Family	2
Subtotal:	31

DEGREE PROGRESS	
BSN	
General Core and Pre-requisite Courses	61
RN-MSN Transition Courses	9
BSN Completion Nursing Courses	19
RN-BSN Escrow Courses	31
BSN Degree Hours Completed	120
MSN	
RN-MSN Transition Courses	9
MSN Core	6
MSN Education Track	22
MSN Degree Hours Completed	37
Total RN-MSN Degree Hours Completed	157

MSN CORE COURSES (6 HRS)	
COURSE	HRS.
MSNC 5395 Evidence-based Practice I	3
MSNC 5396 Evidence-based Practice II	3

MSN EDUCATION TRACK COURSES (22 HRS)	
COURSE	HRS.
MSNE 5350 Role Development/Learning Theories	3
MSNE 5351 Curriculum Design	3
MSNE 5352 Measurement and Evaluation	3
MSNE 5330 Adv. Health Assess for Nurse Educators	3
MSNE 5349 Adv.Pathophysiology for Nurse Educators	3
MSNE 5356 Adv. Pharmacology for Nurse Educators	3
MSNE 5254 Nurse Educator Practicum I	2
MSNE 5255 Nurse Educator Practicum II	2

NOTE: must have C or better in ENGL 1301 & 1302, BIOL 2401 & 2402, BIOL 2420, PSYC 2315, MATH 1314, PSYC 2317 or MATH 1342, NUTR 1322 and NURS courses, in order to be accepted and/or to progress.

NOTE: Must have a B or better in MSNC 5310, MSNC 5311 and MSNC 5319 to continue in RN-MSN track.

Statistics must be completed before MSNC 5311. Statistics can also be fulfilled by PSYC 2317: Psychology Statistics.

PETITION: Credit for any petitioned courses is determined by the department chair of that discipline. Student must submit course description or syllabus for course petitions. If not approved, the course(s) will need to be completed before graduation.

Graduation: Student must apply for graduation after completing BSN degree AND after completing MSN degree.

DISCLAIMER: This is an unofficial advising report which may contain errors. It does not represent an irrevocable contract between the student and the University. The University reserves the right to change at any time and without prior notice, any provision or requirement upon which this report is based. "T" denotes transfer credit and grade. Grad. date is anticipated for full time students.

Role-Specific Nurse Competencies for Nurse Leader

Graduates of the Lamar University MSN-Leadership option are expected to have certain competencies based upon ANA's Scope and Standards of Practice for Nursing Administration (2016) and the American Organization for Nursing Leadership Nurse Leader Competencies: Core Competencies for Nurse Leadership (2022).

1. Utilizes effective communication and relationship building skills.
 - a. Demonstrates ability to make oral presentations and develop written materials for diverse populations.
 - b. Exhibits effective conflict resolution skills and creates a trusting environment in a just culture.
 - c. Incorporates cultural awareness into care delivery.
 - d. Identifies educational needs of existing and potential nursing staff.
2. Demonstrates knowledge of the diverse health care environment.
 - a. Demonstrates knowledge of current nursing practice and communicates patient care standards.
 - b. Familiar with State Nurse Practice Acts and state and federal regulatory standards.
 - c. Demonstrates current knowledge of patient care delivery systems across the continuum of care for diverse populations.
 - d. Ability to align care delivery models and staff performance with key safety and economic drivers.
 - e. Interpret impact of legislation at the state and federal level on nursing and health care organizations.
 - f. Participate in strategic planning and quality initiatives.
 - g. Use data and other sources of evidence to inform decision-making.
 - h. Support the development of organization-wide patient safety programs.
 - i. Use evidence-based metrics to align patient outcomes with goals and objectives.
 - j. Use effective strategies to reduce health disparities.
3. Exhibit professional and socially responsible leadership skills.
 - a. Use knowledge of systems thinking in problem solving and decision making.
 - b. Adapt leadership style to situation needs.
 - c. Use change theory to implement change.
 - d. Uphold ethical principles.
 - e. Support professional governance models
 - f. Promote well-being and resilience in self and staff.
4. Demonstrate effective business skills.
 - a. Be familiar with annual operating budgets and interpret financial statements.
 - b. Promote healthful work environments.
 - c. Develop emergency preparedness plans.
 - d. Evaluate recruitment, onboarding, and retention strategies.
 - e. Use technology to support improvement of clinical and financial performance.



COLLEGE OF ARTS AND SCIENCES LAMAR UNIVERSITY

JoAnne Gay Dishman School of Nursing

Registered Nurse to Master of Science in Nursing Administration Curriculum Plan

GENERAL/ARTS & SCIENCES CORE (38 HRS)	
COURSE	HRS.
BIOL 2401 (A & P I)*	4
BIOL 2402 (A & P II)*	4
COMMUNICATION (one) COMM 1315, COMM 1321, DSDE 1371, FREN 1311, SPAN 1311	3
CREATIVE ARTS (one) ARTS 1301, COMM 1375, DANC 2304, MUSI 1306, PHIL 1330	3
ENGL 1301 Composition I	3
HISTORY - 6 credit hours from the following:	6
HIST 1301 (US Hist 1763-1877)	
HIST 1302 (US Hist 1877-present)	
HIST 2301 (Texas History)	
LANG., PHIL., and Culture(one) ENGL 2322, ENGL 2326, PHIL 1370, PHIL 2306, ENGL 2331, ENGL 2371, ENGL 2376	3
MATH 1314 (College Algebra) or MATH 1332 (Contemporary Math)	3
POLS 2301 (US Govt I)	3
POLS 2302 (US Govt II)	3
SOC/BEH SCI (one) PSYC 2301, SOCI 1301, ECON 2301, ECON 2302, ECON 1301, BULW 1370, INEN 2373	3
* Pre-Requisite to NURS 4316	

COLLEGE OF ARTS & SCIENCES REQUIRED COURSES (6 HRS)	
COURSE	HRS.
ENGL 1302 Composition II	3
MATH 1342 (Statistics) or PSYC 2317 (Intro Stats)*	3
*Pre-Requisite to MSNC 5311	

ADDITIONAL REQUIRED COURSES (18 HRS)	
COURSE	HRS.
BIOL 2421 (Microbiology)*	4
NUTR 1322 (Nutrition/Diet)	3
PSYC 2315 (Lifespan Devel.)	3
Elective (3 hours)	3
Elective (2 hours)	2
Elective (2 hours)	2
* Pre-Requisite to NURS 4316	

Communication and Language, Philosophy, and Culture requirements can be fulfilled by a variety of courses that vary in availability per term. (see university course catalog)

2 hours of Approved Arts & Sciences Lab Hours included in General Core/Arts & Science Core; BIOL 2401 and BIOL 2402

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MSN CORE COURSES (6 HRS)	
COURSE	HRS.
MSNC 5395 Evidence-based Practice I	3
MSNC 5396 Evidence-based Practice II	3

MSN ADMINISTRATION TRACK COURSES (22 HRS)	
COURSE	HRS.
MSNA 5300 Business Principles for Nurse Leaders	3
MSNA 5344 Population Health for Adv. Nursing Roles	3
MSNA 5320 Role Development Nurse Leaders	3
MSNA 5321 Strategic Planning for Healthcare Delivery	3
MSNA 5323 Health Info Systems for Nurse Leaders	3
MSNA 5331 Quality Resource Mgt. for Nurse Leaders	3
MSNA 5221 Nurse Leader Practicum I	2
MSNA 5232 Nurse Leader Practicum II	2

NOTE: must have C or better in ENGL 1301 & 1302, BIOL 2401 & 2402, BIOL 2421, PSYC 2315, MATH 1314, PSYC 2317 or MATH 1342, NUTR 1322 and NURS courses, in order to be accepted and/or to progress.

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Statistics must be completed before MSNC 5311. Statistics can be fulfilled by MATH 1342 Statistics or PSYC 2317 Intro to Statistical Methods.

PETITION: Credit for any petitioned courses is determined by the department chair of that discipline. Student must submit course description or syllabus for course petitions. If not approved, the course(s) will need to be completed before graduation.

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EXPECTATIONS OF STUDENTS

EXPECTATIONS OF STUDENTS

Students entering the JoAnne Gay Dishman School of Nursing (SON) are making a commitment to a profession requiring maturity and sound judgment. Thus, mature adult behavior must be demonstrated by students.

This behavior is demonstrated by the student's time and attendance patterns, appearance and conduct. It is expected that students will be prepared to learn and present themselves as sincere and motivated leaders. Should a student be unable to maintain these expectations, withdrawal from the program may be indicated. Furthermore, students are expected to be aware of and follow the policies of Lamar University and the Dishman SON.

- Students are seen as having responsibility for their own learning and must be active learners.
- Students are expected to fulfill all requirements for didactic and practice courses, and to meet course and program learning outcomes.
- Students are to follow University guidelines as posted on the LU webpage and available in the Lamar University Student Handbook. In addition to the University, the Articulation Student Handbook adds to students' awareness of material pertinent to the nursing program.

As mandated by the Texas Board of Nursing, if anything changes during the course of study regarding mental health/chemical dependency, legal action other than a misdemeanor, or the nursing license becomes encumbered, the student is responsible for notifying the Assistant Director for Articulation and Accreditation and the Associate Director Undergraduate Nursing Studies.

§213.27

- (a) Every individual who seeks to practice nursing in Texas must have good professional character related to the practice of nursing. This requirement includes all individuals seeking to obtain or retain a license or privilege to practice nursing in Texas.
- (b) The Board defines good professional character as the integrated pattern of personal, academic, and occupational behaviors that indicate an individual is able to consistently conform his/her conduct to the requirements of the Nursing Practice Act, the Board's rules, and generally accepted standards of nursing practice. An individual who provides satisfactory evidence that he/she has not committed a violation of the Nursing Practice Act or a rule adopted by the Board is considered to have good professional character related to the practice of nursing.
- (c) A determination that an individual does not have good professional character related to the practice of nursing must be based on a showing by the Board of a clear and rational connection between a violation of the Nursing Practice Act or a rule adopted by the Board and the individual's ability to effectively practice nursing. When evaluating the rationale connection between the relevant conduct and the ability to effectively practice nursing, the Board will consider the following factors:
- (1) whether the individual will be able to practice nursing in an autonomous role with patients/clients, their families, significant others, healthcare professionals, and members of the public who are or who may become physically, emotionally, or financially vulnerable;
 - (2) whether the individual will be able to recognize and honor the interpersonal boundaries appropriate to any therapeutic relationship or health care setting;
 - (3) whether the individual will be able to make appropriate judgments and decisions that could affect patients/clients and/or the public;
 - (4) whether the individual has exhibited an inability to conform his/her behavior to the requirements of the Nursing Practice Act, Board rules and regulations, including §217.11 (relating to Standards of Nursing Practice) and §217.12 (relating to Unprofessional Conduct) of this title, and generally accepted standards of nursing practice; and
 - (5) whether the individual will be able to promptly and fully self-disclose facts, circumstances, events, errors, and omissions, when such disclosure could enhance the health status of

patients/clients or the public and/or could protect patients/clients or the public from an unnecessary risk of harm.

- (d) Actions from Other Jurisdictions A certified copy of the order of the denial, suspension, or revocation or other action relating to an individual's license or privilege to practice nursing in another jurisdiction or under federal law is conclusive evidence of that action.

Source Note: The provisions of this §213.27 adopted to be effective October 29, 2015, 40 TexReg 7403; amended to be effective February 25, 2018, 43 TexReg 863

Reference

Texas Administrative Code (2018, February). Rule 213.27: Good Professional Character. Retrieved from https://www.bon.texas.gov/rr_current/213-27.asp.html

LINES OF COMMUNICATION

Communication is the creation of, or exchange of ideas and information among people. Professional communication is vital to the sustainability of relationships that accomplish the functions of an organization.

Policy

There is a correct line of communication in all organizations. These communication lines involve the appropriate people in the resolution of a problem and demonstrate respect for authority. The appropriate lines of communication in the JoAnne Gay Dishman School of Nursing are described below.

Communication Lines for Issues

Students should initiate the discussion of an issue with the course faculty. If no resolution is reached, then the issue should be discussed with the course leader. If the course leader is unable to resolve the issue, then the Assistant Director for Articulation and Accreditation should be informed. If no resolution is reached, the Associate Director of Undergraduate Nursing Studies should be informed and, if needed, the Associate Director of Undergraduate Nursing Studies will refer the student to the Director, Dishman School of Nursing for further communication. Informal discussions may occur with the Director, Dishman School of Nursing School or more formal processes may be used in situations like grievances, grade appeals and other issues. The Director, Dishman School of Nursing should be consulted before contacting the Dean of the College of Arts and Sciences. Contacting the Provost or University President directly about issues is inappropriate (see the Lamar University Comprehensive Catalog for more information).

Initially Adopted 6/24/2016; Revised Faculty Association 8/15/2024

STUDENT BEHAVIORAL EXPECTATIONS POLICY

Purpose

Students in the Lamar University JoAnne Gay Dishman School of Nursing must adhere to standards consistent with the nursing profession.

Policy

Compliance with the following behavioral expectations is required of all students who are enrolled in the JoAnne Gay Dishman School of Nursing.

All students are expected to:

1. Assume responsibility for recognizing personal limitations and seek help through appropriate avenues. Students who experience difficulty in satisfying course or program requirements are expected to communicate those difficulties with faculty and assume a collaborative role in problem solving, keeping faculty informed of progress.
2. Assume responsibility and accountability for fulfilling program, course, and practice affiliate requirements in a prompt and dependable manner (i.e. attendance, submission of assignments and required program materials including PRDs).
3. Avoid Plagiarism which is recognized as a form of cheating. Students are expected to use the American Psychological Association (APA) format for documentation. Paraphrasing is permitted but this must be accompanied with complete and appropriate documentation (see *Academic Honesty Policy* under the *School of Nursing Policies* Section).
4. Demonstrate the following behaviors:
 - a. honesty and integrity in all endeavors relating to the completion of the nursing program
 - b. ethical behaviors as defined by the American Nurses Association (ANA) Code of Ethics when working with clients, significant others, peers and faculty.
 - c. acceptance of proper and total nursing responsibility and accountability when providing care to clients.
 - d. respect and protect the rights, safety and confidentiality of all individuals.
 - e. adhere to federal privacy law, Health Insurance Portability and Accountability Act (HIPAA), enacted to protect the health information of clients. Violation of federal law includes disclosure of protected information including unintended disclosure or use of protected information beyond the minimum necessary. Healthcare providers, including nursing students, should only access patient information necessary to provide quality care for assigned patients. Violations may result in sanctions against the student by the Dishman School of Nursing (such as dismissal from the program) and extend to fines and other penalties beyond the jurisdiction of the faculty or Lamar University.
 - f. responsibility and accountability for his/her own learning, growth and professionalism.
 - g. a citizen in "good standing" within the university and the community.
5. Accept responsibility for damaged or broken equipment caused by students due to negligence.
6. Comply with the university policies governing student conduct and discipline.
7. Utilize appropriate avenues of communication in seeking resolution of problems: that is, course faculty members, course leader, Assistant Director of Articulation and Accreditation, Associate Director of Undergraduate Nursing Studies, and Director, Dishman School of Nursing. Students failing to comply with this practice will be referred back to the appropriate level.
8. Resolve conflicts at the School of Nursing level.

Adopted by Faculty Association 5/7/96, Revised 6/01/05; 11/20/13

CIVILITY POLICY

Purpose

Students are full partners in fostering a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to learn from time spent in classroom, practicum, and digital environments, faculty reserve the right to dismiss students from class due to uncivil behavior. Incivility is described as disrespectful verbal, non-verbal, written, or digital communication.

Policy

In order to prevent the appearance of incivility, follow these simple guidelines.

Classroom

1. Do not interrupt the presenter when speaking; wait for a pause or a preset time for questions to be asked.
2. Word questions without the use of sarcasm or a demanding nature.
3. Be respectful of your peers' rights to ask questions.

Practicum Experience

1. Do not interrupt or act disinterested when other students are presenting their patient information.
2. Come prepared to care for assigned patients; students are responsible for their learning.
3. Be respectful to all members of the healthcare team (e.g., faculty, staff, and peers).

Digital

Conform to appropriate digital etiquette by ensuring posts are relevant, respectful, and constructive.

There is no tolerance for disrespectful communication or incivility toward faculty or other students in the JoAnne Gay Dishman School of Nursing. Students engaging in uncivil behavior will receive disciplinary action according to processes defined in the JoAnne Gay Dishman School of Nursing Articulation Student Handbook.

Approved Faculty Association 12/16/2011, Revised 6/24/16

NETIQUETTE (ONLINE ETIQUETTE)

Please adhere to the same standards of behavior and professional respect online that you would follow in face-to-face communication with others, but most particularly when writing emails and when taking part in collaborative and discussion board activities. Lamar provides access to network resources, including the Internet, in order to support learning and to prepare students for the 21st century world. Students, however, are expected to adhere to the Lamar University Acceptable Use Policies when Using Networks. A more comprehensive student code of conduct can be found at <https://students.lamar.edu/academic-support/code-of-conduct.html>.

GENERAL GUIDELINES TO RESPECT ALL PARTICIPANTS

- Respect the right of each person to disagree with others.
- Treat people the same as you would face-to-face.
- Respect the time of others.
-

GUIDELINES WHEN COMMUNICATING WITH OTHERS (EMAIL, DISCUSSIONS, BLOGGING, AND ETC.)

- Always sign your name to any contribution you choose to make.
- Be constructive in your responses to others in the class.
- Do not use all caps (Doing so may be interpreted as shouting).
- Re-read your postings before sending them.
- Always think before you write.
- Respond respectfully.
- Use appropriate grammar and structure.
- Spell-check your postings.
- Use short paragraphs focused on one idea.
- Use appropriate business language at all times.

COURSE EVALUATION POLICY

Lamar University and the Dishman School of Nursing support the evaluation of courses for the purpose of the improvement of instruction. When students evaluate courses, faculty analyze the data, read the comments, and often use student observations and suggestions to make changes in course content and delivery. Both the administration and faculty take student input via course evaluation very seriously.

Approved 03/19/10 UNS: SCEM

SOCIAL NETWORKING POLICY

Purpose

Lamar University JoAnne Gay Dishman School of Nursing (JGDSON) students are expected to adhere to the high standards of the nursing profession with regard to maintaining confidentiality and professionalism. This includes guarding patient confidentiality at practicum sites, in the classroom, at home and online. All health professionals and students are required to follow Health Insurance Portability and Accountability Act (HIPAA) regulations, when using social networking/media.

Policy

Professional conduct is required of students in all settings, including social media. Professional behavior is to be maintained at all times when identified as a Lamar University (LU) nursing student. Unprofessional online conduct will be deemed a violation of JGDSON "Student Behavioral Expectations Policy".

Students who have personal social networking sites established should enable the highest privacy settings limiting access to personal profiles, information, and photos. JGDSON students must adhere to the following guidelines:

- maintain a social media site with professional integrity that does not contain any type of information about, patients and/or clinical affiliates.
- do not post derogatory remarks or threats about anyone associated with the JGDSON (e.g., students, faculty, staff, university administrators, clinical affiliates, and patients).
- do not post photos of other students, faculty, and/or staff without their permission. Posting photos of patients, their families, and/or staff at practicum affiliates is forbidden.
- observation of any inappropriate postings on social media should be addressed by student directly or reported within the JGDSON.
- do not foster a personal relationship with a patient through social media.

Student organizations associated with Lamar University are required to register on the LU Hub portal. The Hub is LU's online community of student organizations and may be used to communicate among members of a student organization. Class officers register their class via the LU Hub tab under the student access at LU Connect [LU Hub Login](#)

Approved student organizations may choose to create a social media page for class communication. Social media settings must be set to the highest level of privacy (e. g., Facebook pages should be set as a “secret group”). Faculty Advisors must be members of the social media page, and all classmates must be given access. It is recommended that at least two students serve as administrators of the page (e. g., class president, class historian). Student organizations are required to adhere to the Lamar University Social Media Policy [LU Social Media Policy](#)

Approved by Faculty Association 5/7/2012, Revised 6/24/2016; 3/23/2018; 12/4/2024

STUDENT EMPLOYMENT RECOMMENDATIONS

Employment should be balanced with learning needs to allow students adequate time for study and rest to ensure academic success and satisfactory performance in practicum. No allowances will be made for failure to maintain program criteria. Students who are employed must not display their school insignia or Lamar identification badge at any time while working in any setting. Students who are employed, work under the auspices of the agency and are not representatives of the JoAnne Gay Dishman School of Nursing at Lamar University.

Revised UNS 11/18/2016; Revised FA 5/8/2025

ACADEMIC POLICIES

ACADEMIC HONESTY POLICY

Purpose

Academic honesty implies integrity and ethical conduct in the development and submission of all student assignments. The JoAnne Gay Dishman School of Nursing complies with the University Academic Honesty Policy (<https://students.lamar.edu/academic-support/academic-policies.html>).

Policy

Academic Honesty

The university expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of academic dishonesty in any phase of academic work will be subject to disciplinary action.

Defining Terms for Academic Dishonesty

Cheating includes:

1. copying, without authorization from the instructor, another student's test paper, laboratory report, other report, or computer files, data listing, and/or programs;
2. using, during a test, materials not authorized by the person giving the test;
3. collaborating, without authorization, with another person during an examination or in preparing academic work;
4. knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part; the contents of a test or assignment that has not been administered or assigned.
5. substituting for another student; permitting any other person; or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit;
6. bribing another person to obtain a test not yet administered or information about such; and
7. purchasing, or otherwise acquiring and submitting as one's own work any research paper or other written assignment prepared by an individual or firm (This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist).
8. The JoAnne Gay Dishman School of Nursing considers the following to be a form of academic dishonesty:
 - a. *Unauthorized Multiple Submission*: Using any work previously submitted for credit without prior permission of instructor.
 - b. *Fabrication/Falsification/Alteration*: Intentional misrepresentation, invention, exaggeration or alteration of information or data, whether written, verbalized or demonstrated.
 - c. *Unauthorized Use of Exam Materials*:
 - 1) Posting, transmitting, recording of, or sharing test questions, quiz questions, answers to case studies - presented in class, conferences, or online - in any format, without prior authorization by the School of Nursing.
 - 2) The purchase and or distribution of test questions or test banks from nursing textbooks or an online vendor. This practice is a violation of the textbook copyright and may lead to legal repercussions and/or dismissal from the School of Nursing.
 - 3) Representing oneself, online or otherwise, as a nursing faculty to obtain access to materials that the publisher holds for faculty use only.

NOTE: Students may purchase nursing review books, which have multiple sample NCLEX questions and review materials, to facilitate achievement in the program.

Plagiarism

According to the American Psychological Association (APA, 2020), plagiarism “is the act of presenting the words, ideas, or images of another as your own; it denies authors or creators of content the credit that they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship.” (p. 254). Authors should ensure that credit is given to the source when paraphrasing, directly quoting, and referring to data/tables/images (APA, 2020)

Please refer to the most current APA Publication Manual for detailed guidance on paraphrasing, direct quotations, referring to data sources, citations, and references.

Collusion is the unauthorized collaboration with another person in preparing work offered for credit.

Abuse of research materials is the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

Academic work is the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

Procedures

The faculty member and School of Nursing administration shall conduct a complete, thorough, and impartial investigation of the charge of academic dishonesty and determine whether or not the student was responsible for the violation. If the faculty member determines that the student was responsible for the violation, the faculty member may assess an appropriate and reasonable sanction (e. g., grade of zero on the examination, assignment). The student shall be entitled to a written notice from the faculty member of the violation, the penalty, and the student’s right to appeal the determination of dishonesty and/or the sanction imposed. A copy of the faculty member’s notice to the student shall be forwarded to the appropriate Lamar University Administrator(s). Academic dishonesty will result in disciplinary action up to and including program dismissal and/or suspension or expulsion from the university.

These procedures are in accordance with the Texas State University System (TSUS) Rules and Regulations and the Lamar University Academic Honesty Policy.

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association

Approved Faculty Association 6/1/2005, Revised Faculty Association 8/22/2018, 12/9/2020; 12/15/2021.

LATE ASSIGNMENT POLICY FOR ONLINE STUDENTS

Late work in online courses is discouraged. The structure of web-based courses provides due dates for assignments. Use of the assignment dropbox adequately informs students when course assignments are due.

Penalty for late work is at the discretion of the course instructor but must be between 5% - 10% of the assignment grade per day. Saturday and Sunday are included when considering late grading. If the online delivery system is not available for submission, notify the course instructor immediately. Faculty may make exceptions for individual circumstances.

ACADEMIC GRIEVANCE

Purpose

Academic grievances assert the improper application of institutional and/or Dishman School of Nursing policies. This policy outlines the process to provide for the resolution of alleged academic grievances in a prompt, fair, and equitable manner. Resolution of students' issues should occur with the appropriate faculty on an informal basis whenever possible.

Policy

If resolution is not reached informally, then formal university policies apply as specified in the Lamar University Academic Grievance Policy.

Informal School of Nursing Process:

- Step One: The student should discuss the issue directly with the faculty involved as soon as possible after the occurrence of the alleged incident/situation.
- Step Two: If the issue is not resolved, the student should consult with the course leader as applicable.
- Step Three: If the issue is not resolved, the student should consult with the Assistant Director of Articulation and Accreditation.
- Step Four: If the issue is not resolved, the student should consult with the Associate Director of Undergraduate Nursing Studies or Director of Graduate Nursing Studies as applicable.
- Step Five: Issues not resolved by the Associate Director of Undergraduate Nursing Studies may be referred to the Director of the Dishman School of Nursing by the student, faculty, or Associate Director of Undergraduate Nursing Studies.
- Step Six: Informal resolution of the situation will be addressed by the Director of the Dishman School of Nursing. If an informal resolution is not attained, the student may seek a formal review.

Formal School of Nursing Process:

- Step One: The student may request a formal review of the alleged issue/situation by submitting a written statement to the Director of the Dishman School of Nursing requesting a formal review.
- Step Two: The Director of the Dishman School of Nursing will review the issue/situation and make a determination. The Director may choose to refer the issue/situation to the Student and Faculty Relations Committee of the JoAnne Gay Dishman School of Nursing for recommendation prior to making a final determination.
- Step Three: If the issue is not resolved, the student should follow the Lamar University Academic Grievance Policy, which includes submitting a written statement to the Dean of the College of Arts and Sciences within one calendar week of the written response from the Director of the Dishman School of Nursing.

Adopted by Faculty Association 5/12/2004; Revised FA 5/8/25

DISCIPLINARY PROCESS

Purpose

The purpose of this policy is to provide clarity and transparency related to the JoAnne Gay Dishman School of Nursing disciplinary process.

Policy

Students are expected to be knowledgeable of and adhere to the JoAnne Gay Dishman School of Nursing (JGDSON) policies and program requirements. Students who are in violation of any of the JGDSON policies and/or program requirements will be disciplined as follows:

NOTE: Each policy violation will begin with First Incident Disciplinary Action. Students who demonstrate a pattern of policy infractions will be placed on behavioral contract.

First Incident Disciplinary Action:

Student will be verbally counseled and written documentation of the policy violation and verbal counseling using the "Counseling Form" will be placed in the student's permanent record.

Second Incident Disciplinary Action:

Student will be formally counseled utilizing the School of Nursing Situation / Incident form. The Situation / Incident Form will be signed by the student and faculty and placed in the student's permanent folder. The student's signature signifies his/her intent to comply with the actions delineated in the Situation / Incident Form. The Assistant Director of Articulation and Accreditation will be notified by the course faculty for students requiring formal counseling for a disciplinary violation; a meeting with the Assistant Director of Articulation and Accreditation to discuss the incident may be required at the discretion of the Assistant Director of Articulation and Accreditation.

Third Incident Disciplinary Action:

Student will be placed on a Behavioral Contract. The terms of the contract will be determined by the appropriate faculty (as applicable) and approved by the Assistant Director of Articulation and Accreditation, Associate Director of Undergraduate Nursing Studies, and/or the Director of the Dishman School of Nursing. The contract will be signed by the student, faculty (as applicable), Assistant Director of Articulation and Accreditation, Associate Director of Undergraduate Nursing Studies, and Director, Dishman School of Nursing and placed in the student's permanent record. The student's signature signifies his/her intent to comply with the actions delineated in the Behavioral Contract.

Depending on the severity of the violation(s) (e.g., academic honesty), the course faculty may proceed directly to the second or third incident disciplinary action after consulting with the Assistant Director of Articulation and Accreditation. Violation of Dishman SON policies will result in disciplinary action up to and including program dismissal and/or suspension or expulsion from the university.

Initially adopted by Faculty Association 5/96, Last revised 8/15/2024

LAMAR UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
JOANNE GAY DISHMAN SCHOOL OF NURSING

BACCALAUREATE OF SCIENCE IN NURSING PROGRAM (Articulation Track)

SITUATION/INCIDENT*

STUDENT: _____ L# _____

COURSE OF ACTION

STUDENT RESPONSE: _____

Date

Student

Any appeal to this counseling must be submitted in writing to the Director of Undergraduate Nursing Studies by 3:00 p.m. on _____.

STUDENT PRACTICE POLICIES

ARTICULATION PRACTICE POLICY

Purpose: The purpose of this policy is to delineate practicum requirements for NURS 4540 Nursing Practice: Care of Communities, NURS 4620 Nursing Practice: Compromised Multiple Health States, and NURS 4550 Nursing Practice: Leadership and Management, and NURS 4580 Nursing Practice: Synthesis of Professional Nursing in the Lamar University JoAnne Gay Dishman Articulation Track.

All articulation nursing students must have an unencumbered license in their state of residence to participate in practicum nursing courses. It is also imperative that any student whose license becomes encumbered must immediately notify the Assistant Director of Articulation and Accreditation.

Practice experiences within an online environment include application-based assignments with interviewing, observation, and/or other requirements that do not include hands-on direct patient care experiences in the clinical setting. The practice assignment requirements are designed to assist students in achieving practice measurable student learning outcomes.

Nursing Practice Course	Practice Hours
NURS 4620 Nursing Practice: Care of Patients with Compromised Health States	30 hours
NURS 4540 Nursing Practice: Care of Communities	30 hours
NURS 4550 Nursing Practice: Leadership and Management	30 hours
NURS 4580 Nursing Practice: Synthesis of Professional Nursing	30 Hours

Requirements: Each course will have a practice component with a practice specific outcome(s). Course faculty will assign a grade for practice work according to the grade scale outlined in the assignment rubric(s). Students must satisfactorily pass the practice component with a grade of 75 or better to receive a passing grade in the course. The number of hours for each course will be 2 sch x 1 ratio x 15 weeks =30 hours (4 hours a week for a compressed course or 2 hours a week for a 15-week course). This ratio augments past practicum/clinical experiences and an unencumbered license to practice nursing. Students must provide documentation of practice time to faculty in the designated required timeframe. Faculty have the discretion to determine how hours are acquired and if students meet the intent of the practicum. The value of the completed practice outcome may or may not be calculated as part of the overall grade for the course. Preceptors are not required for practice hours. Affiliation agreements may need to be obtained based on the practice requirement.

Practice Behaviors: Students deemed unsafe or incompetent receive a course grade of “F”. **Any of the following behaviors constitute a practice failure:**

1. Fails to follow standards of professional practice as mandated by the applicable Nursing Practice Act*
2. Unable to accept and/or act on constructive feedback.
3. Needs continuous, specific, and detailed supervision for the expected course performance.
4. Unable to implement safe, expected clinical behaviors required by the course.
5. Fails to complete required application-based practicum assignments.
6. Falsifies practice hours.
7. Violates HIPAA regulations.
8. Supported reports of unsafe and /or unprofessional behavior by agency personnel.

Failure to Meet Requirements

A student failing to meet practice requirements will receive an “I” in the course and be ineligible to progress in the nursing program (see *Incomplete Policy* in the Articulation Student Handbook). Articulation students will not be able to graduate without the required number of practice hours.

Practice Time Logs

Students will keep a log of hours spent working toward completing practice assignments and will submit the log as part of the assignment requirements. Students should refer to the course syllabus for specific course-related practice hour requirements. Practice Time Logs are the student's record of practice hours and should be rigorously and honestly maintained. Practice Time Logs are a JoAnne Gay Dishman School of Nursing document/record, and falsifying a Practice Time Log is an example of falsifying a record and is subject to disciplinary proceedings (see *Academic Honesty Policy*).

Dress Code

Lamar University Dishman School of Nursing expects students to reflect professionalism and maintain high standards of appearance and grooming in the practice environment. For activities related to the completion of course requirements and/or assignments, professional dress or scrubs can be worn with the official student name badge for Lamar University JoAnne Gay School of Nursing.

**Violation of the Nursing Practice Act is a "reportable offense" to the Texas Board of Nurse Examiners.*

Approved UNS 2/28/17; Revised FA 8/5/25

PRACTICUM READINESS DOCUMENTS

All Practicum Readiness Documents (PRDs) must be completed according to the timeline outlined below. Students readmitted to the program must have all PRDs completed before entering any practice course. It is solely the student's responsibility to maintain updated PRDs. Sentry MD will review and track students' PRDs and communicate with the student regarding compliance with the policy. Lack of communication and/or distribution of notification forms will not relieve the student from the requirement to maintain updated PRDs. Students are responsible for keeping copies of all documentation submitted to StudentCheck/SentryMD (see *Articulation Acceptance Packet for more information*).

1. The following documents should be completed and submitted to Sentry MD after admission into the program and before enrolling in first course:
 - a. Student Handbook Verification Form (*last page of the enclosed student handbook*)
 - b. Criminal Background Screening Consent Form
 - c. Copy of current, unencumbered nursing license
 - d. Health Insurance Portability and Accountability Act Agreement (HIPAA)
 - e. Honor Code Pledge
 - f. Professional Photo and Testimonial/Photo Release Form
 - g. Up-to-date immunization records per Immunization Policy
 - h. Current CPR (cardiopulmonary resuscitation) BLS Provider Card
 - i. Record of influenza vaccine for the current flu season
2. The following documents should be completed and submitted during the semester prior to enrolling in your 1st practice course (NURS 4540, NURS 4550, NURS 4620, or NURS 4580). Some PRDs must be updated annually and/or before expiration. Students who are readmitted to the program must be PRD compliant before entering any practicum course. The student is responsible for ensuring PRD compliance throughout the program.
 - a. Submit new documents, including:
 - i. Health Statement Form (Physical Exam)
 - ii. Proof of payment for Professional Liability Insurance
 - iii. Any follow-up immunizations or serology that may have been needed (per policy). Ensure immunization requirements are up-to-date and compliant with policy.
 - b. Ensure the following requirements are current and have not expired; Upload proof of renewals as needed:
 - i. Current CPR (cardiopulmonary resuscitation) BLS Provider Card
 - ii. Record of influenza vaccine for the current flu season
 - iii. Annual TB skin test as required per immunization policy

iv. Copy of current, unencumbered nursing license

All PRDs must be valid throughout the progression of the articulation program option. Lack of submission of any PRDs will result in the following:

1. The academic advisor will notify students of PRD status during advising appointments. A designated person from the JGDSON will regularly monitor PRD reports and notify students of non-compliant status. The student is responsible for responding to the e-mail notification by uploading supporting documentation of PRD requirements to SentryMD promptly.
2. A second review will be conducted by the designated person or course faculty on the first-class day. If PRDs are incomplete, the student will receive a *Notification of Missing Practicum Readiness Documents (PRDs)*, be given a compliance deadline, and be notified that they cannot begin practicum assignments until compliant and cleared by faculty. The student is responsible for responding to the e-mail notification by uploading supporting documentation of PRD requirements to SentryMD promptly.
3. If a student remains non-compliant after the deadline, the course faculty will communicate with the student. A formal written counseling note utilizing the Dishman SON Situation/Incident form may be placed in the student's permanent record. The student must be PRD compliant and cleared by faculty before beginning the practice components of the enrolled course. Students must obtain PRD compliance in a timely manner to meet practicum assignment deadlines as published in the syllabus. Failure to meet required practice assignment deadlines may result in a grade of zero for practice assignments. Failure to comply with the PRD policy may result in further disciplinary action.

Approved by Faculty Association 10/20/2014; Revised 10/17/2017; Revised FA 8/5/25

STUDENT HEALTH POLICIES

Nursing studies at Lamar University JoAnne Gay Dishman School of Nursing (JGDSON) include practice learning experiences, which may present a potential risk of contracting and/or spreading infections. Nursing students must maintain optimal health. Students must be well informed in safeguarding the health of both patients and self. In addition to protecting the health of students and patients, the Student Health Policies address the requirements as directed by Lamar University, the Texas Department of State Health Services, and the Centers for Disease Control (CDC). The nursing program requirements are titled Practicum Readiness Documents (PRDs).

PRD documents include the Health Statement Form, current cardiopulmonary resuscitation training (CPR), proof of liability insurance, proof of current licensure, immunizations, and TB screening. The JGDSON has partnered with StudentCheck/Sentry MD, a PRD tracking service, to receive, record, update, and report students' compliance with all PRD requirements.

1. CPR

As a registered nurse, articulation program option students are required to maintain a current cardiopulmonary resuscitation (CPR) card. This card certifies that the student is up to date on all of the current standards being used in the health care industry.

The Dishman School of Nursing will accept CPR/BLS from American Heart Association (AHA), American Red Cross, First Aid, and Heart Saver certification cards. If the articulation student's employer accepts the CPR certification, the Dishman School of Nursing Articulation program option will also accept it.

If the student has had a course that is specific for health care providers (HCP) and the card has expired, then the student can just take a recertification course for HCP.

If the student has never taken a CPR course, they will need to sign up for an initial Basic Life Support (BSL) certification course. AHA-HCP courses are offered on the Lamar University campus prior to the start of the semester. Students should contact the School of Nursing for available certification training. If the student is not in proximity of Lamar University, they can find a location near them by going to the [americanheart.org](https://www.americanheart.org) website.

2. Health Statement Form

Students will be required to submit a Health Statement form completed by their physician to Sentry MD prior to enrolling in the first practice course and annually thereafter. Students must use the required Health Statement form that will be provided to them in their Sentry MD account. The School of Nursing will not accept any other health form. In the event of identification of potential/actual conditions that may interfere with the student's ability to fulfill curriculum outcomes, the student will be referred to the Assistant Director of Articulation and Accreditation.

3. Immunizations

The required immunizations as specified in the Immunization Policy must be completed by the due date indicated in the Practice Readiness Documents (PRDs) policy. In the event of identification of potential/actual conditions that may interfere with the student's ability to fulfill curriculum outcomes, the student will be referred to the Assistant Director of Articulation and Accreditation.

4. Professional Liability Insurance

All students must purchase professional liability insurance. Insurance must be renewed on a yearly basis. If the student remains in the Articulation program option longer than one (1) year, they will be required to purchase additional insurance coverage. This insurance will not cover students at work or at times other than supervised clinical practice.

5. Health Care Expenses

Lamar University JoAnne Gay Dishman School of Nursing does not assume financial responsibility for student health care. The expense for all health care, such as physical examinations, immunizations, laboratory and other diagnostic tests, and treatment of illnesses and injuries (including those incurred while in the practicum settings) is the responsibility of the student. The student may refer to the Lamar University Comprehensive Catalog regarding the availability of student health services.

Student health records shall be maintained in a confidential manner.

Adopted 3/1/03; Revised May 1998; Revised 11/18/2016, 9/23/2022; 12/4/2024; 5/8/25

UNENCUMBERED NURSING LICENSE

All articulation nursing students must have an unencumbered license as designated by their respective state's Board of Nursing (BON) to participate in RN-BSN practice nursing courses. If a student's license becomes encumbered for any reason, they must immediately notify the Assistant Director of Articulation and Accreditation.

Students will be required to submit proof of their unencumbered nursing license by taking a picture or screen shot of it and uploading it to Sentry MD. Your full name, license, number, and state issued in must be clearly visible.

IMMUNIZATION POLICY

Purpose

This policy was developed to comply with current state (Texas Administrative Code, Rule 97.64) 2010 and federal (Centers for Disease Control) 2015 guidelines regarding immunization of healthcare workers. The law mandates that health care workers (including students) receive a series of **REQUIRED** immunizations (see Immunization Requirements). Documentation of required immunizations or evidence of immunity must be provided, and copies of **actual** immunization records attached.

Policy

1. Students are required to provide a current annual Health Statement Form and proof of immunizations, immunity confirmed by serologic testing, or waiver to *StudentCheck/SentryMD*. All documents must be submitted via email or SentryMD uploader as a PDF attachment.
2. Students are responsible for the cost of the immunizations, as well as the serology (blood test) if needed to verify immunity.
3. Students are required to have documentation of compliance with the Immunization Guidelines. The documentation *must be submitted* by the date published in the admission packet.
4. Any needed immunizations must be completed by the published due date indicated in the admission packet.
5. **Waiver:** Acceptable waivers are written statements from a Primary Care Provider stating the reason for exemption. Waivers are due upon admission to the nursing program.

NOTE 1: Some mild reactions (rash, low-grade temperature or chills) may occur following the administration of any vaccine. Any reaction to vaccines taken during the semester must be reported to the course leader.

NOTE 2: Take all of your immunization records to your Primary Care Provider for a complete evaluation.

Revised by Faculty Association 10/20/2014; 12/7/2016; Revised Faculty Association 12/9/2020

IMMUNIZATION REQUIREMENTS

The following immunizations are **REQUIRED** by the JoAnne Gay Dishman School of Nursing Student Health Policy and **must** be completed one week prior to the first-class day of the semester. According to the Texas Administrative Code (2016), nursing students must submit proof of the following vaccinations before they engage in direct patient contact:

Reference

Texas Administrative Code (2016, July). Rule 97.64: Required Vaccinations for Students Enrolled in Health-related and Veterinary Courses in Institutions of Higher Education. Retrieved from [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=25&pt=1&ch=97&rl=64](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=25&pt=1&ch=97&rl=64)

Adopted by Faculty Association 1996; Revised 5/3/2023, 11/29/2023

IMMUNIZATION	FREQUENCY	REQUIREMENTS
Tuberculin Screen	Annually	TB skin test OR TB blood test (IGRA: QuantiFERON or T-Spot) Results of TB test: <ul style="list-style-type: none"> • If negative – submit dated report • If positive – submit dated report and dated statement from Healthcare Provider (HCP) about current health status.
Tetanus Diphtheria Pertussis (Tdap)	On Admission	Date of initial immunization, then Tdap booster every 10 years
Measles	On Admission	Dates of 2 immunizations OR <ol style="list-style-type: none"> a. Confirmed immunity by serologic testing OR b. Written waiver from HCP stating reason for exemption
Mumps	On Admission	Dates of 2 immunizations OR <ol style="list-style-type: none"> a. Confirmed immunity by serologic testing OR b. Written waiver from HCP stating reason for exemption
Rubella	On Admission	Date of last immunization OR <ol style="list-style-type: none"> a. Confirmed immunity by serologic testing OR b. Written waiver from HCP stating reason for exemption
Varicella	On Admission	Dates of 2 immunizations OR <ol style="list-style-type: none"> a. Confirmed immunity by serologic testing OR b. Written waiver from HCP stating reason for exemption
Hepatitis B	On Admission	<ol style="list-style-type: none"> a. Dates of 3 immunizations AND confirmed immunity by serologic testing OR b. confirmed immunity by serologic OR c. written waiver from HCP stating reason for exemption <p>**See Hepatitis B Decision Tree**</p>
Influenza Vaccine	Annually	Please refer to Influenza Vaccination Policy

Reference:

Texas Administrative Code (2016, July). Rule 97.64: Required Vaccinations for Students Enrolled in Health-related and Veterinary Courses in Institutions of Higher Education. Retrieved from [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=25&pt=1&ch=97&rl=64](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=25&pt=1&ch=97&rl=64)

Adopted by Faculty Association 1996; Revised FA 3/29/20, Revised FA 12/9/2020; Revised FA 5/3/2023; Revised FA 11/29/2023; Revised FA 3/24/2025

Hepatitis B Vaccine Decision Tree

Choose which option best describes your circumstances.

OPTION A

Had initial Hepatitis B Vaccine (3 doses)

Submit dated proof of Hepatitis B Vaccine (3 doses)

Obtain and submit the results of a Hepatitis B serology/titer to SentryMD

If serology/titer is positive, submit dated proof of result to Sentry MD

If serology/titer is negative, submit dated proof of result

*If serology/titer is negative, obtain 2-dose Hepatitis B vaccine series **OR** 3-dose Hepatitis B vaccine series
Submit dated proof or repeat series

OPTION B

Had initial Hepatitis B Vaccine (3 doses) but does not have vaccine record

Obtain and submit the results of a Hepatitis B serology/titer to SentryMD

If serology/titer is positive, submit dated proof of result to Sentry MD

If serology/titer is negative, submit dated proof of result

*If serology/titer is negative, obtain 2-dose Hepatitis B vaccine series **OR** 3-dose Hepatitis B vaccine series
Submit dated proof or repeat series

OPTION C

Never received the Hepatitis B Vaccine

Obtain the CDC recommended Hepatitis B Vaccine series over the recommended timeframe

Obtain and submit the results of a Hepatitis B serology/titer to SentryMD

If serology/titer is positive, submit dated proof of result to Sentry MD

If serology/titer is negative, submit dated proof of result

*If serology/titer is negative, obtain 2-dose Hepatitis B vaccine series **OR** 3-dose Hepatitis B vaccine series
Submit dated proof or repeat series

OPTION D

Requires a Medical Exemption for the Hepatitis B Vaccine

Submit written waiver or letter from primary care provider stating reason for exemption.

Hepatitis B Vaccine Documentation Met

NOTE: If the Hepatitis B serology/titer is negative, a Hepatitis B "challenge dose" followed by a positive serology one month later is acceptable

PLEASE NOTE

1. Regarding immunizations:
 - a. Your health care provider should assess your immunization status and initiate any necessary immunizations that are missing right away. This allows appropriate time to develop immunity to the specific diseases before entering the practice setting.
 - b. If you are unable to locate your immunization records, it may be appropriate to confirm immunity by serologic testing or take an adult series of the listed immunizations. Begin the immunizations series immediately; it takes time to coordinate the administration of different vaccines.
 - c. Waiver: Acceptable waivers are written statements from a Primary Care Provider stating the reason for exemption. Waivers are due upon admission to the nursing program.
2. Health Statement Form:
 - a. Schedule a physical exam with your primary care provider. Exams may be performed by the following:
 - i. a physician
 - ii. an advanced nurse practitioner
 - iii. a physician's assistant
 - b. The primary care provider who administers your health assessment must use the Lamar University Health Statement Form. This form is available in your **Sentry MD** account.

INFLUENZA VACCINATION POLICY

All students enrolled in the Dishman SON undergraduate nursing programs are required to submit documentation of having received the influenza vaccination for the current flu season (September through April). The influenza vaccination is required even if a student is not enrolled in a practicum course. The documentation must be submitted to and processed by SentryMD each year. Students must submit documentation to SentryMD at least 5 business days before the due dates indicated in the timeline outlined in the *Practicum Readiness Documents* policy to allow for processing (weekends and holidays are not considered business days).

Students will be required to repeat this annually, showing proof of the current season's influenza vaccination by October 15th until they have completed their program of study.

Exemptions for the influenza vaccination may be granted for medical reasons, religious reasons, or other matters of conscience. Students requesting an exemption must present documentation supporting the request to the Assistant Director of Articulation and Accreditation upon admission.

Students with an exemption will be required to wear a mask in patient areas during the peak of the flu season or for the length of time required by the practicum facility. Some facilities will not permit students, including students with an exemption, to attend practicum without an influenza vaccination. If another practicum site cannot be secured, students with an influenza exemption will need to withdraw from the related didactic and practicum courses.

Enforcement

Students who are noncompliant with submitting documentation of the influenza vaccination, will not be allowed to attend practicum, will receive an unexcused absence for one missed day, and placed on a contract. A second missed day for this reason would result in violation of the contract, resulting in possible course failure.

Initially adopted by Faculty Association 9/14/2012; Revised 8/15/2024

CRIMINAL BACKGROUND CHECK POLICY

Purpose

The Lamar University (LU) JoAnne Gay Dishman School of Nursing (SON) adheres to the policies of all practicum facilities with which the Dishman SON is affiliated for student practicum learning experiences. Practicum agencies used by the Dishman SON may stipulate in the practicum affiliation agreements that students' criminal backgrounds be prescreened before they are permitted into the practicum facility. The requirement is based on the concept of due diligence and competency assessment, including past criminal behavior of all individuals whose assignments bring them into contact with patients and the general public. Moreover, the Texas Board of Nursing (TBON) requires a criminal background check before initial Registered Nurse (RN) licensure in the state of Texas and began, in 2004, a process to initiate a criminal background check (CBC) for nursing students before enrolling in nursing school (Texas Nurse Practice Act Sec 301.2511). On this basis, the JoAnne Gay Dishman School of Nursing (SON) has implemented a CBC policy for all students applying for admission to the Bachelor of Science (BSN) articulation nursing program.

Policy Timing

All background checks will be conducted as a condition of progression in the Articulation Track. Verification must be received from Sentry MD before the end of the student's first nursing course. The results of the background check will stand for the duration of the student's enrollment in the articulation program option, if the student has not had a break in the nursing track nor had any qualifying illegal incidents or convictions while enrolled. A break in enrollment is defined as nonattendance of one full semester or more. Attendance must be verifiable through the university.

Process

The Dishman School of Nursing has designated Sentry MD as the external vendor who will perform all background checks on students enrolled in the Articulation Tracks. The School of Nursing will not accept a background screening from any other company. The screening will include the student's complete criminal history, including the cities and counties of all known residences for seven years prior to the acceptance date. The student is responsible for all non-refundable costs associated with the criminal background screening.

The following histories will disqualify an individual from progression in the Articulation Track:

1. Misdemeanor convictions/deferred adjudication or felony convictions/deferred adjudications involving crimes against persons;
2. Misdemeanor convictions/deferred adjudication related to moral turpitude;
3. Misdemeanor/felony convictions/deferred adjudications for the sale, possession, distribution, or transfer of narcotics or controlled substances;
4. Registered sex offenders.

Individuals with any of the above histories will not be eligible to progress in the Articulation Track. If a disqualifying history is discovered or a conviction occurs after the student's first nursing course, the student will be required to withdraw from the Articulation Track. A student who is convicted of a criminal offense while enrolled in the program must report the conviction to the School of Nursing Director within three days of the conviction. The term "conviction" for these purposes includes probated sentences and deferred adjudications.

A student may be considered for progression through the articulation program option if the Board of Nursing issues a Declaratory Order stating the individual is eligible for initial licensure or license renewal.

Note

1. The student should be aware that the disqualifications listed above are used for employment eligibility by most hospitals in Texas.

Note:

Verification information will be filed in a secured area to ensure confidentiality. If the student feels that an error has been made in the results of the criminal background check, it is the responsibility of the student to contact the external vendor for a verification check and the student is responsible for any cost associated with this check. Other than error relative to identify, there will be no appeal of this policy.

Revised by Revised by UNS 1/24/2014, 11/18/2016, Revised 3/21/2017, Faculty Association 5/7/2019; 8/15/2024, 10/28/2024

COMMUNITY BASED SERVICE LEARNING

ARTICULATION COMMUNITY BASED SERVICE LEARNING (CBSL) BACCALAUREATE NURSING PROGRAM

Background:

Nursing education has always utilized an experiential based learning model. Community Based Service Learning (CBSL) at Lamar University's JoAnne Gay Dishman School of Nursing (JGDSON) is defined as:

“a philosophy of education which emphasizes active, engaged learning with the goal of social responsibility...it is reciprocal learning, dynamic and interactive...which suggests mutuality in learning between the student and the community with whom he or she is actively engaged” (J. C. Kendall, 1990, *Combining Service and Learning*, pp 22-23).

Community Based Service Learning (CBSL) hours within an online environment are designed to achieve the outcomes listed for the CBSL experience. CBSL activities include application-based assignments with interviewing, observation, and/or other requirements that do not include hands-on direct patient care experiences in the clinical setting. Students will keep a CBSL log of hours spent working toward completing CBSL assignments and will submit the log as part of the assignment requirements.

CBSL instructional methodology integrates community service with academic instruction and focuses on critical, reflective thinking and civic responsibility. Service activities involve students in organized community service that addresses local to global needs while developing their academic skills, sense of civic responsibility, and commitment to both the community and the nursing profession. Students, community, faculty, and the nursing profession all ultimately benefit from community-based service learning.

Nursing students are expected to be professional, accountable, adult learners, capable of functioning within the scope and boundaries of community service volunteerism. As adult learners, they are expected to make appropriate, independent decisions without direct faculty supervision.

Goal and Objectives:

At completion of the nursing program at Lamar University, the graduate is expected to be a competent, caring nurse who demonstrates professional integrity, effective communication, active inquiry, and *service to the community*. (JoAnne Gay Dishman School of Nursing, *Philosophy*)

Articulation Track students are required to complete 24 CBSL hours to achieve the outcomes listed for the CBSL experience. These hours will be accumulated in three upper-division RN-BSN courses in 8-hour increments, each of which will be linked to an assignment that counts for at least 10% of the course grade. The three courses are NURS 4540 Nursing Practice: Care of Communities, NURS 4620 Nursing Practice: Compromised Multiple Health States, and NURS 4550 Nursing Practice: Leadership and Management in the Healthcare System.

Articulation Community Based Service Learning Outcomes:

DEC Practicum Judgments and Behaviors	OUTCOMES	CBSL Hours	Course
MOP C3c, 6b 3d, PCC B2, B5, B6 PSA B1,6b, MOT A1a, 1a	Demonstrate the unique worth of service learning activities as it applies to civic pride and respect for diversity.	8 hours	NURS 4550
MOP C 3a, b, c, 4 PCC B9, B12 PSA B2, 6b MOT A1a	Compare the value of reciprocity/mutuality between the service learner and the person (s) being served.	8 hours	NURS 4620
MOP 2a, 3a, 3b, 3c PCC 2a, 2b, 2c, B6 PSA A5a, 5b, B2 MOT A1a 1b, A2	Interpret the meaning of the service learning experience as it relates to the concept of caring, the role of the professional nurse, and the global health needs of humanity.	8 hours	NURS 4540

CBSL Service Guidelines

Three types of service-learning activities are recognized by the JoAnne Gay Dishman School of Nursing: (1) service to the community at large, (2) service to the university, and (3) service to the profession.

CBSL Activity Logs

CBSL Activity Logs are the student's record of service hours and should be rigorously and honestly maintained. CBSL Logs are a JoAnne Gay Dishman School of Nursing document/record, and falsifying a CBSL Log is an example of falsifying a record and is subject to disciplinary proceedings (see Academic Honesty Policy).

Failure to Meet Requirements

A student failing to meet all CBSL requirements will receive an "I" in the course and be ineligible to progress in the nursing program. RN-BSN Articulation Track students will not be able to graduate without the required number of CBSL hours.

Dress Code

Lamar University Dishman School of Nursing expects students to reflect professionalism and maintain high standards of appearance and grooming in the practice setting. For activities related to the completion of course requirements and/or assignments, professional dress or scrubs can be worn with the official student name badge for Lamar University JoAnne Gay School of Nursing.

Approved UNS 2/28/17; Revised FA 12/6/22; Revised FA 8/5/25

APPENDICES

NURSING CURRICULA STANDARDS: DIFFERENTIATED ESSENTIAL COMPETENCIES (DECS)

Lamar University JoAnne Gay Dishman School of Nursing undergraduate curriculum design addresses university, state, and national standards. Some specific standards are referred to in each course syllabus. A brief explanation of these is given.

Texas Board of Nursing – Differentiated Essential Competencies (DECs) of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments and Behaviors.

Nursing practice in Texas by licensed nurses flows along a scope of practice continuum based upon educational preparation from the Licensed Vocational Nurse (LVN) to the doctorally prepared Registered Nurse (RN). While selected aspects of nursing care may be assigned or delegated by licensed practicing nurses to ancillary persons such as nursing assistants or aides, LVNs and RNs currently form the core in the roles identified as members of the profession, providers of patient- centered care, patient safety advocates, and members of the health care team.

Basic educational preparation for the LVN examination is provided at the vocational level in Texas Board of Nursing (BON or Board) approved programs in community colleges, hospitals, career schools, and the military. Educational preparation for RN licensure examination may be obtained through Texas BON approved diploma, associate degree, and baccalaureate degree programs (including generic master's degree programs). Each of these programs provides the necessary preparation for practice as a registered professional nurse. The curricula of each of the nursing programs differ and the outcomes of the educational levels dictate a differentiated set of essential competencies of graduates. The competency statements describe progression in expected behaviors across the types of programs from vocational nursing (VN) to diploma and associate degree nursing (ADN) to baccalaureate degree nursing (BSN). The competencies of each educational level build upon the previous level.

The competencies are written for nursing programs to meet the approval criteria established by the Texas Board of Nursing. For more details, see the Texas Board of Nursing website at https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf.

AMERICAN NURSES' ASSOCIATION CODE FOR NURSES

The **Code for Nurses** was originally adopted by the American Nurses Association in 1950 and has been revised periodically (American Nurses Association [ANA], 2015). It serves to inform both the nurse and society of the profession's expectations and requirements in ethical matters. The code and the interpretive statements together provide a framework within which nurses can make ethical decisions and discharge their responsibilities to the public, to other members of the health team, and to the profession.

The Code for Nurses provisional statements:

Provision 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.

Provision 2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.

Provision 3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

Provision 4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.

Provision 5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

Provision 6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

Provision 7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

Provision 8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

Provision 9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy (ANA, 2015, p.1-2).

Reference

American Nurses Association [ANA] (2015). *Revision of the code of ethics for nurses with interpretive statements panel*. Retrieved from <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/>

AMERICAN HOSPITAL ASSOCIATION Patient Care Partnership

In 1973, the American Hospital Association (AHA) adopted a “The Patient’s Bill of Rights” to address the expectations of the patient for quality care and medical treatment with revisions to that bill in 1992. In 2001, the AHA replaced the Patient Bill of Rights with the Patient Care Partnership with the focus on “a straightforward, plain language statement that clearly outlines what patients should expect during their hospital visit” (American Hospital Association [AHA], 2003, p.1)

Overall, the Patient Care Partnership describes the expectations, rights, and responsibilities during a hospital stay in regard to:

1. High quality hospital care.
2. A clean and safe environment.
3. Involvement in your care.
4. Protection of your privacy.
5. Help when leaving the hospital.
6. Help with your claims.

Reference

American Hospital Association [AHA] (2003). *The patient care partnership: Understanding expectations, rights and responsibilities*. Retrieved from <https://www.aha.org/system/files/2018-01/aha-patient-care-partnership.pdf>

Approved Faculty Association 12/4/2015

PROFESSIONAL ORGANIZATIONS

NSNA – National Student Nurses Association

The National Student Nurses Association and its constituents in states and districts are student operated organizations. Membership gives students opportunities to expand their knowledge and skill in community health projects and legislative activities, influence curricula, increase their interest in nursing organizations, and develop skill in organizational affairs. The National organization offers scholarship opportunities to its members.

NSNA believes there is tremendous need for Registered Nurses to work together on common concerns so that a positive impact can be made on nurses, students, and the public in relation to nursing and health care.

TNSA – Texas Nursing Students Association (State Level)

The state level organization reflects the functions of NSNA and promotes the student with many opportunities to be an active participant. This level also offers scholarship opportunities to members. TNSA and NSNA are related to The Texas Nurses Association and The American Nurses Association.

L.U.T.N.S.A. - Lamar University Texas Nursing Student Association is the local chapter of the Texas Nursing Student Association.

The purposes of the organization are to:

1. Assume the responsibility for contributing to nursing education in order to provide the highest quality of health care.
2. Provide programs representative of fundamental and current professional interest and concerns.
3. Aid in the development of the whole person, his/her responsibility for the health care of people in all walks of life, and his/her professional role.

Membership and meeting information available in the JoAnne Gay Dishman School of Nursing. Students are encouraged to belong to LUTNSA and attend meetings.

Kappa Kappa Chapter of Sigma Theta Tau

The Lamar University Professional Nursing Honor Society was established in the Spring of 1985, and was chartered on April 24, 1988, as the Kappa Kappa Chapter of Sigma Theta Tau International Honor Society of Nursing, Inc. The purposes of this Society shall be to:

1. recognize superior achievement
2. recognize the development of leadership qualities
3. foster high professional standards
4. encourage creative work
5. strengthen commitment to the ideals and purposes of the profession

Membership in the organization is composed of students in the baccalaureate and master's programs in nursing, and registered professional nurses.

The undergraduate student candidate must have completed at least one-half of the nursing component of the curriculum, shall not rank lower than the highest 35% of the class in scholarship, and have a GPA of at least 3.0 on a 4.0 scale. Students in the master's program must have completed a minimum of one quarter of the required graduate curriculum, have demonstrated ability in nursing, and must have achieved a grade point average of at least 3.5 on a 4.0 scale. The candidate shall have demonstrated superior academic achievement, academic integrity, and professional leadership potential. A nurse leader, who is a registered nurse, legally recognized to practice in his/her country with a minimum of a baccalaureate degree or the equivalent in any field, and who has demonstrated achievement in nursing, shall be eligible for membership.

Membership in the organization is an honor bestowed upon individuals who have demonstrated the achievement of the criteria established. That being so, membership is by invitation, and those who accept assume the purposes of the society and the responsibility to participate in achieving its goals.

American Association for Men in Nursing (AAMN)

Mission: To shape the practice, education, research, and leadership for men in nursing and advance men's health.

Objectives:

1. Support all nurses to grow professionally and demonstrate to each other and to society the increasing contributions made by men within the nursing profession.
2. Encourage men of all ages to become nurses and join together with all nurses in strengthening and humanizing health care.
3. Advocate for continued research, education, and dissemination of information about men's health issues, men in nursing, and nursing knowledge at the local and national levels.
4. Support members' full participation in the nursing profession and its organizations and use the chapter for the limited objectives stated above.

Membership is open to any nurse or nursing student, male or female, to better facilitate discussion and to strengthen and humanize health care. Membership and meeting information available in the JoAnne Gay Dishman School of Nursing.

GLOSSARY

Academic Engagement – Active participation by a student in an instructional activity related to the student's course of study that is defined by the institution in accordance with any applicable requirements of its state or accrediting agency.

1. Includes, but is not limited to:
 - a. Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students;
 - b. Submitting an academic assignment;
 - c. Taking an assessment or an examination;
 - d. Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
 - e. Participating in a study group, group project, or an online discussion that is assigned by the institution; or
 - f. Interacting with an instructor about academic matters.
2. Does not include, for example:
 - a. Living in institutional housing;
 - b. Participating in the institution's meal plan;
 - c. Logging into an online class or tutorial without any further participation; or
 - d. Participating in academic counseling or advisement (ACEN, June 2021).

Academic Partnerships (AP) - A marketing organization whose mission is to help increase enrollment and revenue through online delivery of high-quality instruction. AP helps faculty members convert their on-campus courses and programs into an online format, recruits qualified students for those programs and helps retain enrolled students through graduation.

Academic Progression Models – Models for the delivery of nursing education programs that facilitate progression from one level of nursing education and/or practice to a higher level of nursing education and/or practice. May include articulation agreements or partnerships among colleges/universities, including, but not limited to, concurrent or dual enrollment programs. Certificates or degrees offered by an ACEN-accredited program must be awarded to students who complete the ACEN-accredited program of study, regardless of whether they complete the additional requirements specified in a concurrent or dual-enrollment agreement. (ACEN, June 2021).

Accountability - is the state of being able to answer for one's actions. The professional nurse answers to the self, the client, the profession, the employing institution and society for the effectiveness of nursing care performed.

Active inquiry - takes place when students are actively involved and genuinely engaged in meaningful learning. The focus is on developing students' intellectual capabilities as independent, critical thinkers. Active inquiry is a basis for lifelong learning as well as personal and professional growth.

Adaptation - is a dynamic, ongoing, life-sustaining process whereby living things continually adjust to environmental changes. Social adaptation implies the adjustment and adaptation of humans to other individuals and community groups in the social environment.

Administrative capacity - is the actual capabilities and resources available to the governing organization and nursing education unit that directly support the mission and purpose of the governing organization and the mission and purpose of a nursing education unit in the achievement of a nursing program's end of program student learning outcomes and program outcomes (ACEN, June 2021).

Advocate - is one who pleads the cause for clients' rights or the rights of other persons, provide information needed to make informed decisions, supporting their decisions with acceptance and respect.

Advanced Practice Registered Nurse (APRN) – Licensure classification for nurses who have advanced education, knowledge, and skills in one of four practice roles: clinical nurse specialist, nurse practitioner, certified registered nurse anesthetist, or certified nurse midwife. (ACEN, June 2021).

Alternative methods of delivery - Methods of delivering a nursing program, a nursing program option, and/or a nursing course that differ from traditional in-person/in-a-classroom instructional methods, including a variety of non-traditional means of student-faculty interaction, length required for a nursing program of study, and/or varying intervals of class and/or practicum schedules. Examples include, but are not limited to, instructional television (ITV), DVD/podcast learning packages, and online delivery (ACEN, June 2021).

Alternative therapies - are used as a substitute for traditional western medications and treatments.

Annual Report – Information an ACEN-accredited program is required to submit to the ACEN on an annual basis. (ACEN, June 2021).

Articulation - is a planned process providing opportunities for multiple-entry and exit points, expecting graduates to demonstrate e competencies (inherent in clinical reasoning, knowledge, judgment, and skills) of the preceding levels of education.

Area Needing Development (AND) – Peer evaluators determined based on their professional judgment that evidence demonstrates a nursing program is in compliance with an Accreditation Standard; however, evidence also demonstrates that an opportunity for improvement is available to enhance the quality of the nursing program. (ACEN, June 2021).

Assessment of a student - is the process of gathering and judging evidence in order to decide whether a student has achieved a standard or outcome. The goal of assessment is to collect objective evidence that represents the truth about student performance (www.southbank.edu.au/site/tools/glossary.html. retrieved 12/12/08).

Asynchronous Learning – Learning and instruction that do not occur in the same place or at the same time. (ACEN, June 2021).

Baccalaureate degree graduate - functions across the life continuum from prenatal- to post- mortem care of clients synthesizing information from various disciplines, thinking logically and critically, utilizing technology, and implementing evidenced-based findings. The baccalaureate graduate provides nursing care to individuals, families, aggregates, communities, and/or societies in structured, unstructured, or evolving health care settings.

Basic primary care skills - are skills which facilitate health promoting and health protecting behaviors. Health promoting behaviors increase the level of well- being and actualize health potentials of individuals, families, communities, and society. Health protecting behaviors are directed towards decreasing the probability of specific illnesses or dysfunctions in individuals, families, communities and society. Basic primary care skills are grounded in the recognition and valuing of the individual's role in the health care enterprise. The ultimate goals are empowerment of the client for self-determination and self-management to attain health promotion and health protection.

Best practice - is quality nursing care which is considered optimal based on a prevailing standard or point of view which is based on current evidence (Nelson, 2014).

Case management - is the practice of coordinating comprehensive health care services, after an illness or injury, to achieve optimum quality care delivered in a cost-effective manner. This process integrates assessment, planning, implementation, and evaluation (American Association of Occupational Health Nurses, 2015).

Caring - is a concept that implies a special concern, interest, or feeling capable of fostering a therapeutic helping, trusting relationship between the client and nurse based on faith and hope. It is being sensitive to oneself and others in promoting and accepting the expression of both positive and negative feelings and emotions. It is an expression of or an action of an informed, competent professional nurse that stems from the ability to utilize scientific problem-solving process. Caring promotes than transpersonal teaching-learning, attends to supportive, protective, and/or corrective mental, physical, societal, and spiritual environments. It assists wholeness that allows for being open to existential-phenomenological and spiritual dimensions of caring that cannot be scientifically explained (Kelly, J.H. and Johnson, B. (2002) *Theory of Transpersonal Caring* Jean Watson in J. B. George, 2002, *Nursing Theories, the Base for Professional Nursing Practice*, p. 410).

Civility – respectful verbal, non-verbal, written, or digital communication fostering an environment conducive to learning.

Clinical/Practicum Learning Experiences/ Preceptorship - Direct, hands-on, planned learning activities with patients across the lifespan, interaction with the interprofessional team, and interaction with the patient's family and friends that are sufficient and appropriate to achieve the end-of-program student learning outcomes, program outcomes, and/or role-specific professional competencies, and are overseen by qualified faculty who provide feedback to students in support of their learning. Clinical/practicum learning experiences must be consistent with the level of academic preparation and post-graduation scope of practice; and are required for all nursing students enrolled in any undergraduate or graduate program, including all students enrolled in post-licensure undergraduate programs, graduate programs, all program options in any undergraduate and graduate programs, and/or certificate program options.(ACEN, June 2021),

Clinical Judgement - is defined as the observed outcome of critical thinking and decision-making. It is an interactive process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care (NCLEX Next generation project).

Clinical reasoning - is the ability to reason as a clinical situation changes, taking into account the context and concerns of the patient and family (Benner, Sutphen, Leonard-Kahn, & Day, 2008) (DECS 2010).

Cohort attrition rates - are the number and percent of nursing students that do not progress to next level of the nursing curriculum with their cohort.

Communication - is a relationship skill which involves verbal and nonverbal exchange of information and ideas. A complex process that refers to not only content but also feelings and emotions, which may be conveyed in a relationship.

- *From ANA & NCSBN Joint Statement on Delegation: Communicates directions to the delegate including any unique patient requirements and characteristics as well as clear expectations regarding what to do, what to report, and when to ask for assistance.*
- TeamSTEPPs 2.0: Communication is defined as the transfer or exchange of information from a sender to a receiver. More specifically, communication is a process whereby information is clearly and accurately conveyed to another person using a method that is known and recognized by all involved. It includes the ability to ask questions, seek clarification, and acknowledge the message was received and understood. One critical result of effective communication is a shared understanding, between the sender and receiver(s) of the information conveyed.

Communities of interest - A group of people that influence nursing program processes, decision-making of a nursing education unit, the end-of-program student learning outcomes, and the program outcomes of a nursing program. Examples included, but are not limited to, students, graduates, health care employer representatives, governing organization representatives, state regulatory agency representatives, and members of the public.(ACEN, June 2021)

Community - includes the physical topographical characteristics of the setting, the view of community held by its inhabitants, the nature of community groups and their characteristic interaction patterns, and the dynamic interplay of dominant community forces (DELC, 2002)

Community Based Service Learning (CBSL) - is "a philosophy of education which emphasizes active, engaged learning with the goal of social responsibility...it is reciprocal learning, dynamic and interactive...which suggests mutuality in learning between the student and the community with whom he or she is actively engaged" (J.C. Kendall, 1990, *Combining Service and Learning*, p. 22-23). Reflection is another critical element of CBSL as it assists students in development of critical thinking and social awareness as they reflect on their experiential learning with community partners (Brown & Schmidt, 2016).

Community focus skills - is a combination of both psychomotor and relationship skills used to facilitate partnering and collaboration in the community. These skills include awareness of populations, knowledge of epidemiological determinants of health, knowledge of traditional practices, shifting demographics, and economic factors that impact the health of groups. Application of these knowledge-based skills allows the nurse to deliver culturally competent, effective care to entire populations.

Community service - is participation in community-sponsored activities by the faculty for the betterment of the local area. Such activities include but are not limited to participation on the board of directors for area wide not for profit agencies, volunteering to help community agencies meet the needs of the population at large, and/or participating in community and professional organizations within the area.

Companion Course - is a course that is academically contingent upon the successful completion of another course in the same semester. The two or three academically contingent courses must be completed simultaneously. If a student is unsuccessful in one of the companion courses, then both or all three of the companion courses must be repeated.

Competency - is an expected level of performance that integrates knowledge, skills, abilities, and judgment (American Nurses Association, 2008) (DECS 2010).

Competence - is having the necessary and sufficient ability, knowledge, skill, and experience to do something successfully and/or achieve a purpose (ACEN, August 2016)

Competent - having the necessary and sufficient ability, knowledge, skill, and experience to do something successfully and/or achieve a purpose (ACEN, June 2021)

Complaint / grievance - is a formal allegation against a nursing program, typically expressed as a written, signed statement. A grievance is a wrong or hardship suffered that is the grounds for a complaint; the formal expression of a grievance is a complaint. A nursing education unit's record of student complaints must include all complaints filed since initial accreditation or reaccreditation, whichever was the last accreditation site visit (ACEN, June 2021)

Complementary therapies - refer to healing practices and products that work in conjunction with traditional medicine.

Complex adaptive systems - are dynamical systems, building on positive feedback, which are highly sensitive to small changes, are self-organizing, and can be controlled with chaos. These systems change, but changes in outcomes appear to have no relationship to the changes in system input.

Compliance – Peer evaluators determined based on their professional judgment that evidence demonstrates a nursing program is in compliance with an Accreditation Standard. (ACEN, June 2021)

Continuing Accreditation – The cyclical peer review process for an accredited nursing program to maintain accreditation with the ACEN. (ACEN, June 2021)

Consumers - are individuals, groups, families, organizations, groups, or communities who utilize health care services.

Corequisite courses - are courses in the curriculum that are best completed in the same semester.

Contemporary nursing practice - is professional nursing knowledge, skills, and behaviors that are based on current research and professional standards of the present time (ACEN, June 2021)

Course Measurable Student Learning Outcomes - are statements of learner- oriented expectations written in measurable terms that express the knowledge, skills, or behaviors that the students should be able to demonstrate upon completion of the course. Course student learning outcomes/course outcomes must be consistent with standards of contemporary nursing practice. Course student learning outcomes/course outcomes

- must be aligned and linked to the end of program student learning outcomes;
- should have a single, measurable action;
- support students' achievement of the end of program student learning outcomes and program outcomes;
- typically progress from "simple" to "complex" as students advance through the nursing program of study; and
- organize, guide, and direct course curricular matters such as, but not limited to, the inclusion of content, learning activities, selection of practice learning experiences, evaluation methodologies, selection of practice learning environments, etc. (ACEN, August 2016).

Critical Behaviors – if student receives a "U" in any of the identified critical areas at the end of the semester; the student will receive a grade of "unsatisfactory" in the practicum course. These critical behaviors can be identified and discussed at any time during the practicum experience. Critical behaviors are identified by a # on the evaluation form. A student who continues to practice the behaviors listed below will receive a practicum grade of "Unsatisfactory":

- Provides unsafe care despite interventions to improve performance.
- Demonstrates a pattern of lack of understanding of their limitations.
- Fails to anticipate consequences of actions or lack of actions.
- Fails to maintain appropriate communication with faculty and staff about patient/client care despite counseling.
- Fails to demonstrate appropriate legal, ethical, and professional conduct. **Credentialing** (ACEN, June 2021)

• **Accredited** – The status of public recognition that a nationally recognized accrediting agency grants to an institution or educational program that meets the agency's established requirements.

• **Accreditation** – The voluntary, self-regulatory process by which non-governmental associations recognize educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality. Accreditation also assists in the further improvement of the institutions or programs as related to resources invested, processes followed, and results achieved.

• **Approval** – The term generally referred to by most state regulatory agencies for nursing to describe authorization of nursing education programs meeting minimal standards as defined in the state nurse practice act and/or rules and regulations.

- **Certification** – The process by which an organization, association, voluntary agency, or state regulatory agency grants recognition that an individual possesses predetermined knowledge and/or skills specified for practice in an area of specialization.
- **Licensure** – The process by which a governmental agency gives affirmation to the public that the individuals engaged in an occupation or profession have minimal education, qualifications, and competence necessary to practice in a safe manner.
- **Criteria** – Statements which identify the elements that need to be examined in evaluation of a standard. (ACEN, June 2021)

Critical pathway - is a trajectory of the client's clinical course detailing interventions, referral patterns, and outcomes on a daily basis from pre-admission into the health care system through post-discharge follow-up.

Critical thinking - refers to an intellectual process that involves developing a rational, justifiable response to questions for situations where there are no definitive answers and for which all the relevant information may not be available. It involves the ability to analyze arguments, construct meaning, use knowledge as context, and critically reflect on one's thoughts and actions. Critical thinking requires knowledge, but it is more than the acquisition and regurgitation of known facts, concepts, and theories. It is the ability to use that knowledge in situations of ambiguity and risk.

Cue Recognition - Filtering information from different sources (e.g., signs, symptoms, medical history). Organizing and linking the recognized cues from previous step to the client's clinical presentation. Candidates should establish probable client needs, concerns, or problems (NCLEX Next Gen Project)

Culturally competent care - uses a framework of the client's worldview, values, norms, and beliefs about health and illness in care delivery. To the greatest extent possible, the process will reflect sensitivity to the client's cultural perspective, and where appropriate, the nurse and client will negotiate and facilitate a change in behaviors.

Culture of safety - are "Health care practices that identify, understand and respect the biophysical, economic, psychosocial, spiritual and cultural characteristics of the patient, the patient's family, the environment and the patient's community. Safety occurs within a process of respectful collaboration to reach agreed-upon health goals, to individualize health education to the individual patient and patient population, and to select and provide health care. Culturally safe practices by the nurse protect patients against devaluation or obliteration of their cultural histories, cultural expressions and cultural experiences." (Expert Panel on Global Nursing & Health, 2010).

Curriculum integrity - is the demonstration of the soundness of a nursing program of study that develops from the mission/philosophy in an organized manner across a sequence of courses. The mission/philosophy and selected professional standards, guidelines, and competencies result in the faculty identifying end of program student learning outcomes that are specific and measurable and progress throughout the curriculum. The end of program student learning outcomes organize the curriculum, guide the delivery of instruction, direct learning activities, and are used to evaluate students (ACEN, June 2021).

Curriculum Rigor – Demonstration there is progression of knowledge, skills, and behaviors throughout a curriculum and that the curriculum is appropriately challenging for the level of contemporary nursing practice for which the program is preparing graduates. (ACEN, June 2021)

Cybersecurity - the art of protecting networks, devices, and data from unauthorized access or criminal use and the practice of ensuring confidentiality, integrity, and availability of information. Refers to the body of technologies, processes, and practices designed to protect networks, devices, programs, and data from attack, damage, or unauthorized access. Cyber security may also be referred to as information technology security. (Information Technology Laboratory, 2021)

Debriefing -this session encourages participant to explore emotions, question, reflect and provide feedback to each other. Purpose is to move toward assimilation of theory, practice and research in order to influence future actions (INACSL, 2011). Debriefing follows a simulation experience and is facilitated by a faculty member who has teaching responsibilities for the group. The International Nursing Association for Clinical Simulation Learning (INACSL) Simulation Standards encourage the use of reflective thinking and feedback regarding the participants' performance during this time of discussion. Participants are encouraged to reflect on their own feelings, emotions, and actions as well as provide feedback to other participants. The overall goal of debriefing is to facilitate the application of clinical knowledge and transfer the learning to future situations (Meakim, Boese, Decker, Franklin, Gloe, Lioce, Sando, & Borum, 2013).

Default rate - The percentage of student borrowers at each governing organization who fail to remain current with repayment of their Federal financial aid student loans during the reporting period specified by the United States Department of Education. (ACEN, June 2021)

Delivery Formats – Methods used to transfer knowledge, skills, and behavior from an instructor to a student. (ACEN, June 2021)

Direct Evaluation- Students orally, by written assignment, or by action show/demonstrate achievement of the course measurable student learning outcome (SLO) or end of program SLO.

Distance education - is an educational process in which the majority of the instruction occurs when a student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ audio, video, and/or computer technologies and includes technology that is used to support regular and substantive interactions between the instructor and the students (ACEN, August 2016).

Distance technology - are instructional methods that may include one-way or two-way transmissions, audio, video, the Internet, and/or computer technologies (ACEN, June 2021)

Diversity - is the concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Diversity Concepts – Knowledge about persons, communities, regions, countries, cultures, and ethnicities other than one's own. (ACEN, June 2021)

Due process - is a disciplined, analytical decision-making procedure in which relevant standards are applied by a properly constituted and authorized body using a method that is based on published rules of procedure and is free of improper influence (ACEN, June 2021).

Educational Record – Includes information recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm and microfiche that is directly related to a student and contains personally identifiable information including, but not limited to:

- Name of the student or student's parent;
- Address;
- Person identified such as a SSN, student number, or biometric record;
- Indirect identifiers such as date/place of birth and mother's maiden name; or
- Other information that alone or in combination is linked or linkable to a specific student.
- Does not include information that is not recorded such as personal knowledge.

Any information that alone or in combination is linked or linkable to a specific student may be subject to state or federal privacy laws and as applicable, measures must be taken to protect the student's privacy. (ACEN, June 2021).

End of Program Student Learning Outcomes - are statements of learner-oriented expectations written in measurable terms that express the knowledge, skills, or behaviors that the students should be able to demonstrate upon completion of the nursing program regardless of the nursing program option. End of program student learning outcomes must be consistent with standards of contemporary nursing practice. End of program student learning outcomes

- are driven by established professional standards, guidelines, and competencies
- provide the framework for all curricular matters
- represent the point of transition from being a student to being an entry-level practitioner for the chosen level of nursing education (AACN 2021).

Evaluation - is a value judgment that attaches meaning to the data obtained by measurement and gathered through assessment. Evaluation compares student performance with a standard and makes a decision based on that comparison (McDonald, 2007).

Evidence-based practice - is a process of finding, appraising, and applying scientific evidence in the management of health for individuals, families, groups, aggregates and/or communities. Evidence-based practice includes the conscientious application of current evidence as a foundation for decisions about patient care. This problem-solving approach integrates a systematic search for and critical appraisal, and application of the most relevant evidence, along with patient preferences and values, and the clinical expertise and experience of the nurse.

Evolve Reach Powered by HESI (Health Education Systems Incorporated) - is a United States company that provides examinations and other educational material designed to prepare student nurses for professional licensure and predict their likely success in national qualifying tests. The exams are computerized and administered online.

Evolving health care setting - is a geographical and/or situational environment (could be structured or unstructured health care delivery setting) which is undergoing significant changes in response to internal and/or external pressures. There are not sufficient resources to assist and support the full scope of nursing expertise, therefore requiring independent nursing decisions.

Expected level of achievement - A measurable index identified by the faculty that reflects a desired outcome. An ELA should be high enough as to be genuine and encourage continuous improvement, but not so high as to be idealistic and, thus, unachievable. (ACEN, June 2021).

Facilitated learning (FL) - is a collaboration between a nursing student and an educator that focuses on a specific didactic content area the student finds challenging. The nursing student is expected to be prepared and actively participate in the FL session. The goal of facilitated learning is to promote independent active learning throughout nursing school and throughout life.

Faculty, nursing - are nurses who teach and evaluate nursing students, are academically qualified, and have experience in the content areas in which they teach. See definition of Nurse Administrator and Nursing Program Coordinator.

Full-time faculty - are persons who teach and/or evaluate nursing students, have a full-time faculty employment status at the governing organization, and whose current primary workload responsibilities are teaching and/or evaluating students in a nursing program.

Part-time faculty - are persons who teach and/or evaluate nursing students, have a faculty appointment that is less than a full-time status at the governing organization, and whose current primary workload responsibilities are teaching and/or evaluating students in a nursing program (ACEN, June 2021).

Faculty Development - are activities that facilitate faculty maintenance or enhancement of expertise. Examples include, but are not limited to, certification, continuing education, formal advanced education, clinical practice, research, publications, and other scholarly activities (ACEN, June 2021).

Faculty Scholarship - are leading edge scholarship activities conducted by faculty. These activities include quality, quantity and impact of scholarly and creative activities as indicated by appropriate measures such as publications in high quality scholarly presses and journals, citation rates, creative presentations and performances in important venues, and recognition of faculty for their academic and creative contributions to their respective disciplines. (Lamar University Mission Statement, 2015)

Faculty Workload - are percentages of time that reflect the manner in which the governing organization and/or nursing education unit characterizes, structures, and documents the nature of faculty members' teaching and non-teaching responsibilities. Workload duties include, but are not limited to, teaching, advisement, administration, committee activity, service, practice, research, and other scholarly activities (ACEN, June 2021).

Family - is two or more people who may share a residence, who possess common emotional bond and perform/engage in interrelated social positions, roles and tasks (DECS, 2010).

Graduate Degree – A master's degree or doctoral degree.

Graduate Degree with a Major in Nursing: The nurse administrator holds:

1. A master's degree with a major in nursing (e.g., MSN, MA in Nursing); or
2. A doctoral degree with a major in nursing (e.g., DNP, DNS, PhD in Nursing); or
3. A master's in a non-nursing discipline (e.g., MBA) with a doctoral degree with a major in nursing (e.g., DNP, DNS, PhD in Nursing); or
4. A master's in a non-nursing discipline (e.g., MBA) with a post-master's certificate in nursing; or
5. A master's in a non-nursing discipline (e.g., MBA) and a doctoral degree in a non-nursing discipline (EdD Educational Administration) with a post-master's certificate in nursing.

Note: Other combinations may be possible. (ACEN, June 2021)

Global health- *collaborative trans-national research and action for promoting health for all.* An area for study, research, and practice that places a priority on improving health and achieving health equity for all people worldwide.

Global pandemic – A pandemic is a global disease outbreak. It differs from an outbreak or epidemic because it affects a wider geographical area, often worldwide. infects a greater number of people than an epidemic. is often caused by a new virus or a strain of virus that has not circulated among people for a long time.

Health Disparities – preventable differences in the burden of disease, injury, violence, or opportunities to achieve optimal health that are experienced by socially disadvantaged populations (CDC, Healthy People 2020)

Health Education Systems Incorporated (HESI) standardized tests - are exams to determine admission criteria benchmarks to the undergraduate program, assess retention of information throughout the undergraduate program, and predict probability of competency on the National Council Licensure Examination (NCLEX.)

Health - is a measurable state along a wellness-illness continuum that each person ultimately defines for themselves. It is a composite of physical, psychological, emotional, social and spiritual functioning (Adapted: Smeltzer & Bare, 1996).

Health care delivery system - is the totality of services offered by all health disciplines that contribute to safe, quality, cost effective health care that is divided into three subsystems:

1. Preventative and primary care help clients acquire healthier lifestyles and achieve a decent standard of living. The focus of health promotion is to keep people healthy through personal hygiene, good nutrition, clean living environments, regular exercise, rest, and the adoption of positive health attitudes.
2. Secondary and tertiary care includes the diagnosis and treatment of illnesses. Planning and coordination of the highest quality of care possible so clients can be discharged early but safely to the home or extended care facility that can adequately manage remaining health care needs is a central tenet of secondary and tertiary care.
3. Restorative care assists clients who are recovering from acute illnesses, chronic illnesses, or disabilities to regain maximal functional status, thereby enhancing the individual's quality of life. The intent is to promote client independence and self-care. (Potter, P. A. and Perry, A. G. (2003). *Basic Nursing Essentials for Practice*, p. 19-22).

Health care outcomes - is the end product of any health care process, indicating to what extent the purposes of the process are being achieved. The output or results of the process (i.e., change resolution, improvement, or deterioration).

Holistic - emphasizes the importance of the interrelationships of the bio-psycho-social-spiritual-cultural dimensions of the person in mutual process with the environment while recognizing that the whole is greater than the sum of its parts (DECS, 2010).

Holistic health needs - are ongoing state of wellness needs that involve taking care of the physical self, expressing emotions appropriately and effectively, using the mind constructively, being creatively involved with others, and becoming aware of higher levels of consciousness. The client is aware of the physical and emotional dimensions of the wellness-illness continuum and the client actively participates in their own state of wellness (Adapted: Potter, 1997).

Humanity - consists of unique holistic beings of intrinsic worth and dignity that have the right to self-determination, well-being, and equity. Humans are adaptive in nature, constantly interacting with changing environments and society in progressing toward fulfillment of innate potential for growth, development, and maturation throughout the life span.

Hybrid/Blended nursing course - A nursing course whose content is delivered both in person/in a classroom and via distance education; 1% to 49% of the traditional in-person/in-a-classroom time is replaced with work via distance education, typically delivered asynchronously. The component delivered via distance education includes learning activities that reduce the time traditionally spent in the in-person/in-a-classroom component (ACEN, August 2016).

iClicker- is a portable, handheld device that allows students to vote by "clicking" on the appropriate button for his/her choice. Each instructor uses a receiver that collects votes sent by students' clickers.

Indirect Evaluation- assesses opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys; focus groups; alumni surveys; employer surveys.

Informatics - is a specialty that integrates nursing science, computer science, and information science to manage and communicate data, information, and knowledge in nursing practice. Nursing informatics facilitates

the integration of data, information and knowledge to support patients, nurses and other providers in their decision-making in all roles and settings. This support is accomplished through the use of information structures, information processes, and information technology (ANA Scope and Standards of Nursing Informatics Practice, 2001, p. vii).

Initial demonstration of skills procedures - is a process verifying students can demonstrate skill procedures according to guidelines.

Instructional Associate- is a qualified, experienced Registered Nurse who assists an Instructor of Record with an online course. An IA is a highly organized and self-motivated assistant who monitors student engagement in collaboration with the Instructor of Record in online courses, grades assignments as directed by the Instructor of Record according to specified criteria, facilitates course discussions, provides online student support, and frequently collaborates with the Instructor of Record.

Instructional technology - are the method(s) and delivery system(s) used by faculty to convey course content to students (ACEN, June 2021).

Interprofessional - is sharing of information among two (2) or more healthcare professionals working together as a team with a common purpose and mutual respect (ACEN, June 2021).

Job placement rate - Percentage of graduates, typically within one year of graduation, who are employed in a position for which a nursing program prepared them. The expected level of achievement (ELA) for job placement rate is determined by the faculty based on program demographics, such as the characteristics of the nursing education unit and the region where the nursing education unit is located. Program demographic considerations include, but are not limited to program type, local hiring practices, historical job placement rate, the governing organization's job placement rate for students in other health science programs, state job placement rate for similar programs, group of peer programs, or ACEN data, etc. (ACEN, June 2021).

Laboratory Personnel – Person without teaching or evaluation responsibilities who works in a skills/simulation laboratory with specified expertise that supports and/or facilitates student learning experiences.

Laboratory personnel who support/facilitate student learning experiences in a skills/simulation laboratory must hold educational and experiential qualifications as required by the governing organization, the state, and the governing organization's accrediting agency, and must be qualified for assigned responsibilities. In the absence of requirements set by the state and/or the governing organization's accrediting agency, the governing organization must set appropriate educational and experiential qualifications for assigned responsibilities in the skills/simulation laboratory. (ACEN, June 2021).

Just culture - refers to a system of shared accountability in which organizations are accountable for the systems they have designed and for responding to the behaviors of their employees in a fair and just manner.

Learning - is a life-long process of change in which the individual acquires knowledge, attitudes, values, and skills through practice, experience, and study.

LU (Lamar University) Connect/ Blackboard- is a tool that allows faculty to add resources for students to access online. Power point, video, audio, animation, and other applications are created outside of Blackboard and added into Blackboard courses for students to enhance teaching and learning efforts.

Lippincott NCLEX-RN PassPoint (Powered by PrepU) - is a personalized and comprehensive learning system designed to help students fully prepare for the NCLEX-RN. *PassPoint* provides students with multiple outlets for individualized review, quizzing, and practice, helping to pinpoint areas requiring additional focus.

Managed care - is a health delivery system that integrates financing, insurance and care delivery by means of (a) contracts with selected health care providers that furnish a comprehensive set of services to enrolled members, (b) utilization and quality controls, (c) financial incentives for members to use contracted providers, and (d) financial risk-sharing between the system and the providers. It may include PPOs, HMOs, and point of service HMOs (Adapted: Iglehart, 1992).

Members of the Health Care Team - include a range of health care workers - e.g., physicians, physician extenders, nurses, medical assistants—and those providing ancillary and diagnostic services - e.g., radiology and lab technologists, physical therapists, nutritionists, psychotherapists, massage therapists - who provide diagnostic and therapeutic procedures on a patient.

Member of the Profession - are members of the profession governed by codes of ethics, and profess commitment to competence, integrity and morality, altruism, and the promotion of the public good within their expert domain. A profession is a disciplined group of individuals who adhere to ethical standards.

Methods of Delivery – The methods used by faculty to deliver instruction of a nursing course.

Traditional Education – An educational method of delivery of nursing courses in which instruction occurs when a student and instructor are physically in the same place at the same time (e.g., face-to-face). This method of delivery may be web-enhanced/supported.

Distance Education – An educational method of delivery of nursing courses in which instruction occurs when a student and instructor are not physically in the same place. Instruction may be synchronous or asynchronous. Distance education uses one or more distance technology to support regular and substantive interactions between the instructor and students. See ACEN definition of academic engagement, distance technology, and regular and substantive in this Glossary.

Hybrid Education – An educational method of delivery of nursing courses in which instruction occurs using both distance and traditional education methods of delivery. Hybrid education, regardless of the percentage of the traditional education time it replaces, is considered a form of distance education by the ACEN. (ACEN, June 2021)

Mentored – A formal or informal process through which a more experienced individual advises, guides, and/or coaches another individual who is less experienced or is transitioning to a new position or employment setting (ACEN, June 2021)

Mission/Philosophy - is the governing organization and/or nursing education unit statement that designates fundamental beliefs and characteristics and provides guidance and direction for a nursing program(s) and services offered (ACEN, June 2021).

Modeling - “is the process used by the nurse to develop an empathetic understanding of the client’s present situation based on the world as the client perceives it. The model of a person’s world is the representation of the unique aggregation of the way the individual perceives life and all its aspects and components; feels, believes, and behaves; and the underlying motivation and rationale for beliefs and behaviors.” (Erickson, H. C., Tomlin, E. M., and Swain, M. A. (2002). *The Modeling and Role Nursing Theories, the Base for Professional Nursing Practice*, p. 466).

Moral Agency – is an individual’s ability to make moral judgments based on a belief of right and wrong and to be held accountable for these actions. A moral agent is a person who is capable of acting with reference to right and wrong.

Nursing education - is the process learners use to acquire and apply knowledge from varied experiences to identify and solve problems with clients with creativity and flexibility in the real world.

Nurse administrator - is the individual with responsibility and authority for the administrative and instructional activities of a nursing education unit and nursing program(s) within the governing organization (e.g., dean, chairperson, director). The ACEN does not consider the nurse administrator a faculty member regardless of the teaching responsibilities or classification by the governing organization (ACEN, June 2021).

1. must have continuous, active, daily, and direct responsibility and authority at all locations for the nursing program.
2. must continually have adequate time and resources on a daily basis at all locations to administer the nursing program.
3. must oversee the daily governing organization, nursing education unit, and nursing program matters such as, but not limited to, personnel matters, student matters, curricular matters, and resources matters.

Nursing process - is a clinical decision-making method that involves assessing, planning, implementing, and evaluating client care. Assessment of client problems results in formulating a nursing diagnosis (Adapted: Stanhope, 1996).

Nursing program length - is the total number of credit/quarter/clock hours required to complete the defined nursing program of study allocated over a specific number of academic terms (semester/trimester/quarter); the nursing program of study is inclusive of all prerequisite courses, general education courses, and nursing courses required (ACEN, June 2021).

Nursing program type - is the clinical doctorate, master’s and post-master’s, baccalaureate, associate, diploma, and practical curriculum offered by a governing organization that leads to the awarding of a degree, diploma, or certificate (ACEN, June 2021).

Online/Internet nursing course - is a form of distance education whereby 50% to 100% of the nursing course content is delivered primarily online and asynchronously (ACEN, August 2016).

Online nursing program - is a form of distance education whereby 50% to 100% of the credit hours or 50% to 100% of the clock hours of the nursing courses are delivered primarily online and asynchronously (ACEN, August 2016).

Outcome – A statement that reflects the achievement of an identified goal. (ACEN , 2021)

Course Student Learning Outcomes/Course Objectives – Statements of learner-oriented expectations written in measurable terms that express the knowledge, skills, or behaviors that the students should be able to demonstrate upon completion of the course. Course student learning outcomes/course objectives must be consistent with standards of contemporary nursing practice. Course student learning outcomes/course objectives:

1. must be aligned with and linked to the end-of-program student learning outcomes;
2. should have a single, measurable action;
2. support students' achievement of the end-of-program student learning outcomes and program outcomes;
3. typically progress from simple to complex as students advance through the nursing program of study; and
4. organize, guide, and direct course curricular matters such as, but not limited to, the inclusion of content, learning activities, selection of practice learning experiences, evaluation methodologies, selection of practice learning environments, etc.

Program Outcomes – Measurable indicators that reflect the extent to which the purposes of the nursing program are achieved and by which nursing program effectiveness is documented. The ACEN specifies and requires the assessment of the following nursing program outcomes:

1. Undergraduate programs:
 - a. licensure examination pass rate;
 - b. program completion rate; and
 - c. job placement rate.
2. Graduate programs:
 - a. licensure examination pass rate and/or certification examination pass rate;
 - b. program completion rate; and
 - c. job placement rate.
3. The assessment of additional program outcomes is the choice of the governing organization and nursing education unit.

End-of-Program Student Learning Outcomes – Statements of learner-oriented, practice-ready expectations written in measurable terms that express the knowledge, skills, or behaviors that the students should be able to demonstrate upon completion of the nursing program, regardless of the nursing program option. End-of-program student learning outcomes must be consistent with standards of contemporary nursing practice and must be different for each program type (e.g., the end-of-program student learning outcomes for an associate degree and a baccalaureate degree offered by the same governing organization should be unique to each program). End-of-program student learning outcomes:

1. are driven by established professional standards, guidelines, and competencies
2. provide the framework for all curricular matters
3. represent the point of transition from being a student to being an entry-level practitioner for the chosen level of nursing education

Outcomes Assessment Method (ACEN, June 2021)

Direct – objective measures in which student performance and/or the products of student work during the program are evaluated by faculty to determine achievement of end-of-program student learning outcomes and program outcomes. Examples include but are not limited to examinations (e.g., standardized or faculty-developed), portfolio evaluations, clinical evaluations, rubrics, and assignments.

Indirect – subjective measures that indicate the perspectives (e.g., opinions or thoughts) about student's achievement, learning experiences, skills, and knowledge regarding end-of-program student learning outcomes and program outcomes. Examples include but are not limited to surveys, self-assessments, focus groups, interviews, and student peer review.

Partnership - is "An agreement (formal relationship) between a nursing education unit / governing organization and an outside agent / agency to accomplish specific outcomes and goals over a period of time".

This does not include practicum agreements for student learning experiences required by the nursing program (ACEN, June 2021).

Pass Rates (ACEN, June 2021)

Certification Examination Pass Rates - Annual performance on the certification examination for all first-time test-takers during the same 12-month period.

Licensure Examination Pass Rates - Annual performance on the licensure examination for all first-time test-takers during the same 12-month period.

Patient/Client centered care - includes actions to identify, respect and care about patients'/clients' differences, values, preferences, and expressed needs; relieve pain and suffering; coordinate continuous care; listen to, clearly inform, communicate with, and educate patients/clients; share decision making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles, including a focus on population health (IOM, 2003).

Patient Safety Advocate - is an Individual who uses a multifaceted approach to assist patients in safely navigating the healthcare system while working to improve system-level problems which lead to patient safety concerns (Gilkey & Earp, 2009).

Persistence rates (undergraduate) - are graduation of students admitted to the nursing program (not time limited). According to THECB (2008), "The rate at which students persist in high education, often as measured by the percentage of students who continue in higher education from one year to the succeeding year" (p. 52).

Persistence rates (graduate, full-time) - are percentage of admitted students on a full-time MSN curriculum plan, who enroll full-time for two semesters during the academic year if admitted in the fall semester, and one semester if admitted in the Spring semester.

Persistence rates (graduate, part-time) - are percentage of admitted students on a part-time MSN curriculum plan, who enroll in at least one semester during an academic year.

Person – is a unique individual with biological, psychological, socio-cultural and spiritual dimensions that are constantly interacting with a changing environment.

Population-focused practice - is care provided to individuals, families and community based populations in order to enhance the health of the aggregate, community, or society. The scope of practice extends from a one-to-one nursing intervention to a global perspective of world health. Emphasis is placed on health promotion and disease prevention (Adapted: Stanhope and Clark, 1996).

Post-Master's Certificate (PMC) – A selected series of courses that are a subset of courses within a master's program specific to one area of practice (e.g., certificates in nursing administration, certificates in nursing education, certificate as a family nurse practitioner) that are taken after an individual is already credentialed with a master's degree in nursing in a different specialty.(ACEN, June 2021)

Patient/client - is a recipient of care which may include individuals, families, populations, and communities (DECS 2010).

Practice learning environments - are settings that facilitate students' application of knowledge, skills, and behaviors in the care of patients and support the end of program student learning outcomes and program outcomes. Settings include, but are not limited to, acute-care and specialty hospitals, long-term care facilities, ambulatory care centers, physician offices, community and home health care, and on-campus laboratory with low- fidelity, moderate-fidelity, and high-fidelity simulation (ACEN, June 2021).

Practice learning experiences - are commonly known as "clinical/practicum" and held in settings that facilitate students' applying knowledge, skills, and behaviors in the care of patients and support the end of program student learning outcomes and program outcomes consistent with the scope of practice for which the nursing program is preparing graduates (ACEN, June 2021).

Practice Measurable Student Learning Outcome - are statements of learner- oriented expectations written in measurable terms that express the knowledge for skills that the students should be able to demonstrate with repetition of selected skills upon completion of a course with a laboratory component. Practice measurable student learning outcomes must be consistent with standards of contemporary nursing practice.

Practicum/ Clinical learning experiences - this is direct hands-on, planned learning activities with patients across the lifespan, interaction with the interprofessional team, and interaction with the patient's family and friends that are sufficient and appropriate to achieve end of program student learning outcomes, program outcomes, and /or role specific professional competencies, and are overseen by qualified faculty who provided feedback to students in support of learning (ACEN, August 2016)

Practicum Evaluation Tool (PET) – an Evaluation document that is used to track attainment of Practicum Measurable Student Learning Outcomes at each level within the Bachelor of Science Nursing (BSN) Program practicums. Each Practicum Measurable Student Learning Outcome has assigned areas to be evaluated and Critical Behaviors that must be met to meet designated Practicum Measurable Student Learning Outcomes.

Practicum Measurable Student Learning Outcome - are statements of learner- oriented expectations written in measurable terms that express the knowledge, skills, or behaviors that the students should be able to demonstrate upon completion of practicum. Practicum student learning outcomes/practicum outcomes must be consistent with standards of contemporary nursing practice. Practicum student learning outcomes/course outcomes

- must be aligned and linked to the end of program student learning outcomes;
- should have a single, measurable action;
- support students' achievement of the end of program student learning outcomes and program outcomes;
- typically progress from "simple" to "complex" as students advance through the nursing program of study; and
- organize, guide, and direct course curricular matters such as, but not limited to, the inclusion of content, learning activities, selection of practice learning experiences, evaluation methodologies, selection of practice learning environments, etc.

Practicum/ Clinical Preceptor - is a licensed Registered Nurse (RN) who meets the minimum requirements in Rule 215.10(j) Texas Board of Nursing 3.8.3.a. Education Guideline Preceptor Clinical/Practicum Learning Experiences. This registered nurse is not employed as a faculty member by the nursing program, and directly supervises practicum learning experiences for no more than two students. The preceptor contributes to the evaluation of the student during the experiences and assists in adapting the student to the nurse's role. The clinical/practicum preceptor facilitates student learning as prescribed by a signed written agreement between the educational institution, preceptor, and affiliating agency (Texas Board of Nursing, 2013). A preceptor is an academically and experientially qualified person who has received formal training to function as a resource and role model for nursing students. When specified, preceptors must meet the stated requirements for the level of nursing education offered. Examples include, but are not limited to, requirements set by a state regulatory agency for nursing or requirements set by the governing organization/nursing education unit (ACEN, June 2021).

Practicum Readiness Documents (PRDs) – Documents that are required for a student to complete and on file before they are allowed to attend practice. These include but are not limited to the following: Tuberculosis testing results, required Immunization documentation, and History and Physical completed by health care provider.

Pre-briefing - is an information session given prior to the start of a simulation activity. It sets the stage for the activity and assists students in achieving scenario outcomes (INACSL, 2011).

Prerequisite course – is a course/courses students must complete before students are able to enroll in other courses. Prerequisite courses to NURS courses require a grade of "C" or better prior to admission into the LU School of Nursing. Pre-admission course/courses are courses required to be completed prior to admission to the nursing program.

Professional integrity - is demonstrated by the acceptance of accountability and responsibility for one's actions; is the management of all situations in a truthful and honest manner that demonstrates respect and dignity for self and others; and is the presentation of oneself in a professional manner through proper dress, communication, and demeanor. It is the integration of professional behaviors and the socialization process that prepares graduates for entry into the practice of professional nursing.

Professional practice skills - includes continuing development of leadership abilities, adhering to professional standards, assuming responsibility and accountability for own actions as well as delegated tasks.

Professional roles - are provider of patient/client-centered care, member of the profession, patient safety advocate and member of the health care team (DECS, 2010).

Professional standards/guidelines for nursing practice - are a set of guidelines approved by a nationally recognized nursing organization for use in the development and evaluation of a nursing curriculum. The most recent version/edition of the standards/guidelines must be used. The standards/guidelines include, but are not limited to (ACEN, June 2021):

- Consensus Model for APRN Regulation (APRN Consensus Work Group & the National Council of State Boards of Nursing APRN Advisory Group)
- Core Competencies for Interprofessional Collaborative Practice© (Interprofessional Education Collaborative)
- Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education)
- Essentials of Baccalaureate, Master's, and Doctoral Education (American Association of Colleges of Nursing)
- Health Professions Education: A Bridge to Quality© (Institute of Medicine)
- NLN Competencies for Graduates of Nursing Education Programs© (National League for Nursing)
- Nurse Practice Standards for the Licensed Practical/Vocational Nurse (National Federation of Licensed Practical Nurses)
- Nursing: Scope and Standards of Practice© (American Nurses Association)
- Standards of Practice and Educational Competencies of Graduates of Practical/Vocational Nursing Programs (National Association for Practical Nurse Education and Services)
- Statement on Clinical Nurse Specialist Practice and Education© (National Association of Clinical Nurse Specialists)
- Quality and Safety Education for Nurses (QSEN) Competencies

Program Completion Rate – Program completion rate calculation for students who complete the program of study on time begins with calculating enrollment on the first day of the first nursing course and ends with completion of course required for conferral of a certificate, diploma, or degree. Must be reported in aggregate for program as a whole. Per Criterion 6.3, data must be disaggregated by date of program completion and if applicable, program option and location. Program determines when it is appropriate to disaggregate data for program decision-making.

Program Outcomes - are the measurable indicators that reflect the extent to which the purposes of the nursing program are achieved and by which nursing program effectiveness is documented. "The ACEN specifies and requires the assessment of the following nursing program outcomes: licensure examination pass rate, program completion rate, and job placement rate for undergraduate programs, and licensure examination pass rate and/or certification examination pass rate, program completion rate, and job placement rate for graduate programs. The assessment of additional program outcomes is the choice of the governing organization and nursing education unit. .

Provider of Patient-Centered Care - is an individual who exhibits skills of listening to, informing and involving patients in their care. The IOM (Institute of Medicine, 2003) defines patient-centered care as: "Providing care that is respectful of, and responsive to, individual patient preferences, needs and values, and ensuring that patient values guide all clinical decisions."

Public - is any individual or group with an interest in but no direct responsibility for the development or delivery of a nursing program (e.g., clients/patients, non-nursing students, non- nursing faculty, healthcare providers, and citizens) (ACEN, June 2021).

Published documents - are all written forms of communication distributed by a nursing program and/or governing organization, including paper and electronic sources intended to inform the public (ACEN, June 2021).

Qualified, academically - is documented current or recent direct engagement in a significant manner in the teaching of nursing and/or research in nursing; faculty members and nurse administrators must hold all educational qualifications required by the governing organization, the state, and the governing organization's accrediting agency; nurse administrators must hold all educational qualifications required by the governing organization, the state, the governing organization's accrediting agency, and the ACEN (ACEN, June 2021).

Qualified, experientially - is documented current or recent direct engagement in a significant manner in clinical nursing experiences for those whose role includes teaching; for those engaged in administration, documented current or recent direct engagement in a significant manner in administrative functions in nursing education; faculty members and nurse administrators must hold all experiential qualifications required by the governing organization, the state, and the governing organization's accrediting agency (ACEN, June 2021).

Qualified, to Teach – The maintenance of current knowledge and expertise in the teaching modality (e.g., face-to-face or alternative methods of delivery) and the assigned classroom, laboratory, and/or clinical teaching responsibilities. Maintaining currency may include, but is not limited to, focused continuing education; clinical practice (paid or unpaid); and applicable professional development.

Reflective Practice - is considered an essential component of experiential learning, it promotes the discovery of new knowledge with the intent of applying this knowledge to future situations. Has the potential to decrease the gap between theory and practice (INACSL, 2011).

Relationship skills - enhance the connection between the nurse and hierarchies of interactions with other persons: clients, families, communities, members of the health care team, and the environment in which these interactions occur. Involves accountability, primacy of duties directed at beneficence, scientific and technical competence, and leadership. Aimed at maintaining the therapeutic benefit of the interaction, evaluation of problem and goals toward therapeutic progress, facilitating wellness and implementing care with unconditional positive regard for the client's progress.

Resources, fiscal - are financial support required for securing the personnel, supplies, materials, equipment, and services necessary to ensure the achievement of the end of program student learning outcomes and program outcomes (ACEN, August 2016).

Resources, learning - are materials, activities, and technologies that facilitate the development of students' knowledge, skills, and behaviors necessary to ensure the achievement of the end of program student learning outcomes and program outcomes (ACEN, August 2016).

Role Modeling - "is the facilitation of the client in attaining, maintaining, or promoting health through purposeful individualized interventions based on the client's perceptions of the world as well as the theoretical base for the practice of nursing." (Erickson, H. C., Tomlin, E. M., and Swain, M. A. (2002). *The Modeling and Role Modeling Theory* in J. B. George, 2002, *Nursing Theories, the Base for Professional Nursing Practice*, pg. 466).

Role-Specific Professional Competencies (Graduate Programs Only) – Expected, measurable levels of graduate level nursing performance that integrate knowledge, skills, and behaviors in the specialty area. Competencies may include (but are not limited to) specific knowledge areas, clinical judgments, and behaviors based upon the role and/or scope of practice of the master's- or doctoral-prepared nurse. (ACEN, June 2021).

Safety for health care team - the avoidance or reduction to acceptable limits of actual or potential harm from health care management or the environment in which health care is delivered (NHIPPC 2017)

Scholarship – Activities that facilitate the enhancement of a nursing faculty member's expertise and support the achievement of the end-of-program student learning outcomes and program outcomes. These include, but are not limited to, application of knowledge, teaching, service, practice, and research. (ACEN, June 2021).

Scientific problem solving - is a vital ability for nursing practice which involves both problem solving and decision making. A dynamic process which utilizes the nursing process, decision making strategies, critical thinking skills, critical pathways, and independent/collaborative problem-solving as methods employed to solve problems related to care delivery. Involves problem identification, gathering and analyzing data, developing solutions, implementing the best, most cost-effective solution(s), and evaluating client outcomes. The nurses' ability to recognize and identify the problem is considered the most vital step (Adapted: Yoder-Wise, 1995).

Self-care - the ability of individuals, families and communities to promote health, prevent disease, maintain health, and to cope with illness and disability with or without the support of a healthcare provider.

Service Excellence- refers to the ability of service providers to consistently meet and occasionally even exceed customers' expectations.

Service learning - "is a philosophy of education which emphasizes active, engaged learning with the goal of social responsibility...it is reciprocal learning, dynamic and interactive...which suggests mutuality in learning between the student and the community with whom he or she is actively engaged." (J. C. Kendall, 1990, *Combining Service and Learning*, pg. 22-23). Participation in meaningful activities within the community which allow the individual to grow personally and professionally outside the classroom experience.

Shadow Health- A teaching strategy that utilizes educational software web-based Digital Clinical Experiences™ and is designed to augment health courses for nursing students.

Simulation, high fidelity - is creating a realistic client care environment and situation in which students participate in care, utilize problem-solving and practicum judgment skills. Integrates student cognitive, affective, and psychomotor domains in creating a client care situation as close to reality as possible, oftentimes utilizing high-tech mannequins which breathe, talk, and have realistic pulmonary, cardiac and gastric sounds. This teaching/learning strategy promotes synthesis of knowledge and the integration of multiple concepts into care of clients across the lifespan within a safe nonthreatening learning environment. Experiences using full scale

computerized patient simulators, virtual reality or standardized patients that are extremely realistic and provide a high level of interactivity and realism for the learner (NLN-SIRC, 2013).

Simulation Laboratory - is an on-campus setting that is designed to look, feel, and/or function as a real-world practice learning environment, offering real-world practice learning experiences, which may include the use of low-fidelity, moderate-fidelity, and/or high-fidelity simulation equipment (ACEN, August 2016).

Simulation, low fidelity - utilizes static mannequins and task trainers to create a realistic situation in which students practice problem solving and psychomotor skills. This teaching/learning strategy allows for peer review, self-assessment, and student demonstration of skill acquisition as well as faculty evaluation of students' performance within a safe nonthreatening learning environment. Experiences such as case studies, role-playing, using partial task trainers or static mannequins to immerse students or professionals in a practicum situation or practice of a specific skill (NLN-SIRC, 2013).

Simulated/Standardized Patient - is a person trained to consistently portray a patient or other individual in a scripted scenario for the purposes of instruction, practice, or evaluation (Robinson-Smith, Bradley, & Meakim, 2009). (ASPE Standards, SSH dictionary)

Skill - is the proficiency, competency and /or mastery of set(s) of tasks, abilities and/or behavior(s) that are hierarchically acquired over time as a consequence of learning, practice and experience.

Skill Development - is the process along a continuum of growth in knowledge, skills, and attitudes as a result of educational or other experiences (Meakim, Boese, Decker, Franklin, Gloe, Lioce, Sando, & Borum, 2013).

Society - is the scope of humanity: individuals, cultures, families and communities forming complex adaptive systems.

Social determinants of health- are the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks.

Spirituality - the quality of being concerned with the human spirit or soul as opposed to material or physical things.

Staff - are non-faculty personnel who facilitate the attainment of the goals and outcomes of a nursing education unit, including clerical and other support persons (ACEN, June 2021).

Structured setting - is a "geographical or situational environment where the policies, procedures, and protocols for provision of health care are established. In the structured setting, there is recourse to assistance and support from the full scope of nursing expertise." (Finkelman & Kenner, 2014, p. 85). Finkelman, A. & Kenner, C. (2014). *Professional nursing concepts: Competencies for Quality Leadership* (3rd ed.). Burlington, MA: Jones & Bartlett Learning.

Sufficient Full-Time Faculty – Typically reflected by: (ACEN, June 2021)

1. The ratio of the total number of full-time faculty (per the ACEN definition of full-time faculty) to the total number of full-time and part-time nursing students enrolled in all the nursing courses required for a nursing program or programs; The required workload for full-time faculty;
2. The number of full-time faculty on required or voluntary overload and amount of required and voluntary overload for each full-time faculty member; and
3. Required and voluntary non-teaching responsibilities required by the governing organization and/or nursing education unit.

Sustainability of Resources – The capacity of the governing organization to continue financial, human, and physical resources at the current level. (ACEN, June 2021)

Synchronous learning - is learning and instruction that occur at the same time and in the same place (ACEN, August 2016)

Systematic Plan for Program Evaluation (SPPE) - is a document reflecting ongoing assessment, analysis and evaluation. The SPPE encompasses both the Undergraduate and Graduate Programs and is continually updated by faculty to reflect the most current Accreditation Commission for Education in Nursing (ACEN) standards.

Teaching-Learning - is a collaborative problem-solving relationship between learner and teacher emphasizing self-direction and self-determination of goals leading to increased independence on the part of the learner.

Technical/Psychomotor skills - are the use of knowledge and dexterity to manipulate the ever changing and advanced technical, computerized equipment to provide client care, e.g., using diagnostic

equipment to gather assessment data, computerized client information to plan outcomes, mechanical pumps and respirators to maintain life, computer software to document, evaluate and conduct research on client outcomes, and information superhighway for communication and information gathering.

Therapeutic interventions - are actions designed to assist a client in moving from present level of health to that described in the expected outcome. These actions may be direct and indirect which include nurse initiated, physician initiated, and collaborative interventions.

Title IV Gatekeeper - is a person or agency that is responsible for monitoring an institution's compliance with the Higher Education Reauthorization Act Title IV (ACEN, August 2016).

Unstructured setting - is a "geographical or a situational environment that may not have established policies, procedures, and protocols and has the potential for variations requiring independent nursing decisions" (Finkelman & Kenner, 2014, p. 85). (Finkelman, A. & Kenner, C. (2014). *Professional nursing concepts: Competencies for Quality Leadership* (3rd ed.). Burlington, MA: Jones & Bartlett Learning.

Web-Enhanced - refers to the inclusion of a world-wide-web based resource for course delivery for the purpose of improving teaching/learning. Specifically, web-enhanced courses are delivered on campus and have an on-line component. The use of a vehicle such as Blackboard to provide framework for course materials, discussion, real-time chat, email, assignment drop boxes, and computer-based testing and grade book features is common.

Welfare of faculty and staff - are policies affecting faculty and staff promulgated by the governing organization and nursing education unit, including, but not limited to, those related to non-discrimination, appointment, rank, grievance, promotion, rights and responsibilities, salaries/benefits, and workload (ACEN, June 2021).

Workplace violence – is a recognized hazard in the healthcare industry. WPV is any act or threat of physical violence, harassment, intimidation, or other threatening disruptive behavior that occurs at the work site. It can affect and involve workers, clients, customers and visitors.

Workplace civility – are behaviors that help to preserve the norms for mutual respect in the workplace; **civility** reflects concern for others.

ARTICULATION STUDENT HANDBOOK STUDENT VERIFICATION FORM

I have received a copy of the Articulation Student Handbook and recognize that it contains pertinent information regarding my retention and progression in the program option. I understand that it is my responsibility to abide by the most current Articulation Student Handbook published. I agree to comply with the BSN Program Articulation Option requirements as stipulated.

Once signed, please upload this page to your Sentry MD account for verification.

Printed Name: _____

Lamar ID (L#): _____

Signature: _____

Date: _____