NEW ENGLAND COLLEGE

THREE-YEAR COOPERATIVE BACHELOR OF SCIENCE IN NURSING

Table of Contents

!

!

!
!

ACCREDITATION

NEC has initial approval by the New Hampshire Board of Nursing, 7 Eagle Square, Concord, New Hampshire, 03301
Phone: 603-271-2152
https://www.oplc.nh.gov/new-hampshire-board-nursing

The Three-Year Cooperative Bachelor of Science in Nursing Program at New England College is pursuing initial accreditation by the Commission on Collegiate Nursing Education http://www.ccneaccreditation.org. Applying for accreditation does not guarantee that accreditation will be granted.

New England College will host CCNE on campus on February 28, 29, and March 1, 2024, for our initial accreditation site visit.

Send comments to:

Commission on Collegiate Nursing Education Attention: Third-Party Comments 655 K
Street, NW, Suite 750
Washington, DC 20001

!

!
!
!
!
!
!
!
!
!
!
!
!
!
!
!
!
!
!
!
!
!

Sec ion I:

!

Defining Scholarship for the Discipline of Nursing

As the AACN articulated, nursing scholarship encompasses the comprehensive processes of generating, synthesizing, translating, applying, and disseminating knowledge to enhance and inform various aspects of healthcare, including practice, education, policy, and healthcare delivery. This holistic view of scholarship includes four key dimensions outlined by Boyer (1999): discovery, integration, application, and teaching. The defining characteristic of scholarship is its cumulative impact on nursing and healthcare.

The scholarship of discovery takes the form of primary empirical research, encompassing activities such as analyzing large datasets, developing and testing theories, conducting methodological studies (including implementation science), engaging in health services research, and engaging in philosophical inquiry and analysis. This form of scholarship yields new knowledge, refines or expands existing knowledge, and has practical applications in healthcare practice.

The scholarship of practice interprets, consolidates, and provides fresh insights into original research by applying evidence to practice settings to enhance and transform healthcare delivery and patient outcomes. This scholarship leverages innovative methods of implementation and translation scien1(i) -3 (n) - (a) -1 (n) 0 42 (h) --1 ( )]24 0 -1 (n) 0 42 0nnodence tonh d

Teaching Effectiveness Measurable Outcomes for all Full-Time Nursing Faculty: (based on a 10-point Likert scale)

        a.   The aggregate cumulative score for all full-time faculty teaching in the program will be >/=

       i.   Membership in professional organizations, especially in an active role such as committee

Program Organizing Framework

Professional Nursing Standards and Guidelines

The program organizing framework is designed from the alignment and adaptation of the following professional nursing standards and guideline resources:

- American Association of Colleges of Nursing (AACN) The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)
- American Association of Colleges of Nursing (AACN) Essentials (2021) Domains and Core Concepts
- Massachusetts Nurse of the Future (NOF) Competencies (2016)

2. Health Care Concepts
   1. Delivery
      a. Population Health
      b. Diversity
      c. Equity
      d. Inclusion
      e. Health Disparities
      f. Care Coordination
      g. Caregiving
      h. Palliative Care
   2. Systems
      a. Organizations
      b. Economics
      c. Policy
      d. Law
3. Psychosocial Concepts
   1. Attributes and Roles
      a. Development
      b. Functional Ability
      c. Family Dynamics
      d. Culture
      e. Spirituality
      f. Adherence
      g. Self-Management
   2. Mood, Cognition, and Maladaptive Behavior
      a. Stress and Coping
      b. Mood and Affect
      c. Anxiety
      d. Cognition
      e. Psychosis
      f. Addiction
      g. Interpersonal Violence and Trauma
4. Biophysical Concepts
   1. Homeostasis and Regulation
      a. Fluid and Electrolytes
      b. Acid-Base Balance
      c. Thermoregulation
      d. Rest and Sleep
      e. Cellular Regulation

!

      o. Clotting
      p. Pharmacology
   2. Reproduction and Sexuality
      a. Reproduction
      b. Sexuality
   3. Protection and Movement
      a. Immunity
      b. Inflammation
      c. Infection
      d.

!

Concept Definitions and Exemplars

Professional Nursing Concepts	
Topic: Nursing Attributes and Roles	Definition and Exemplars
Professional Identity	Definition: A sense of oneself, and in relation to others, that

Healthcare Delivery Concepts	
Topic: Healthcare Delivery	Definition and Exemplars
Population Health	Definition: Health outcomes of a defined group of people along with the distribution of health outcomes within the group. Exemplars: Prevention of accidents, suicides, and communicable disease; Immunizations; Infection Control in Hospital Settings;

| Policy | Definition: Goal-directed decision-making about health that is the result of an authorized, public decision-making process. Those actions, nonactions, directions, and/or guidance related to health that are decided by governments or other authorized entities.
Exemplars: Federal; State; and Local |

!

Anxiety

Definition: A subjectively distressful experience activated by the perception of threat, which has both a potential psychological and physiologic etiology and expression.
Exemplars: Simple or Social Phobia; Panic Disorder; Generalized Anxiety Disorder; and

!

Topic: Protection and Movement	
Immunity	Definition: Immunity is the body's specific protective response to a foreign agent or organism Exemplars: Anaphylaxis; HIV/AIDS;

!

!
Required Courses for the Major

Liberal Arts and Sciences Core Curriculum, BS (42 credits)
WR 1010 – Composition (4 credits)
MT 1100 – Quantitative Reasoning (4 credits)
LAS 1000 – First-Year Seminar (2 credits)
LAS 1 - The Natural Environment (4 credits)
LAS 2 - The Civic Environment (4 credits)
LAS 3 - The Creative Arts (4 credits)

!

!

Program Goals and Learning Outcomes:

Program Goals. Through the delivery of an integrative curriculum, this program's purpose is to assist the student-learner to:

1. Critically think, clinically reason, and apply scientific problem-solving methods to demonstrate clinical judgment in simple and complex healthcare situations.
2. Intervene therapeutically by combining knowledge, skills, and professional dispositions in a holistic, socially just, person-centered, ethical, and compassionate manner.
3. Provide safe, high-quality, cost-

!

NU 1110 Professional Nursing I: This course is the first of two foundational nursing courses introducing students to professional nursing knowledge and concepts. This course introduces the student to the scope and standards of practice for professional nursing, health care delivery systems, health promotion, wellness, and disease prevention; health policy, communication, ethical and legal considerations, professionalism and leadership; collaboration and teamwork; evidence-based practice; informatics; patient-centered care; quality improvement and safety; diversity, equity, and inclusion; and self-concept. *2-credits. ATI Fee.

- 2-credits x 15 contact hours = 30 hours per semester, or 2 hours per week theory

Course Student Learning Outcomes: At the end of this course, students will be able to:

CSLO1: Recognize the historical and theoretical

!

NU 1130 Professional Nursing II: This course is the second of two foundational nursing courses building on the knowledge and concepts introduced in Professional Nursing I and introduces the student to the clinical judgment process, priority-setting frameworks, management of care, documentation, medication administration; mobility; client education; vital signs; human growth and development; grief; stress and coping; comfort, rest and sleep; end-

NU 1140 Cooperative Experience I – Health and Illness Across the Lifespan and Care Continuum: In the first of three Cooperative Learning Experiences, students learn to integrate and apply core knowledge from the liberal arts and sciences with the foundational nursing knowledge, hands-on skills, and professional behaviors as the basis for providing safe, quality, and patient-centered care for the young adult, adult, and older adult

!

NU 2130 Professional Nursing III: This course builds on the knowledge, skills, and attitudes (KSAs) acquired in Professional Nursing I and II and Cooperative Experience I. To strengthen holistic relationships with

!

NU2140 Cooperative Experience II –

!

NU 3140 Cooperative Experience III – Health and Illness Across the Lifespan and Care Continuum: In the final Cooperative Learning Experience, students learn to integrate and apply core knowledge from the liberal arts and sciences with the foundational nursing knowledge, hands-on skills, and professional behaviors as the basis for providing safe, quality, and patient-centered care for the pediatric (including newborn care) and women's health (including ante-, intra-, and post-partum care) populations across the care continuum. Students will be introduced to concept exemplars, including growth and development, health promotion and illness prevention, reproduction oxygenation, perfusion, clotting, metabolism, immunity, infection, abuse/neglect, mobility, nutrition, digestion, elimination – and related pathophysiology and pharmacology. Learning experiences include the classroom, simulated learning environment, and patient care settings. *12 credits. ATI Fee.

- 12-credit Cooperative Education = 540 hours
    - ! 34*5, 1%6*712–. (' *89*$:(2($. :*&' 1$.)(, 2*5, 1%6;*
    - <<3*5, 1%6*7–. (' *=9>*?, %@*5, 1%6;*
    - 3A*5, 1%6*7)5&, %&)($. :*5, 1%6;*

Course Student Learning Outcomes: At the end of this course, students will be able to:

CSLO1: Apply knowledge from nursing, the arts, humanities, and the natural, physical, and social sciences into professional nursing practice for pediatric and women's health populations across the care continuum.
CSLO2: Apply the concepts involved with providing person-centered nursing care for pediatric and women's health populations across the care continuum.
CSLO3: Advocate for improving the health status of pediatric

!

!

!   40   hour 1

NU 4510 Capstone Seminar and Clinical Immersion: This 14-week hybrid course is the summative
evaluation of the theory and clinical program learning outcomes through ongoing adaptive assessments
and synthesis of program concepts and a 180-hour clinical immersion. Pre-requisite - System-Based
Practice in Healthcare and Transition to Professional Nursing Practice. *8 credits. ATI Fee.
- 4-credits theory = 60 hours over the first 7-weeks
    - 40 hours for the ATI Live Review (in-person in week 1)
    - 20 hours ATI Capstone (online)
- 4-credit ext 5G-1 (s)h-1 (i) p (1)]TJ ET Q q 0.24 0t0 0.24 0 601.92 cm BT 42 0 072 16701.108 103Tm /TT7 1 Tf ( ) Tj

!

Student Affairs Committee

The Student Affairs Committee (SAC) is responsible for developing, overseeing, and evaluating the program admission criteria, academic policies, and student progression standards for the nursing program. This dedicated committee collaborates closely with the college admissions team to guide program admission requirements, and it plays a pivotal role in assessing the suitability of prospective students whose admission eligibility is under scrutiny. Furthermore, the SAC reviews student petitions and renders decisions on dismissals, appeals, and re-entry, all in alignment with the academic policies of the program and the college. The SAC conducts a comprehensive annual review of admission, academic, and progression policies to ensure they remain pertinent and effective. Admissions provide invaluable support to facilitate the SAC's work. Detailed minutes are kept by the administrative assistant and approved by voting members of the SAC.

Purpose

The primary objectives of the Student Affairs Committee are as follows:

- To uphold the integrity of admission standards.
- To make determinations regarding the admission status of students.
- To continuously assess and refine admission and progression standards and related published information.
- To review and enhance relevant student policies and related published materials.
- To ensure a comprehensive and precise evaluation of student progression.
- To decide on probation, dismissal, appeals, and readmission of individual students per the academic policies of the program and college.

Decisions made by the SAC may be appealed to the Dean solely on procedural grounds.

Membership

The Committee comprises the Dean, at least three full-time faculty members, and an admissions team member. A Chair is appointed every two years.

Voting Privileges

All members of the Committee hold voting privileges.

Outcome

The SAC's work monitors student admission and progression within the nursing program closely.

Meeting Schedule

The SAC convenes at the commencement and conclusion of each semester, holds monthly meetings, and schedules additional meetings as necessary to address pertinent matters.

!

Undergraduate Curriculum and Evaluation Committee

The Nursing Curriculum and Evaluation Committee (NCEC) is responsible for developing and reviewing the undergraduate pre-licensure curriculum and overseeing and evaluating individual and aggregate pre-licensure program outcomes. This committee brings recommendations to the Shared Governance Committee for approval and/or action. Once approved, curricular changes are submitted to the General Education Committee (if required), the college curriculum committee, and the full faculty for final approval. Detailed minutes are kept by the administrative assistant and approved by voting members of the SAC.
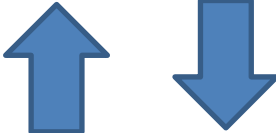
Purpose

The primary objectives of the NCEC are as follows:

- To ensure alignment of the program's mission, vision, faculty beliefs, goals, and outcomes with those of the college.
- To ensure that the program's mission, vision, faculty beliefs, goals, and outcomes reflect pertinent professional standards and guidelines.
- To develop, implement, and refine the curriculum.
- To scrutinize courses and proposed course changes to safeguard curriculum integrity and uphold expected student learning outcomes.
- To guarantee that teaching-learning environments facilitate the attainment of student outcomes.
- To review all faculty submissions for course alterations/modifications and act on those requests.
- To maintain an up-to-date and relevant systematic plel 04el 04el 2236(eva) -91 (v) -1 (ip1.92cm -2 (i 743.028 -11 (

!

!

!

NEC Nursing Organization Chart

NEC President Dr. Wayne Lesperance

Nursing Faculty Position Descriptions

Position Title: Full-time Nursing Faculty (Assistant, Associate, or Full Professor)

Position Purpose: New England College seeks academic nurse educators to come home to our innovative Three-Year Cooperative Bachelor of Science in Nursing program. First of its kind in New England, this program can be described as a mix of the best characteristics from diploma, associate, and bachelor degree programs, with an added pinch of designated education unit and internship model. As an Academic-Practice Partnership, academia and practice partners share the responsibility of educating student nurses to cultivate a nursing workforce poised to meet the demands of 21st Century healthcare delivery.

Program fast facts:

- Cohort-based learning in a concept-based program,
- Completion of 124 credits in less than three years on a 12-month academic calendar,
-

Position Title: Academic-Practice Partner Liaison

Position Purpose: As an Academic-Practice Partnership, academic and practice partners are responsible for

Preceptor/Clinical Teacher: An experienced, competent, caring registered professional nurse (RN) who agrees to serve as a role model, leader, consultant, mentor, and teacher, helping students bridge the gap between academia and what can be expected in the patient care setting. Preceptors facilitate and supervise student learning experiences in a practice setting and are not members of the program's faculty. The preceptor/clinical teacher completes the weekly formative evaluation and mid- and end-of-term clinical evaluation tool in collaboration with the CCF and preceptee.

Preceptor/Clinical Teacher criteria:

!

!

!

Attendance Policy

Purpose:

!

!

Class and Cooperative Cancellation Policy

Purpose: To outline the mechanisms to determine if a class or cooperative learning experience has been canceled. Severe weather may sometimes preclude safe travel. Faculty may also experience sudden, unexpected personal, family, or health concerns that may require the cancellation of a planned learning experience. Students are asked to adhere to this policy to prevent unsafe and/or unnecessary travel.

Policy:

• Students must routinely check phone, email, and text messages for information in severe weather.

• The student should follow the NEC Nursing attendance policy if there is a safety concern in inclement weather.

• If a faculty member must cancel, the faculty will notify students via NEC email.

• The mode of communication for cancellation is Blackboard announcements. Therefore, students are advised to check Blackboard announcements before each class.

• Students must provide a phone number to the cooperative clinical fac

!

!
!

<div align="center">Examination Review</div>

Purpose: To provide faculty and students with guidance regarding the review of examinations. To protect the integrity of the test bank.

Policy: Exam review sessions are not mandatory; however, they may be offered with the intent to clarify and dialogue about concepts evaluated in an examination.

Procedure:
1. All examinations review is time-limited and may be held in class or during scheduled faculty office hours.

2. To ensure the integrity of examinations and items on examinations, all review sessions must occur on NEC's campus; procedures must be taken to ensure the integrity of the exam and exam items.

3. To make good use of student and faculty time, students must adhere to an established set of behavioral norms during a review session, or the session will end.

4. Students should be aware that it is inappropriate to challenge their faculty or argue about their grades on an examination in a public forum. When done by groups of individuals, such behaviors constitute mobbing, a recognized form of incivility, and a form of professional misconduct. Instead, individuals with concerns about items on the examination or calculating their grades should ask to meet with the faculty privately.

5. Students are not allowed any writing materials, digital equipment, or electronic storage devices, e.g., phones, iPads, or smart watches, while an exam is in their possession or being reviewed. Any student who violates this rule may be charged with academic dishonesty.

6. Students may not leave the review session with exam items in their possession. Any student who violates this rule will be charged with academic dishonesty.

ADMS 8.23

!

!

Grading Policy

Purpose: To outline the grading policies for NEC Nursing.

Policy:
- The faculty will outline the methods for evaluation for each course in the course syllabus.
- The description of assignments and related rubrics for each course will be posted on Blackboard.
- The clinical portfolio guidelines for each course will be posted on Blackboard.
- Grades are assigned according to the NEC Grading Scale below:

Grade	Value

!

Program Assessment Methods

- Professional Nursing I, II, & III and Human

- Capstone Seminar & Clinical Immersion

Assessments/Assignments	Value of Course Grade

!

!
!

!

!

Recruitment, Admission, Progression, and Graduation Policies

Purpose: To provide a uniform statement for students and faculty regarding nursing student recruitment,

!

Post-secondary Students - Qualified post-secondary students are admitted directly into the nursing program as space allows. In addition to NEC's general admission requirements, applicants to the pre-licensure nursing program should meet the following admission standards.

    o

Stopped Progression

Stopped Progression means that a nursing student who fails to meet the progression standards listed above may be stopped from moving to the next nursing course. For instance, students failing to meet the minimum grade of B- or 80% final grade in any nursing course, an 80% on their exam cumulative in any nursing course with exams, or an 80% on their Cooperative Portfolio in any nursing cooperative experience course may be stopped from progressing term to term. Which will extend the students' program and graduation.

Students who have received a stopped progression notification from NEC Nursing can appeal the decision. Students must email the NEC Nursing Student Affairs Committee (SAC), NECNursing@nec.edu, directly within seven days of receipt of the

!

Graduation

For a student to meet the requirements for graduation, the student must meet the following criteria:
- Meet all NEC graduation requirements for the Bachelor of Science with a major in Nursing.
- Complete all NU courses with a minimum grade of B-; or 80%.
- Students must complete all degree requirements within six years from the time the

Section IV.
Social and Behavioral Policies

!

!

!
!
!

Dress Code and Personal

!

!
!

Social Media Policy

Purpose: To enhance and protect the personal and professional reputation of nursing students, their colleagues, the faculty, the school, and NEC when participating in social media.

Social media is a powerful and far-reaching means of communication that can blur the lines between personal, professional, and institutional voices and significantly impact one's personal and professional reputation. According to the ANA (2011), "nurses and nursing students should understand the nature, benefits, and consequences of participating in social networking of all types."

!