# COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NDG 133</td>
<td>CONCEPTS OF NURSING III</td>
<td>3</td>
</tr>
</tbody>
</table>

**Hours:**  
Lecture: 30  
Clinical: 60

**Pre-requisite:** NSG 135  
**Co-requisite:** NS 151

**Implementation:** Summer 2015

**Catalog description (2006-2009 Catalog):**  
[Note: All revisions to the course description in the catalog require the submission of a memo to the Curriculum Committee.]

Assists students in the use of the nursing process when caring for the client experiencing mental health problems. Emphasizes client care during all phases of mental health disorders, from prevention through rehabilitation. Provides experiences in a variety of mental health settings.

**Is course New, Revised, or Modified?**  
Revised

**Required texts/other materials:**  
Evolve: *Evolve Apply: Complete RN Online Case Studies* (2yr subscription)  

**Revision date:**  
April 2013

**Course coordinator:**  
Carol Hernandez, RN, MSN, CNE 606-599-6352  
chernandez@stfrancismedical.org

**Information resources:**  
(Describe the primary information resources that support the course, including books,
videos, journals, electronic databases, websites, etc. To request new materials for your course, use the library request form at: www.mccc.edu/student_library_course_form.shtml

Textbooks, Library resources, Angel Learning Online Resources

**Other learning resources:** (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)

ATI Learning Systems software  
Evolve HESI Systems software  
Real Life

**Course Competencies/Goals:** [List the most important 5-8 overall student learning outcomes for your course. Course-level student learning outcomes (or Course Competencies/Goals) are statements that describe the specific, measurable knowledge, skills, and/or values that the student is expected to demonstrate, perform or exhibit after completion of the course. Student learning outcomes should focus on what the students will learn (rather than what the instructor will teach) and must include verbs (explain…, demonstrate…, analyze…) that reflect lower-order and higher-order learning goals.]

*The student will be:*
1. Apply concepts from the sciences and evidence-based nursing practice to the care of patients with psychosocial problems.
2. Use therapeutic communication strategies to provide safe, patient centered care for patients with psychosocial problems.
3. Apply legal and ethical principles when providing care to patients in the mental health setting.
4. Discuss the nursing process, professional standards and safety requirements for patients in the mental health setting.
5. Identify the role of the nurse as team leader and interdisciplinary collaborator.
6. Demonstrate responsible behavior with increasing self-reflection.

**Course-specific General Education Knowledge Goals and Core Skills.** [To an extent consistent with its primary purposes, each course in every program is expected to reflect the college’s commitment to general education, as affirmed in the 2005 General Education Policy. A General Education Course is one whose primary purposes and overall design coincide strongly with one or more of the approved general education goals and objectives. For any approved (or proposed) General Education Course, the General Education Goals and Objectives form (the form identified as the “Gen Ed Attachment”) should be completed and attached to the course outline. Below is a complete list of Mercer’s General Education Knowledge Goals and Core Skills. Retain on this course outline the Goals and Skills that pertain to your course and delete those that are not a central part of the course.]

**General Education Knowledge Goals**
- **Goal 1. Communication.** Students will communicate effectively in both speech and writing.
- **Goal 2. Mathematics.** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
- **Goal 3. Science.** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
- **Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
- **Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.


MCCC Core Skills
Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail. [Each unit should center around a topic, theme or skill that supports the Course Competencies/Goals (the course-level student learning outcomes [SLOs]) and general education student learning outcomes. For each unit, identify specific student learning outcomes that focus on content knowledge or process skills. Units of study are not simply the chapters of the textbook; they are independent of the selected textbook. Unit-level student learning outcomes should state (in terms that can serve as the frame of reference for ongoing assessment of both student achievement and of the course’s effectiveness) what successful students will be able to demonstrate, perform or exhibit at the end of the unit. Connect the unit-level SLOs back to the course-level SLOs and the General Education and Core Skills SLOs either by cross-referencing them by number or by explaining the connections in a brief narrative. It is not expected that every unit-level SLO will connect to the General Education and Core Skills SLOs; each unit-level SLO, however, must connect to at least one course-level SLO. See the attached examples.]

Unit I
Course Objectives: 2, 5, 6

Lesson Objectives:
The student will:
1. Discuss strategies for effective communication and collaboration in health care teams. (Gen Ed Goals 1, 3; MCCC Core Skills A, E, F)
2. Discuss the stages of group process applied to health care teams. (Gen Ed Goals 1, 3; MCCC Core Skills A, E, F)
3. Describe effective team leader behaviors. (Gen Ed Goals 1, 3; MCCC Core Skills A, E, F)
4. Describe the process of conflict management and its application to health care teams. (Gen Ed Goals 1, 3; MCCC Core Skills A, E, F)

Unit II
Course Objectives: 1, 2, 3, 4, 6

LESSON OBJECTIVES
The student will:
1. Compare and contrast mental health and mental illness disorder. (Gen Ed Goals 3, 4; MCCC Core Skills B, D, E)
2. Relate the role of stress and adaptation to the health illness continuum. (Gen Ed Goals 3, 4, MCCC Core Skills B, D, E)
3. Define crisis. (Gen Ed Goals 3, 4; MCCC Core Skills B, D, E)
4. Describe the DSM - IV multi-axial system for making psychiatric diagnosis. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)
5. Describe the professional psychiatric nursing role. (Gen Ed Goals 3, 4, MCCC Core Skills D, E)
6. Discuss roles of several members of the mental health team. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)
7. Describe the implications the theoretical models have for psychiatric nursing. (Gen Ed Goals 3, 4; MCCC Core Skills B, D, E)
8. Compare & contrast traditional cultural issues that define mental health perspectives. (Gen Ed Goals 3, 4, 8; MCCC Core Skills B, D, E, G)
9. Identify the rights of the mentally ill & how these rights apply in practice. (Gen Ed Goals 3, 4, 9; MCCC Core Skills B, D, E, G)

Unit III
Course Objectives: 1 - 6
LESSON OBJECTIVES
The student will:
1. Identify factors to consider in assessment of individuals with mental disorders. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
2. Identify the current NANDA diagnosis labels with etiologies, risk factors, and defining characteristics. (Gen Ed Goals 3, 4; MCCC Core Skills B, D, E)
3. Identify outcomes that accurately measure client’s achievable behaviors based on their nursing diagnosis. (Gen Ed Goals 3, 4; MCCC Core Skills B, D, E)
4. Formulate nursing interventions that are prescriptive and directive. (Gen Ed Goals 3, 4; MCCC Core Skills B, D, E)
5. Construct rationale statements for each nursing diagnosis. (Gen Ed Goals 3, 4; MCCC Core Skills B, D, E)
6. Develop evaluations for outcomes that effectively measure client progress within an appropriate time frame. (Gen Ed Goals 3, 4; MCCC Core Skills B, D, E)

Course Objective 2
LESSON OBJECTIVES
The student will:
1. Compare and contrast facilitative and non-facilitative communication; therapeutic vs. social. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
2. Identify barriers to effective communication. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
3. Describe principles of therapeutic use of self. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
4. Explain the use of listening and observation skills in facilitative communication. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)

Course Objectives 1, 2, 4
LESSON OBJECTIVES
The student will:
1. Discuss the importance of self-awareness to the communication process. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, D, E)
2. Distinguish between therapeutic and social role. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, D, E)
3. Identify nurse’s role in maintaining boundaries. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, D, E)
4. Explain the characteristics of the four stages of the nurse-client relationship. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, D, E)

Unit IV
Course Objectives: 1 - 6
LESSON OBJECTIVES
The student will:
1. Identify the role of the nurse in developing a therapeutic relationship. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, D, E)
2. Identify the various therapies that may be included within the program of the therapeutic community and the healthcare workers that make up the interdisciplinary treatment team. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, D, E, F)
3. Describe phases of group development and characteristics of each phase. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, D, E, F)
4. Apply the steps of the nursing process in therapeutic intervention with families. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
5. Differentiate among nonassertive, assertive, aggressive, and passive-aggressive behaviors. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, D, E, F)
6. Describe techniques that promote assertive behavior. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, D, E, F)
7. Apply the nursing process with patients who are experiencing disturbances in self-esteem. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
8. Describe goals, principles, basic concepts, and techniques of behavior and cognitive therapy. (Gen Ed Goals 3, 4; MCCC Core Skills A, D, E, F)
Unit V
Course Objectives: 1, 2, 4, 6

LESSON OBJECTIVES

The student will:
1. Discuss the biological and psychosocial theories of the etiology of schizophrenia. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)
2. Identify the major behaviors associated with schizophrenia. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)
3. Distinguish between positive and negative symptoms. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)
4. Formulate nursing diagnosis and goals/outcomes for a client with schizophrenia and his family. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
5. Compare the effects of a supportive vs. a non-supportive environment. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
6. Develop appropriate interventions for: (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
   a. Altered perceptions
   b. Disintegrated thoughts
   c. Altered affect
   d. Disintegration of motivation
   e. Social isolation
   f. Aggressive / uncontrolled behavior
   g. Regressive behavior
7. Identify the pharmacological agents used to treat psychosis: (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
   a. Purpose with mechanism of action
   b. Side effects and adverse reactions
   c. Nursing measures required.
   d. Education / teaching

Course Objectives: 1, 2, 4, 5

LESSON OBJECTIVES

The student will:
1. Compare and contrast the clinical features and characteristics of anxiety disorders. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)
2. Apply the nursing process to clients who have anxiety somatoform and dissociative disorders. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
3. Appraise the coping mechanism of clients and evaluate risk for posttraumatic stress disorder. (Gen Ed Goals 3, 4; MCCC Core Skills B, D, E)
4. Design a teaching plan for family members of clients with OCD. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E, F)
5. Describe alternative interventions for reducing chronic anxiety. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
6. Identify the pharmacological agents used to treat anxiety. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
   a. Purpose and mechanism of action
   b. Side effects and adverse reactions
   c. Nursing measures required
   d. Education / teaching

Course Objectives 1, 4

LESSON OBJECTIVES

The student will:
1. Identify and differentiate the clinical features and characteristics of personality disorders. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)
2. Identify biological indices often seen in clients with personality disorders. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)
3. Discuss nursing diagnosis for personality disorders. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
4. Apply the nursing process to clients with personality disorders. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)

Course Objectives: 1, 4
LESSON OBJECTIVES

The student will:
1. Relate the physical and psychosocial factors that contribute to substance abuse. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)
2. Identify the clinical manifestations of the various types of substance abuse. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)
3. Identify nursing implications for emergency conditions in various types of substance abuse. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)
4. Apply the nursing process to clients with substance abuse. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
5. Identify the pharmacological therapies for substance abuse. (Gen Ed Goals 3, 4; MCCC Core Skills B, D, E)
6. Identify community resources used in rehabilitating clients with substance abuse disorders. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)
7. Describe current treatment modalities for clients with substance abuse disorders. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)

Course Objectives: 1 - 6

LESSON OBJECTIVES

The student will:
1. Discuss the biological and psychosocial theories as to etiology of depression and mania. Gen Ed Goals 3, 4; MCCC Core Skills D, E)
2. Compare and contrast the behaviors associated with depression and mania. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)
3. Identify methods to promote therapeutic communication with the depressed and manic client. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
4. Apply the nursing process to the client with depression and mania. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
5. Identify appropriate interventions for: (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
   a. appropriate levels of activity
   b. expression of feelings
   c. regression
   d. social isolation
   e. nutrition and elimination
   f. safety
6. Identify the effects of the client’s behavior on the caregiver and examine methods of intervention. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
7. Identify the effect of culture on application of the nursing process. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E, G)
8. Identify important components of a suicide assessment. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
9. Develop a plan of care for a suicidal client. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
10. Discuss expected responses to loss & the grief process. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)
11. Identify the pharmacologic agents used to treat depression and mania. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
    a. purpose and mechanism of action
    b. side effects
    c. nursing measures
    d. client teaching/education
12. Discuss nursing interventions used for different levels of crisis. (Gen Ed Goals 3, 4; MCCC Core Skills B, D, E)
13. Develop a plan of care for a client receiving ECT. (Gen Ed Goals 1, 3, 4; MCCC Core Skills B, D, E)
14. Discuss the discharge-planning role of the nurse. Gen Ed Goals 3, 4, MCCC Core Skills D, E
15. Identify the educational needs of the client with depression and mania. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
16. Identify professional practice issues with clients with depression and mania. (Gen Ed Goals 3, 4; MCCC Core Skills B, D, E)

Course Objectives 1 - 6

LESSON OBJECTIVES

The student will:
1. Compare and contrast behavioral and psychological symptoms of anorexia and bulimia disorders. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)
2. Identify the physical symptoms and medical complications. Gen Ed Goals 3, 4; MCCC Core Skills D, E)
3. Apply the concept of limit setting. (Gen Ed Goals 1, 3, 4; MCCC Core Skills B, D, E)
4. Describe the type of therapeutic relationship that is most effective with clients with eating disorders. Gen Ed Goals 3, 4; MCCC Core Skills B, D, E)
5. Formulate nursing diagnoses and goals/outcomes for clients with eating disorders. (Gen Ed Goals 1, 3, 4; MCCC Core Skills B, D, E)
6. Develop appropriate interventions. (Gen Ed Goals 1, 3, 4; MCCC Core Skills B, D, E)

Course Objectives: 1, 4

LESSON OBJECTIVES

The student will:

1. Distinguish between:(Gen Ed Goals 3, 4; MCCC Core Skills B, D, E)
   a. Developmental disorders
   b. ADD / ADHD
   c. Mental retardation
   d. Conduct disorders
   e. Effects of abuse and depression
2. Explain the relationship between childhood / adolescent disorders and adult mental disorders. (Gen Ed Goals 3, 4; MCCC Core Skills B, D, E)
3. Apply the nursing process in a developmentally appropriate manner to children and adolescents with emotional / cognitive disorders. (Gen Ed Goals 1, 3, 4; MCCC Core Skills B, D, E)

Course Objectives: 1, 4

LESSON OBJECTIVES

The student will:

1. Differentiate between delirium and dementia. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)
2. Discuss how information gathered during the history can identify delirium or dementia. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
3. Apply the nursing process to clients with cognitive disorders. (Gen Ed Goals 1, 3, 4; MCCC Core Skills B, D, E)
4. Identify normal cognitive changes that accompany aging. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)

Unit VI

Course Objectives: 3, 4, 6

LESSON OBJECTIVES

The student will:

1. Identify characteristics of the abuser's family. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)
2. Identify predisposing factors to abusive behaviors. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)
3. Describe physical and psychological effects on the victims of intimate partner violence, child abuse, and sexual assault. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)
4. Apply nursing process to abuse situations. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
5. Apply the nursing process to patients expressing anger. (Gen Ed Goals 1, 3, 4; MCCC Core Skills A, B, D, E)
6. Identify responsibilities for reporting abuse. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)

Course Objectives: 1 - 4

LESSON OBJECTIVES

The student will:

1. Discuss the changing focus of care in the field of mental health. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)
2. Discuss prevention of mental health in the community. (Gen Ed Goals 3, 4; MCCC Core Skills C D,E)
3. Identify cultural aspects to consider during a home visit. (Gen Ed Goals 3, 4, 8; MCCC Core Skills D,E, F)
4. Discuss home visit safety issues. (Gen Ed Goals 3, 4; MCCC Core Skills D, E)

Evaluation of student learning: [Describe general guidelines for examinations, required work, course work, assignments, and tests. Explain how assignments evaluate student achievement of course competencies/goals (course-level SLOs). Multiple measures (quizzes, tests, essays, projects, portfolios, practicums, etc.) are recommended.]
**Evaluation Methods:**

**Theory:**
- 2 Exams = 65% of the Grade (32.5% each exam)
- 1 Final Exam = 35% of the Grade

**Clinical:**
- Clinical Performance
- Process Recordings
- Clinical Lab
- CAI Programs
- Evolve Case Studies
- Group Study
- BaFa BaFA

The following grading system is the method of evaluation recognized by the St. Francis Medical Center School of Nursing:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(93-100)</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>(90-92)</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>(87-89)</td>
<td>3.4</td>
</tr>
<tr>
<td>B</td>
<td>(83-86)</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>(80-82)</td>
<td>2.7</td>
</tr>
<tr>
<td>F</td>
<td>(Below 80)</td>
<td>0</td>
</tr>
</tbody>
</table>

In order to pass the course an 80% based on exams alone must be achieved. The 80% will be calculated prior to other supplement graded assignments.

**Academic Integrity Statement:** [Include a statement affirming the college's Academic Integrity policy and any specific implications for the course. See http://mlink.mccc.edu/omb/OMB210.pdf]

We affirm the college’s Academic Integrity Policy as indicated below:

**MCCC**

学术诚信政策

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

**A. Uses or obtains unauthorized assistance in any academic work.**
- copying from another student's exam.
- using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
- stealing an exam or possessing a stolen copy of an exam.

**B. Gives fraudulent assistance to another student.**
- completing a graded academic activity or taking an exam for someone else.
• giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
• sharing answers during an exam by using a system of signals.

C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.
• submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
• using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately.
• presenting another individual's work as one's own.
• submitting the same paper or academic assignment to another class without the permission of the instructor.

D. Inappropriately or unethically uses technological means to gain academic advantage.
• inappropriately or unethically acquiring material via the Internet or by any other means.
• using any electronic or hidden devices for communication during an exam.

Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

CONSEQUENCES FOR VIOLATIONS OF ACADEMIC INTEGRITY

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.

APPEALS

The student has a right to appeal the decision of the instructor or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

Approved: Board of Trustees
May 19, 1983

Revised: May 18, 2000
March 18, 2004