



Bachelor of Science in Nursing
(RN - BSN)
Student Handbook

2024-2025

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I. Mission, Philosophy and Organization

Goshen College Core Values



Christ-centered

We believe God is the foundation of all wisdom and knowledge. Through Christ we find merciful forgiveness and an invitation to a daily, personal walk empowered by the Holy Spirit. We are led by Christ in our search for truth.

I Corinthians 3:11: “For no one can lay any foundation other than the one that has been laid; that foundation is Jesus Christ.”

Passionate learners

We believe our faith is supported by knowledge. As a learning community, we foster a journey of lifelong learning, encouraging one another to seek truth with fervor. This spirit of academic excellence enriches our relationships, our world and our faith in Jesus Christ.

II Peter 1:5-8: “For this very reason, you must make every effort to support your faith with goodness, and goodness with knowledge, and knowledge with self-control, and self-control with endurance, and endurance with godliness, and godliness with mutual affection, and mutual affection with love. For if these things are yours and are increasing among you, they keep you from being ineffective and unfruitful in the knowledge of our Lord Jesus Christ.”

Servant leaders

We believe that servant leadership is reflected perfectly in the life and person of Jesus Christ. We humbly set aside self-interest for the interests of others, because love for others builds up God’s community. By following Christ’s example, we create a culture characterized by joyful service.

Matthew 20:26-28: “But whoever wishes to be great among you must be your servant, and whoever wishes to be first among you must be your slave; just as the Son of [God] came not to be served but to serve, and to give his life as a ransom for many.”

Compassionate peacemakers

As Christian peacemakers, we embrace “shalom” – the peace that God intends for humanity. We are committed to build the “peaceable kingdom” by practicing loving kindness, restoring justice, practicing anti-racism, loving our enemies and advocating for the dispossessed. We renounce the oppressive, violent destructive powers of this world – and are willing to live our lives as examples of God’s peace.

Matthew 5:9: “Blessed are the peacemakers, for they will be called children of God.”

Global citizens

As responsible global citizens, we see, encourage and celebrate the image of God in others. We welcome and include the ‘stranger’ in our midst – respecting differences in world views while seeking common ground. We wish to transcend barriers between people not only through academic teaching and learning, but also in meaningful cross-cultural exchanges. We go into the world offering our gifts and lives in service to others.

II Corinthians 5:18-20: “All this is from God, who reconciled us to himself through Christ, and has given us the ministry of reconciliation; that is, in Christ God was reconciling the world to himself, not counting their trespasses against them, and entrusting the message of reconciliation to us. So we are ambassadors for Christ, since God is making his appeal through us; we entreat you on behalf of Christ, be reconciled to God.”

Goshen College Website, <http://www.goshen.edu/aboutgc/values/>

Vision

Goshen College will cultivate joy, growth and purpose, preparing students to thrive in life, leadership and service. Rooted in the way of Jesus, we will seek inclusive community and transformative justice in all that we do.

Mission

Goshen College transforms local and global communities through courageous, creative and compassionate leaders. Shaped by Anabaptist-Mennonite tradition, we integrate academic excellence and real-world experience with active love for God and neighbor.

Diversity, Equity and Inclusion

At Goshen College, our diversity is essential to our academic excellence and vibrant community. As we teach, learn and seek truth together, our diversity invites us to see in new ways, to recognize new problems, to imagine new solutions, to realize our strengths and to claim justice. Only in working together toward inclusion, connection and equity do we gain the knowledge and skills needed to succeed in life, leadership and service, and to create a more just, civil and joyful society.

Arising from Anabaptist-Mennonite tradition, we value and honor the inherent dignity of each person. Teaching and learning *about* diversity and *through* our diversity connects our academic excellence, real world experience, and active love for God and neighbor. This leads us to continually enrich and grow the diversity of our students, faculty and staff. (adopted by Goshen College in 2021)

Outcomes

At Goshen College we intend to create a community of faith and learning built on five core values: Christ-centeredness, passionate learning, servant leadership, compassionate peacemaking, and global citizenship. In our academic program and campus life students will develop the knowledge, skills, and values for:

A life that is CHRIST-CENTERED, with

- a reflective faith that nurtures spiritual growth in individual and corporate contexts
- an active faith that informs all life's choices

A life of PASSIONATE LEARNING, through

- the mastery of a major field of study as the basis for life-long learning, service, relationships, and work in a socially and culturally diverse context
- an extensive foundation of knowledge, skills, processes and methodologies derived from a liberal arts curriculum that are required for systematic study and problem solving

A life of SERVANT LEADERSHIP, based on

- a leadership ability that empowers self and others
- a healthy understanding of self and others that is reflected in relationships of interdependence and mutual accountability

A life of COMPASSIONATE PEACEMAKING with

- a personal integrity that fosters the ability to resolve conflict and to promote justice
- a commitment to diversity in all of its forms both conceptually and in practice

A life of GLOBAL CITIZENSHIP with

- an intercultural openness with the ability to function effectively with people of other world views
- a responsible understanding of stewardship for human systems and the environment in a multicultural world

Goshen College's academic program is integrated into all aspects of college life, curricular and co-curricular. We encourage students to learn and grow beyond the parameters of their discipline-based training, to recognize the powerful connection between the disciplines, and between the education of the mind, body and spirit.

Approved by the Goshen College Board of Directors – Jan. 31, 2004

Department of Nursing

Mission

Within the community of faith and learning at Goshen College, the nursing program nurtures students in the process of becoming informed, articulate, sensitive and responsible professional nurses. As a ministry of the Mennonite Church, we seek to prepare graduates to engage in life-long learning and to practice in an ever-changing health care environment.

Philosophy

The philosophy of the department of nursing is consistent with the mission of Goshen College to transform local and global communities through courageous, creative and compassionate leaders. The nursing faculty believes that each person, as created by God, is a whole being with inherent dignity and worth. Universal to all persons is the need for love and care.

Health is a dynamic state influenced by multiple factors including heredity, individual lifestyle, and the environment. Cultural beliefs and practices influence how health is perceived and valued. Individual persons, their families, and communities have an inherent ideal of health toward which they strive.

The environment is comprised of internal and external factors that form an interdependent system. The environment encompasses all circumstances, influences and conditions that surround and affect everyone. Individuals, families and communities are continually influencing and influenced by the environment in ways that affect quality of life.

The goal of nursing is to promote human flourishing. The practice of nursing takes place in partnership with individuals, families and communities. The knowledge base of nursing is grounded in theory, research, and evidence-based practice. Nursing practice exercises critical thinking and perceptive decision making in the delivery of safe and effective care. The nurse is responsible to improve health through health promotion and restoration of health and wellbeing. Nurses are responsible to the profession and to improving healthcare through a commitment to social justice and equitable distribution of healthcare resources for all. Nurses hold the same duty to self and others to promote health, preserve wholeness of character and facilitate personal growth.

Nursing education is the process of creating inclusive learning spaces where students develop critical thinking, professional identity, collaborative practices and communication skills for the provision of safe, quality patient care in today's complex health environment. The nurse educator utilizes innovative pedagogies to create active learning experiences where students can become self-directed learners. This environment is flexible and creative, building on previous learning experiences while embracing diverse cultures and different learning styles. The nurse educator models and promotes lifelong learning, academic integrity, scholarly inquiry, and community service. Nursing education at Goshen College is committed to the advancement of the profession, social justice, and increasing health equity in our community.

Reviewed and revised 4/26/07, 5/15/19

Reviewed 5/3/11; 4/24/12; 4/27/15; 4/25/16; 5/2/17, 5/22/20, 3/31/21, 5/5/21, 5/5/23, 5/15/24

Bachelor of Science in Nursing Student Learning Outcomes (Goals)

Upon graduation, the graduate will demonstrate:

A life that is CHRIST-CENTERED, which

- Demonstrates a faith that is active and reflective, and responsive to the spiritual needs of self and others (AACN BSN Essential #9)

A life of PASSIONATE LEARNING, that

- Utilizes knowledge from the arts and humanities, theology, natural and social sciences, nursing theories and intercultural experiences in providing nursing care (AACN BSN Essential #1).
- Utilizes the ability to think actively and strategically in applying selected research findings for evidence based practice (AACN BSN Essential #3).
- Provides patient centered care by employing critical thinking, decision-making, psychomotor and interpersonal skills (AACN BSN Essential #7 and 9).
- Demonstrates skills in using patient care technology and information systems that support safe nursing practice (AACN BSN Essential #4).

A life of SERVANT LEADERSHIP, that

- Demonstrates professional values that foster the ability to resolve conflicts, examine ethical issues, promote accountability, and pursue practice excellence (AACN BSN Essential #8).
- Demonstrates leadership for promoting quality care and patient safety (AACN BSN Essential #2).

A life of COMPASSIONATE PEACEMAKING, that

- Communicates and collaborates with clients and the interdisciplinary team in providing comprehensive health services and the promotion of therapeutic nurse-patient relationships. (AACN BSN Essential #6).
- Integrates healthcare policy for the promotion of quality and safety in practice environments (AACN BSN Essential #5 and 9).

A life of GLOBAL CITIZENSHIP, which

- Demonstrates ability to provide culturally sensitive care. (BSN Essential #9).
- Practices health promotion and disease prevention to improve health for individuals, families, communities and populations (AACN BSN Essential #7).

Revised in February, 2014; Reviewed 4/27/15; 4/25/16; 5/2/17, 4/11/18, 5/22/20, 3/31/21, 5/5/21, 5/5/23, 5/15/24

Expected Program Outcomes

The faculty in the Department of Nursing has developed expected results, which are measurable indicators of the program and are reflected in the intended student outcomes and in the accomplishments of the faculty. Evidence of program effectiveness is shown in the evaluation of the expected results.

Aggregate RN to BSN Student Outcomes

Program Completion Rates

- 70% or higher of those students admitted to the nursing program will graduate in five years.

Employment Rates

- 80% or more of the graduates will be employed in nursing 12 months after graduation.

Program Satisfaction

- 90% of the graduates from the nursing program will evaluate the overall program as satisfactory.

Aggregate Graduate/ Alumni Outcomes

Service to the Profession

- 60 % of the graduates will be involved in one or more professional nursing or health-related organizations.

Service to the Community, Church, and World

- 75% of the graduates will be engaged in service to the community, church, and world.

Professional Development

- 95% of graduates will engage in at least one professional development activity per year.

Aggregate Nursing Faculty Outcomes

Professional Development and Teaching

- 100% of the full-time faculty will engage in at least one professional development and/ or professional development activity per year.

Scholarship

- 75% of full-time faculty will engage in scholarly activities (e.g. professional presentation, pursuit of advanced degree, publish an article, book review, or book chapter review).

Education

- 40% of the full-time faculty will have obtained or are pursuing the terminal degree.

Service to the Community, Church, and World

- 100% of the full-time faculty will be engaged in service to the community, church, and world.

Revised April 28, 2014 Reviewed 4/27/15; 4/25/16; 5/2/17, 4/11/18, 5/22/20, 3/31/21, 5/5/21, 5/5/23, 5/15/24

Community of Interest

Goshen College Department of Nursing serves a variety of individuals and groups in the community. The faculty in the Department of Nursing has identified the community of interest as follows:

External (individuals and groups that influence or participate in the nursing education program to ensure the achievement of the expected results of the program.)

- alumni
- employers
- Goshen College Nursing Advisory Council
- preceptors
- professional accrediting organizations
 - American Association of Colleges of Nursing (AACN)
 - Commission on Collegiate Nursing Education (CCNE)
 - Higher Learning Commission (HLC)
 - National League for Nursing (NLN)
 - Indiana State Board of Nursing (ISBN)
 - Michigan State Board of Nursing (MSBN)
- local and regional health-care agencies
- associate degree programs
- benefactors and donors

Internal (institutionally based individuals and groups that include administration, faculty and students as well as the groups that govern the activities of faculty and students.)

- students
- faculty
- staff

External to the nursing program but internal to Goshen College

- college administration
- faculty from science, sociology and psychology
- academic affairs committee
- Office of Graduate and Continuing Studies
- School of Nursing and Science; School of Graduate Studies
- support services

Accreditation History

Goshen College graduated its first class of baccalaureate nursing students in 1953. The nursing program received temporary accreditation from the National League of Nursing Education (NLN) in 1952. Full accreditation by the NLN was obtained in 1962 and continued through 2003. The nursing program received preliminary approval from the Commission on Collegiate Nursing Education (CCNE) in 1998. Full accreditation with CCNE was received on Sept. 28, 2002 and continues to present. The full nursing program received reaccreditation in 2022, good through 2032.

The nursing program has maintained approval by the Indiana State Board of Nursing since its inception.

Professional Nursing Standards and Guidelines

Professional nursing standards and guidelines are statements of expectations that provide a framework for professional nursing behavior and are developed by the professional nursing community. The Department of Nursing at Goshen College uses the following documents as a framework for professional nursing behavior.

Professional Nursing Standards and Guidelines

American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education*. Washington DC: AACN. Retrieved from:

<https://www.aacnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>

American Nurses Association. (2021). *Nursing: Scope and standards of practice* (4th ed.). Washington, DC: ANA. Call number Ref RT85.5.A47 2010.

American Nurses Association. (2015a). *Code of ethics for nurses with interpretative statements* (2nd ed.). Silver Springs, MD: American Nurses Publishing.

American Nurses Association. (2015b). *Guide to Nursing's social policy statement*: Washington, DC: ANA.

Commission on Collegiate Nursing Education (CCNE) standards for accreditation 2018 (new ones in 2024 roll out in 2025.) Retrieved from: <https://www.aacnursing.org/Portals/0/PDFs/CCNE/Standards-Final-2018.pdf>

Indiana nurse practice act (2019). Retrieve from: <https://iga.in.gov/laws/2019/ic/titles/25#25-23>

Indiana State Board of Nursing. (2011). *Nurse practice act: Licensure statutes and administrative rules*. Indianapolis, IN: Author. Retrieved from http://www.in.gov/pla/files/nursing_compilation.pdf

Indiana State Board of Nursing: Rules and Regulations (2024).

Retrieved from: http://iac.iga.in.gov/iac/iac_title?iact=848

Student clinical evaluation forms are organized around the ANA Scope & Standards of Practice.

Nursing Faculty Committees

The following are the standing committees for the Department of Nursing:

1. **Academic Advisory Committee** whose membership will include the director of the undergraduate nursing programs, the director of the graduate program in nursing, and three faculty members (representative of the basic BSN, RN-to-BSN and MSN education). The function of this committee shall be:
 - a. recommend, implement and evaluate policies for student progression and graduation.
 - b. review nursing student's academic and clinical performance at the end of each semester.
 - c. provide consultation to faculty regarding academic and/or clinical problems of students.
 - d. maintain and utilize statistical data for records, research and policy decisions.
2. **Admissions Committee** membership shall be the director of the Basic BSN program, the director of the RN-to-BSN program, the director of the graduate program in nursing, and two nursing faculty members representative of the basic and MSN programs respectively. The committee functions shall be:
 - a. review applicants and select qualified candidates for admission to the nursing major.
 - b. recommend, implement and evaluate policies for the admission of students.
 - c. maintain and utilize statistical data for records and research.
3. **Curriculum Committee** membership is composed of all nursing faculty, one nursing student from the basic program, one student from the degree completion program and one student from the graduate program. The committee functions shall be:
 - a. develop, coordinate and evaluate the curriculum.
 - b. maintain continuity, sequence and integration within the curriculum.
 - c. provide current research studies and literature for program improvement.
4. **MSN Subcommittee** membership is composed of all nursing faculty teaching in the graduate program in nursing. The committee functions shall be:
 - a. develop, coordinate and evaluate the MSN curriculum.
 - b. maintain continuity, sequence and integration within the MSN curriculum.
 - c. provide current research studies and literature for MSN program improvement.
 - d. report to curriculum committee for formal action.
5. **Business & Outcomes Committee** membership is composed of the entire nursing faculty and program director. The committee functions shall be: The committee functions shall be:
 - a. develop and implement the outcome evaluation plan for the department.
 - b. review the outcome data annually.
 - c. review the outcome evaluation plan every three years.
 - d. deal with the business aspects of running the department.

Student Participation in Faculty Committees

Students have opportunities to have input into the curriculum through various mechanisms: end-of-course evaluations, exit interview and representation on the curriculum committee.

II. Policies

The following policies have been developed by the faculty of the Department of Nursing at Goshen College and are effective during the 2024-2025 academic year.

RN-to-BSN students are also required to adhere to the policies and procedures listed in the Degree Completion Student Handbook.

A. General Policies:

Student Contact Information

In cases of emergency and when official documents are distributed, Goshen College uses the information on file that you gave at the beginning of the program. Whenever you have a change in your name, contact information, or change in emergency contact information, the following offices must be informed as soon as possible:

- Nursing Department
- Registrar's Office (registrar@goshen.edu)

Admission Criteria

- An associate degree or diploma in nursing from a school accredited by the Commission on Collegiate Nursing Education or by the National League for Nursing Accrediting Commission.
- A cumulative grade point average of 2.7 or higher in prior academic work.
- Completion of all prerequisite courses.
- Transfer of a minimum of 60 credit hours from an accredited college.
- Current licensure as an R.N. in the state where the clinical component will be completed, if unemployed during leadership clinical, students are expected to make their own clinical arrangements.

Transfer Credit Policy

Transcripts will be evaluated on an individual basis. Comparable coursework, up to 8 credits, from an accredited college or university may be transferred with the consent of the registrar. Courses considered for transfer must have a grade of C or higher. Comparable is defined as courses that fulfill the requirements for the program to which the student will be enrolled. Students transferring from a nursing program in which they received a failing grade must provide the nursing department chair at Goshen College with permission to contact the director at the program from which the student is transferring.

Student's Engagement in Outside Employment

For the full-time student, the amount of time spent in class plus the time spent in study outside of class is approximately equivalent to a full-time job. The student needs to consider work life balance. Our recommendation to full-time students is to work 0.5 FTE or less. Fulltime nursing employment is exceptionally hard to do while completing the BSN in 12 months.

Disabilities Requiring Accommodations

Goshen College wants to help all students be as academically successful as possible. If you have a disability and require accommodations, please contact the Director of the Academic Success Center (ASC), in the first week of the semester so that your learning needs may be appropriately met. In order to receive accommodations, documentation concerning your disability must be on file with the ARWE, Good Library 113. Call or email: 574-535-7560; asc@goshen.edu. All information will be held in the strictest confidence.

Dress Code

For safety reasons, footwear is required when students are on the second floor of Wyse Hall.

Professional and Community Standards

As outlined in the Goshen College Community Standards, "In order for a diverse community to thrive, we must recognize our differences and seek understanding and integrity in our relationships. Students and faculty at Goshen College are expected to support an environment of mutual respect and accountability, to care for the personal

dignity of others and to have integrity in their conduct and communication.” The academic environment is a place for well formulated debate and discussion but that may never cross over into a disrespectful exchange or dialog. Incidences of incivility will be discussed in Academic Advisory Committee. Consequences may include dismissal from the nursing department.

It is our professional responsibility according to the American Nurses Association (ANA) (2015) scope and standards of practice; Standard 9: **Communication** “to demonstrate cultural empathy when communicating, use communication styles and methods that demonstrate caring, respect, deep listening, authenticity and trust, and demonstrate continuous improvement of communication skills” (p.71).

Course and Program Evaluations

It is the professional responsibility of a nurse to engage in the evaluation process. ANA (2015) Standard 15: **Professional Practice Evaluations** “provides peers and *others* with formal and informal constructive feedback regarding their practice or role performance” (p. 81). At Goshen College we strive to make education the best experience possible and value your feedback, as it is critical to helping us assess our academic practice, as educators.

Attendance/Tardiness

Students are expected to attend all scheduled class and clinical experience unless excused by the professor teaching the course. Each professor will describe in the course syllabus the consequences of classroom attendance. Classroom or clinical absences may result in a reduced/ failing grade and possible dismissal from the program. More than one time of tardiness and/or absences may result in being placed on nursing alert and possible dismissal from the program. The program director is responsible for monitoring patterns of attendance across courses. Students need to plan ahead to have appropriate transportation and accommodations for class and clinical. If the student needs to be absent he/she is required to:

- notify the professor promptly when he/she is aware of the need for an absence.
- provide professor with rationale for why the absence is necessary – if medically related the department can ask for a provider’s note releasing you back to clinical
- notify the professor prior to the scheduled class or clinical time.
- be responsible to obtain the class materials and arrange clinical make-up if such is required (\$25.00 per hour make up fee).

Student Disclosure or Health-Related Issues

Students are strongly encouraged to disclose any health conditions and/or life circumstances that might impact your education both in the classroom and in clinical.

Expectations for Computing Skills

Students in all formats are expected to:

- Have access to a personal computer with software supported by GC ITS (e.g., the most current version of Microsoft Word)
- **Have daily access using GC email account.**
- Use the GC course management software program (Moodle). Orientation to email, general GC computing and Moodle will occur during orientation day prior to the first class of the first semester of the program.
- Have word processing and presentation software literacy.

Textbooks

Nursing students are expected to obtain access to the required textbooks used throughout the program of study.

Children in the Classroom

From time to time, childcare becomes an issue. Whether it is the birth of a new child or a child that is unable to go to daycare or school, these situations can cause stress for parents who are trying to balance school, clinicals, and caring for their children. The Department is sensitive to these realities.

We are also aware of the distraction that a child, no matter how quiet, may bring into the learning environment. It is for this reason that the following policy is in effect: No children will be allowed in the classroom.

The Department of Nursing values and supports the breast-feeding of infants. In the case of newborns, if the mother is breast-feeding the newborn and wishes to bring the infant to campus for the first weeks of life, a childcare provider should accompany mother and infant. During breaks, mother can breast feed the infant and then return to class. A room will be made available as needed for the infant and childcare provider to stay during class time.

The department has a room available for mothers who wish to have a place where they can go to pump their breast milk. Please check with the program director or the administrative assistant about accessing those accommodations.

Dismissal from the Nursing Program

The Department of Nursing reserves the right to dismiss a student who displays behaviors determined inappropriate to the practice of professional nursing. Behaviors for dismissal may include unsafe clinical practice, inability to meet academic criteria, conduct that poses a threat to the well-being of self, others, and/or property; breach of confidentiality; and defamation. Any student who defames anyone by oral (slander) or written (libel) statements may also be subject to legal actions. The behaviors identified as inappropriate will be documented and discussed with the student. The faculty member will meet with the Academic Advisory Committee and the director of the RN to BSN program to review the behaviors of concern.

If it is determined that the behaviors are inappropriate, the student will be dismissed by the director of the RN to BSN nursing program. The director will notify the student in writing of the effective date of the dismissal and provide the reason for dismissal.

Nursing Program Fee

A nursing program fee will be listed on your college bill and is associated with NURS 332 Holistic Client Assessment. The fee is subject to change each year and is determined by product costs, which include: Verified Credentials Inc. (VCI) and Shadow Health. This fee is non-refundable.

Hazardous Travel Due to Weather

When weather conditions are such that travel to clinical agencies is not safe, the following guidelines will be followed:

- The director of the undergraduate nursing programs in consultation with the State Police and/or Highway Department will decide when students and faculty should not travel to clinical agencies. Agencies will be notified by the professors teaching clinical courses.
- The professor of the clinical course will develop a system for notifying all students about the change in clinical due to weather.

If two or more days are missed in clinical due to weather, the time will need to be made up

Graduation Requirements

- Completion of 120 credit hours accepted by Goshen College.
- Successful completion of all nursing courses.
- Cumulative grade point average of 2.7 or higher.
- Full financial settlement
- Attendance at graduation practice the Saturday prior to graduation
- Purchase of regalia for graduation

Counseling Services

The faculty will refer students to counseling services at Goshen College as appropriate. Counseling services at Goshen College are directed towards meeting student needs for personal, social and spiritual growth.

Nursing Graduation Ceremony

A faculty committee is organized every spring, across the various nursing programs, to plan the nursing graduation ceremony at Goshen College. Student participation from all programs is expected at the ceremony. We celebrate the diversity of our student body, honor the family members who support the student's success and achievement and most importantly honor our Bachelors, Masters and Doctoral nursing student graduates. Nursing graduation pins will be provided by the Department of Nursing.

Academic Grievance Policy

The Department of Nursing uses the grievance policies of the institution. Please refer to the college catalog or the following website for details: <http://www.goshen.edu/academics/dean>.

Transportation

Students are expected to provide their own transportation and assume costs for off-campus activities.

Confidentiality

Students are expected to follow the ANA Code of ethics 3.1 which states that, "the nurse advocates for an environment that provides for sufficient physical privacy, including auditory privacy for discussions of a personal nature and policies and practices that protect the confidentiality of information." (*ANA Code of ethics with Interpretive Statements*, 2015, p. 9).

B. Academic Policies

Academic Integrity at Goshen College

Goshen College expects all students and faculty members to practice academic integrity. Honesty, trust, fairness, respect and responsibility are essential building blocks in creating a vital learning community. They are also the foundation for lifelong integrity.

Academic dishonesty at Goshen College is considered a serious breach of the "Goshen College Commitment to Community Standards." Academic dishonesty is any act that misrepresents academic work or interferes with the academic work of others. It includes:

- plagiarism (giving the impression that another person's work is your own) The submission of work that is not your own intellectual property, created by you (e.g. use of AI tools).
- professors may ask you to sign a form agreeing to not use AI in your nursing course work- care plans, reflections, etc.
- cheating on assignments or exams
- falsification of data
- submission of the same (or substantially the same) paper in more than one course without the prior consent of all instructors concerned
- depriving others of necessary academic resources
- sabotaging another student's work
- any activity that compromises the integrity of an exam (e.g. taking photos of the exam)

Consequences of academic dishonesty are based upon the severity of the offense, course expectations and other variables. Consequences for individual offenses may range from re-doing the assignment to dismissal from the college. The Associate Dean administers academic integrity violation and grievance processes. See the course syllabus, Goshen College Catalog, or visit <https://www.goshen.edu/about/community/response-academic-dishonesty/> for a fuller explanation.

Turn-it-in

Papers you submit in this program may be checked for plagiarized material copied from the web, other student papers, and selected on-line databases. Cases of plagiarism are reported to the Associate Dean. Avoid the serious consequences of academic dishonesty.

IT tutorials available

As a Goshen College student, you can access short, just-in-time training videos using Atomic Learning. Atomic Learning is a company with hundreds of training videos available for software. The videos range from single how-to videos, to a whole series of training videos on a particular subject or software program. This includes Microsoft Word, Excel, PowerPoint, etc. An example would be learning how to create charts and pivot tables in Excel, or tables in Word, or powerful and effective slide presentations.

Students (and faculty) can access Atomic Learning by going to <https://goshen.edu/atomiclearning> then, log in with their GC username (minus the "@goshen.edu") and password. Once logged in, they can use the Search tab to find applicable training videos.

helpdesk@goshen.edu is the email address for any additional IT support questions.

Grading Plan for Nursing Courses

All required courses are taken for letter grades. Successful completion of a nursing course requires a grade of C or above.

The following range for determining grades will be used:

94-100	= A	74-79.99	= C
92-93.99	= A-	72-73.99	= C-
90-91.99	= B+	70-71.99	= D+
84-89.99	= B	64-69.99	= D
82-83.99	= B-	Below 63.99	= F
80-81.99	= C+		

Incomplete Grades

A grade of I (incomplete) may be given at the instructor's discretion for medical emergencies or circumstances beyond the student's control. Students must be earning a passing grade at the time of the request for an I grade. It is to be given rarely and not to accommodate the student who, through carelessness or poor planning, does not complete course work in the given time. The student will work with the instructor to establish a plan for completion of the course. For degree completion students, the student must contact the program director to obtain the needed incomplete form ideally by week 6 of the course, and then must initiate contact with the course instructor to get the needed form signed and returned to the program director no later than the last evening of class for a grade of "Incomplete" to be assigned. Work not submitted by the deadline will be counted as zero, unless arrangements have been made with the faculty member. Students may carry only one course with a grade of Incomplete. Incompletes must be completed within **six weeks** of the final exam due date or a date agreed upon with the instructor because of extraordinary circumstances. Incompletes not satisfied by the due date will become the grade given by the instructor based on work submitted. If the Incomplete becomes an F, the student must retake the course and pay the current tuition rate in effect when they enroll in the course a second time.

The new grade is used to compute the grade point average, but the I will remain on the student's permanent record.

Late Assignments

Due to the condensed and fast pace learning that occurs within the seven-week class structure it is imperative that work be completed and submitted in a timely manner. Therefore, it is understood that within the RN to BSN program that late work will be deducted by 5% for everyday that the work is late up to one week; assignments will not be accepted once they are a week overdue. In extreme cases of emergency, professors at their own discretion may grant an extension.

Academic Requirements for Continuation in the Program

The academic record will be reviewed at the end of each semester and summer term. The academic requirements for continuation in the program are applied during these time periods.

Students are expected to maintain a minimum cumulative GPA of 2.7 for continuation in the program. If the cumulative GPA is in the range of 2.45 – 2.69, the student is placed on academic probation. If the cumulative GPA is below 2.45, the student is dismissed. If a student is on academic probation he/she will be allowed 9 credit hours to regain a GPA of 2.7. Failure to regain the cumulative GPA of 2.7 within the probation period results in dismissal from the nursing program. Students are allowed only one period of academic probation once they are enrolled in the nursing program. Any subsequent cumulative GPA below 2.7 results in dismissal from the nursing program.

A grade of **C or above** in all supporting and nursing courses is required for continuation in the nursing major. A grade of C- or lower in a supporting and/or a nursing course interrupts the student's plan of study. The course must be repeated **with a grade of C or higher prior to advancement to the next level. Nursing and supporting courses may be repeated only once. The number of repeated courses is limited to two supporting courses and one nursing course.**

Any person beginning the nursing course sequence, who does not take nursing courses for more than four semesters, will need to apply for readmission to the nursing program.

Communication Guidelines

'Standards for Written Papers

The Department of Nursing has adopted APA as the standard for style. Use APA style for all term papers and other designated papers. The following references provide instructions on APA format.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Goshen College Good Library – http://goshen.libguides.com/style_guide

Purdue University Online Writing Lab (OWL) <http://owl.english.purdue.edu/>

APA Online tutorial <http://www.apa.org>

Writing style should be of collegiate quality. For assistance with grammar, refer to a writing handbook. If there are multiple errors, misspellings, and typographical errors on a paper, it will be returned for correction prior to grading and the grade will be reduced.

Papers must be typed using computer word processing, printed on 8 1/2" x 11" paper, in clear, dark print, double-spaced, and with a font size of 12 Times New Romans. Include a title page unless instructed otherwise. Note that page numbering begins with the title page. Number all pages in the upper right-hand corner. Place a double-spaced, correctly formatted list of references, titled References, on a separate page at the end of the paper.

Avoid the serious consequences of plagiarism. Plagiarism is discussed in the Goshen College Catalog.

APA Guidelines for the Department of Nursing

Title Page

- Upper right corner – page number
- Center all of this information:
 - Name of paper
 - Student name
 - Name of the course
 - Faculty name
 - Date

On every page

- Page number should appear on the upper right corner.

In-text citations

Paraphrasing material

- When paraphrasing or referring to an idea contained in another work, you are encouraged to provide a page or paragraph number.
- Example: Nurses enter the nursing profession with the intent to help others. Nurses discover that helping involves three different categories or types of patients (American Nurses Association, 2008, p. 4)

Organization as the author

- American Nurses Association is the author of several required textbooks.
- Examples:
 - According to the American Nurses Association (2003), nursing is defined by six distinct characteristics.
 - Nursing is defined by six distinct characteristics (American Nurses Association, 2003, p. 5).

Direct quotation of sources

- Reproduced word for word from a source requires quotation marks and citation of author, year and page number, otherwise considered plagiarism.
- Example:
Watson (2005) six assumptions related to human caring include, “caring and love are the most universal, the most tremendous and the most mysterious of cosmic forces; they comprise the primal and psychic energy” (p. 19).

Quotation of fewer than 40 words

- If fewer than 40 words, incorporate quotation in text enclosed in quotation marks
- Example:
Watson (2005) defines the seventh assumption of Human Caring as, “Health professions’ social, moral, and scientific contributions to humankind and society lay their commitment to human caring ideals (and ethics) in theory, practice and research” (p. 19).

Quotations with more than 40 words

- Block Quotations: If more than 40 words, indent (left and right margin) as a block quote without quotation marks and reference citation in parenthesis at the end of the block.
- Example:
One of Jean Watson’s (2005) tenets of transpersonal caring states: Advanced transpersonal caring modalities draw upon multiple ways of knowing and being; they encompass ethical and relational caring, along with those intentional consciousness modalities that are energetic in nature, e.g., form, color, light, healing, comfort, balance, harmony and well-being (p. 6).

Indirect Source

- When referring to a source that you know only from reading another source, use the phrase *as cited in*, followed by the author of the source you actually read and its year of publication.
- Example:

Leininger's Theory of Culture Care Diversity and Universality (as cited in Kearney-Nunnery, 2008, p. 65) states that health is culturally defined and the individual expresses their roles in culturally defined roles.

Citation style with one or more author

- Citation with several authors is varied – check in Maimon and Peritz (APA tab) or APA Manual, 6th edition, p.177, Table 6.1

Use of numbers

- The general rule governing APA Style on the use of numbers is to use numerals to express numbers 10 and above and words to express numbers below 10.
- There are some exceptions to this rule, refer to APA 6th edition, page 111-112.

Online documents with DOI's

- Many online journals articles have a digital object identifier (DOI), a unique alphanumeric string. Citations of online documents with DOI's do not require the URL or retrieval date.
- Only include a retrieval date for items that lack a publication date.
- Example:
Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology, 24*, 225-229. doi:10.1037/

Reference page

- Title the reference page with the word "References" centered on the top of the page. Use the word "references," not "works cited" or "bibliography."
- Arrange references in alphabetical order.
- Each reference should make use of a hanging indent.
- Please note: Everything cited in the text must be listed on the reference page and everything cited on the reference page must be used in the text.
- All documents should be double spaced throughout the document. Please do not use triple spacing between paragraphs. Also double space within and between references.
- Online documents with DOI's
 - Many online journals articles have a Digital Object Identifier (DOI), a unique alphanumeric string. Citations of online documents with DOI's do not require the URL or retrieval date.
 - Only include a retrieval date for items that lack a publication date.

Example of reference with doi:

Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology, 24*, 225-229. doi:10.1037/

Example of reference without doi:

Hager, M. L. (2007). Therapeutic diet order writing: Current issues and considerations. *Topics in Clinical Nutrition, 22* (1), 28-36. Retrieved from CINAHL database.

Example of reference by author:

Kearney-Nunnery, R. (2005.) *Advancing your career: Concepts of professional nursing* (3rd ed.). Philadelphia, PA: F.A. Davis Co.

Example of reference by association/organization:

American Nurses Association. (2001). *Guide to the code of ethics for nurses with interpretive statements*.

Washington, DC: American Nurses Association.

Sources for APA style:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*

(6th ed.). Washington, DC: APA.

Maimon, E.P., Peritz, J.H., & Yancey, K.B. (2016). *A writer's resource: A handbook for writing & research* (5th ed.). New York, NY: McGraw-Hill.

Goshen College Good Library - http://goshen.libguides.com/style_guide

Purdue University Online Writing Lab (OWL) <https://owl.english.purdue.edu/owl/resource/560/01/>

APA Online tutorial <http://www.apa.org>

Criteria for Oral and Written Communication

The following criteria are utilized by the faculty in the Department of Nursing for evaluation of oral and written communication.

Oral Communication

Presentation

- Appears self-assured.
- Is enthusiastic.
- Has eye-contact with audience.
- Has clarity of delivery.
- Has appropriate body language/posture.
- Uses gestures effectively.
- Notes, if used, are unobtrusive.
- Stimulates interest.
- Incorporates humor appropriately.
- Uses proper grammar and vocabulary.
- Emphasizes main points.
- Uses appropriate volume.
- Audio-visually, if used, are effective (appropriate use of computer if indicated).
- Course-specific requirements

Content

- Includes an introduction with clearly stated purpose.
- Is well-organized (introduction, body, summary).
- Is appropriate for audience.
- Ideas are clear and follow a logical sequence.
- Audio-visually, if used, are neatly prepared and perceived easily.
- Incorporates creativity.
- Gives evidence of appropriate preparation.
- Other:
 - Was effective overall.
 - Had good audience response.

Written Communication

Format

- Uses APA style.
- Uses font Times New Roman 12
- Is typed – double-spaced.
- Has adequate margins.
- Is appropriate length.
- Documentation is sufficient and correct.
- Uses proper sentence/paragraph structure.
- Uses correct spelling/grammar.
- Course-specific requirements

Content

- Includes an introduction with clearly stated purpose.
- Is appropriate for designated readers.
- Ideas are clear and flow sequentially.
- Literature review is appropriate.
- Is summarized appropriately.
- Gives evidence of appropriate preparation.
- Course-specific requirements

C. Clinical Policies

Verified Credentials, Inc. (VCI)

The Department of Nursing has an agreement with Verified Credentials, Inc. to track items required by clinical sites and facilitate completion of background checks and drug screens. **Students will be given information about setting up an account and how to upload the requisite information so that they may participate in clinicals. Students not in compliance with submission of required documents, completion of drug screens and background checks by the due dates program completion will be put on hold. A late fee may also be imposed.**

Clinical Prerequisites

In order to participate in all clinical experiences each nursing student must meet certain requirements. Among these are:

- **Cardiopulmonary Resuscitation (CPR)** Each student must have current CPR certification obtained by taking either the AHA CPR/BLS for the Healthcare Provider course or the Red Cross course CPR for the Professional Rescuer/Health Care Provider throughout the course of their clinical experience. The department will arrange CPR classes during the year. Costs for classes arranged by the department will be covered by the nursing program fee. If a student is unable to attend one of these trainings, he/she may need to arrange to attend a different class and may be responsible for this charge. **Failure to recertify may result in the student missing clinical and paying for make-up time. Clinical make up, when arranged costs \$25.00 per hour.**
- **Verification of Health** Students receive the Verification of Health form following acceptance into the Department of Nursing. This form attests to the health of the student and lists the student's immunization or disease status and is to be completed by a licensed healthcare provider prior to completion of first semester courses. When the form is completed, the student will upload this information onto their Verified Credentials account. See the following list for immunizations/tests that are required. Costs of immunizations and/or tests are the responsibility of the student. Students are encouraged to secure routine physical exams, including dental and eye evaluations. Fitness programs are encouraged. For additional information, please refer to the Center for Disease Control at www.CDC.gov.

Immunization/Test	Requirement
Tdap/Td	A single dose of Tdap is required for those who have not previously received Tdap as an adult. A Td booster is required every 10 years.
T.B. Skin Or Blood Test	<p>Prior to the first clinical course, nursing students are required to have tuberculosis (TB) screening, either the (interferon-gamma release assay [IGRA]) test or the tuberculin skin test [TST]. Following the initial screening, an annual Tb questionnaire is required.</p> <ul style="list-style-type: none"> • Students who have a history of TB or a history of latent tuberculosis infection (LTBI) or a positive TB test will need to seek guidance from their health provider. The Department of Nursing requires clear documentation from the provider that the student is cleared for clinical practice, documentation of a negative chest radiograph and documentation of a negative symptom questionnaire. If a chest x-ray is required for verification of health, the chest x-ray must be less than 1 year old. If the initial chest x-ray is negative and the student is asymptomatic, no further chest x-rays need to be done during the student program at Goshen, provided the student has no evidence of exposure to TB disease. Students are required to complete an annual symptom questionnaire. • Some foreign-born students may have received a bcg vaccine. Students who have a history of receiving a BCG vaccine should not obtain the TST, the IGRA test is preferred. • Students are encouraged to receive their Tb monitoring through Goshen Family Physicians who contracts services with the college. Any follow-up for positive Tb test results can be managed through Goshen Family Physicians. Students may also receive Tb testing through their own provider. • The handbook policy is intended to provide general guidelines and does not substitute for guidance provided by an established medical practice nor does it replace guidelines issued by the Centers for Disease Control.
MMR	Evidence of two vaccine(s) after age one, or serologic evidence of immunity to each disease (measles, mumps, and rubella).
Hepatitis B	Series of three injections, first injection prior to first clinical, or serologic evidence of immunity.
Varicella	Two doses 4-8 weeks apart for those who do not have a healthcare provider-documented history of varicella (chicken pox), serologic evidence of immunity, or provider documentation of shingles.
Influenza	Required yearly for all students. Limited exemptions are possible and must be requested <i>prior to the start of fall semester.</i>
COVID-19	Strongly encouraged yearly, as new boosters are developed, subject to change based on the requirement of our healthcare partner policies. Unimmunized students risk not being allowed into clinical setting. We defer to the policies of our clinical partners. Student's plan of study will not be altered to make clinical accommodations and students may end up taking a leave if they will not comply with an agency's standard of care.

Professional Appearance/Look of Assurance

All students must use the following guide when in a clinical learning experience:

- Use a deodorant most effective for personal needs and use of cosmetics sparingly.
- Do not use perfumes or colognes.
- Keep hair clean and controlled.
- Beards and moustaches will be kept neatly trimmed and well-groomed. In the absence of beards and/or moustaches, faces will be clean-shaven.
- Keep fingernails short, well-manicured and without polish.
- No artificial nails allowed.
- No gum chewing while in clinical.
- Exhibit good health and personal hygiene.
- No skin from shirt/pants showing or exposure of cleavage.
- No rings other than a plain wedding band and engagement ring can be worn. Simple post earrings may be worn in earlobes. No other body jewelry may be worn.
- No visible tattoos or henna
- Wear a watch with second hand.
- Only natural hair tones.
- Pants must not drag to the floor; must not be able to step on pants.
- No head bands
- No sleeveless shirts or tops

Nursing Alert (student support process)

Good communication is paramount to student success and it is the role of the professor/clinical instructor to provide support to students who are not meeting the desired level of performance in either the classroom or clinical setting. Therefore, the Goshen College Department of Nursing has a support process, "nursing alert", to facilitate open and clear communication between student and faculty on a student's ongoing work toward the attainment of the desired performance standard. This process is not intended to be punitive and is intended to make students aware of any issues in the achievement of objectives as early as possible. This process remains in place for as long as the faculty member(s) deem it necessary for the student's growth and attainment of performance goals.

Nursing Alert Process:

1. A student may be placed on Nursing Alert at any time during a clinical or classroom course or at the end of the course (See also Attendance/Tardiness policy)
2. Identification of a pattern of "Needs Improvement" or "Unacceptable/Unsafe" performance in any behavior/objective warrants a written documentation of the behavior of concern.
 - The written documentation will identify areas of concerns and state recommendations for improvement. The documentation will include a time frame for meeting the objectives.
 - The faculty member will meet with the student to discuss specific behaviors that are of concern.
 - The document will be shared with the student in a view-only setting.
3. If the student is placed on nursing alert for a clinical performance reason, the student must meet with the faculty member on a weekly basis to discuss student progression toward the desired outcomes. **Weekly meetings are the responsibility of the student.** When placed on Nursing Alert, please create a plan to meet with the professor / clinical instructor each week. Failure to meet weekly will be reflected in the clinical evaluation and could impact successful completion of class / clinical.
4. The faculty member must notify the Academic Advisory Committee whenever a student is placed on Nursing Alert. The faculty may meet with the Academic Advisory Committee at any time for consultation and guidance.
5. At the end of the established time frame the student and faculty member will meet to discuss if the expected outcomes have been met or not.
6. If the student has achieved the outcomes the student will be removed from Nursing Alert by the faculty member.
7. If the student has not achieved the expected outcomes in the established time period the faculty member will meet with the Academic Advisory Committee.
8. If the student behavior has not changed the Academic Advisory Committee may recommend continuing on

Nursing Alert or dismissal of the student to the director of the undergraduate nursing programs.

9. The decision regarding dismissal will be made by the director of the undergraduate nursing programs in consultation with the faculty member and the Academic Advisory Committee. The director informs the student in writing of the dismissal.

D. Addendum A: Student expectations for online delivery of RN to BSN program

Mission of Online Teaching and Learning

The mission for online teaching and learning at Goshen College is to better serve current students, to extend the reach of our course and program offerings to new audiences, and to deliver programs in line with our 120-year tradition of excellence.

Philosophy of Online Teaching and Learning

Our philosophy is that online teaching and learning is an experience that is as rich and interactive as the classroom. We aim to deliver our courses and programs with as much attention to quality and rigor as any of our other educational experiences at Goshen College. Our commitment to quality includes the same access for students in online courses and programs as for any other student to learning resources (library, IT, etc.), to administrative areas of the college (Accounting Office, Registrar's Office, Advising, etc.) and to faculty.

Instructional Design and Educational Technology

The mission of Educational Technology Services at Goshen College is to foster pedagogical excellence and desired learning outcomes by providing high-quality, well-maintained, standardized classroom technology, e-learning systems, delivery and assessment needs, hardware, software and information resources that address academic program needs, and success and excellence as teachers and learners.

Harold and Wilma Good Library

The Harold and Wilma Good Library sustains the Goshen College curriculum by providing quality sources, services, and instruction to cultivate intellectual inquiry and information literacy. Students enrolled in online courses have access to Goshen College library resources both on and off campus. In addition to over 135,000 print sources, the library maintains a video/DVD collection and serves as the gateway to thousands of digital journals and electronic books through scholarly databases. Access electronic materials via the library website, www.goshen.edu/library

Librarians are available year-round to assist students in finding resources and online library instruction is available. If an assignment requires research and use of library databases from off-campus, that process may be new to students, and working with a librarian is strongly encouraged.

Goshen College Faculty – Student communication guideline

Goshen College's online courses aim to foster high quality interactions between the individuals involved in the course- professors and students. Therefore, instructor feedback on discussion forums- generally within 48 hours – and assignments – generally within 72 hours- is essential for student's success and satisfaction in online courses. In addition, interaction between students is extremely beneficial to foster learning, and is an essential component to any good quality online course.

In an online course, consistent communication with students is essential to success. Goshen College requires faculty to communicate with student emails within 24 hours on weekdays and 48 hours on weekends. If there are days and times which the professor is unavailable that will be posted in the Learning Management System, course page.

Online student Netiquette

Be aware of how you communicate. Consider the following tips for communicating respectfully online.

- Write clearly and concisely in your messages. Briefly explain any important background information and state deadlines and expectations clearly.
- Clarify your interpretation of others' messages. Paraphrase back to people your understanding of their intentions and plans.
- Keep in mind that your message or intentions, as posted in an online discussion or in an e-mail, may be

easily misread or misinterpreted by your teammates. To avoid this problem, consider using the following techniques:

- Do not make a discussion post while you are upset about something. Wait and think carefully about what you want to say.
- Include written indicators of humor or emotion, often known as "emojis."
- Avoid using sarcasm, which can be difficult to express in online communications.
- If you believe other teammates are upset or concerned about something, ask them about their interpretation of the situation, but do not place blame or act defensively.
- If you believe another person is not doing his or her share of work, first clarify your understanding and expectations, then politely address the situation.

All student policies were reviewed and revised on 4/11/18, 5/22/20, 3/31/21, 5/5/21, 5/5/23, 5/15/24