GRAYSON COLLEGE
RN TO BSN
NURSING PROGRAM

PROFESSIONAL PROJECT

NURS 4454
16 Week Course

Spring 2021

GRAYSON COLLEGE
Course Syllabus

Please Note: Due to extenuating circumstances, including public health issues, course and testing delivery methods, instructional schedules, housing contracts, campus procedures and/or operating hours may be altered, interrupted and/or ceased for a limited or extended period of time. Such changes will be posted on the College website.

Course Information:
NURS 4454, Professional Project, **Spring 2021**

Professor Contact Information

Name Dr. Michael Anders
Location HS 105, Health Science Building on the Faculty Corridor
Office hours are posted outside office door.
Office: 903-463-8683
Email: andersm@grayson.edu

Course Pre-requisites, Co-requisites, and/or Other Restrictions: NURS 3324; NURS 3244; NURS 3301; NURS 3313; NURS 4326; NURS 3432; NURS 4341; NURS 4314; NURS 4301; NURS 4232

Must have a current, unencumbered RN nursing license in your state of residence.

Course Placement: Any semester during the RN to BSN Program. Acceptance into the RN to BSN Program required.

Course Description:
(4-2-2) This course requires the registered nurse to synthesize of knowledge acquired in the RN-BSN curriculum toward the development of the Professional Nursing role. Integrated content expectations are evolving issues, lifelong learning, impact of cultural issues, and promotion of the nursing profession. Practicum project required.

End of Program Student Learning Outcomes

1.0   Member of the Profession:

1.1   Demonstrate responsibility and accountability in the quality of care for patients, families, populations and communities.

1.2   Promote the profession of nursing through advocacy and leadership activities.

2.0   Provider of Patient-Centered Care

2.1   Incorporate theoretical knowledge and evidence-based research findings in the coordination of care for patients, families, populations, and communities.

2.2   Synthesize knowledge from comprehensive health assessment data and evidence-based research to provide care for culturally, ethnically, and socially diverse patients, families, populations, and communities

2.3   Develop, implement, and evaluate teaching plans for patients, families, populations, and communities to address health maintenance, health promotion, and risk reduction

2.4   Utilize clinical reasoning, knowledge, evidence-based practice, theoretical foundations, and research findings as basis for decision-making and comprehensive patient care

3.0   Patient Safety Advocate

3.1   Develop goals and outcomes utilizing theoretical knowledge and analysis, research, and evidence-based data to reduce patient and community risks

3.2   Develop and implement measure to promote a quality and safe environment for patients, self, families, communities, and populations

4.0   Member of the Healthcare Team

4.1   Utilize leadership and management principles to assign and/or delegate nursing care to other members of the healthcare team in relationship to patient and organizational need

4.2   Integrate referral needs, cost considerations, confidentiality, efficiency of care, and continuum of care as it relates to patients, families, communities, populations, and the healthcare organization

Course Outcomes

Upon successful completion of the course, students will have demonstrated the ability to:

1. Apply the art and science of nursing to identify area of interest.

2. Formulate and revise professional goals for life-long learning.

3. Disseminate knowledge through professional collaboration and communication.

4. Analyze selected health care issues impacting healthcare delivery systems and professional nursing practice.

Required Textbooks and Materials

Students will be utilizing multiple sources and skills acquired during the BSN Program to gather information and research. There are no textbooks for this course with the exception of the APA manual, which is used for formatting and presenting the final project. The APA manual was required in previous courses.

Books can be purchased in print or electronic form

ISBN-13	Author	Title
978-1433832161		Publication Manual of the American Psychological Association, 7th addition

Required Assignments & Academic Calendar
(Topics, Reading Assignments, Due Dates, Exam Dates and where/how exams will be administered)

In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework.

Course Overview

Semester Dates	Individual Learning Activities	Assessment	Due Date	Percent of Grade
Week 1 1/11/2021 to 1/17/2021	Welcome and Introduction to Professional Project	Discussion Introductions (Required but not graded)	1/17/21	
		Portfolio Set-Up	1/17/21	**Pass/Fail**
		*Discussion Board– Propose Your Topic	1/17/21	**3 Points**
Week 2 1/18/2021 to 1/24/2021		*Reflective Journal Entry	1/24/21	**5 Points**
		Proposed Topic	1/19/21	
Week 3 1/25/2021		*Literature Review (Project Component)	1/31/21	**10.5 Points**

Semester Dates	Individual Learning Activities	Assessment	Due Date	Percent of Grade
to 1/31/2021				**(15% of Project)**
Week 4 2/1/2021 to 2/7/2021		Discussion Board – Research Strategies	2/7/2021	**3 Points**
Week 5 2/8/2021 to 2/14/2021		*Objectives, Strategies, & Background Analysis (Project)	2/14/21	**14 Points(20 % of Project)**
Week 6 2/15/2021 to 2/21/2021		Discussion Board: Overcoming Hurdles Portfolio Organization	2/21/21 2/21/21	**3 Points** **Pass/Fail**
Week 7 2/22/2021 to 2/28/2021		*Results/Product/ Outcomes (Project)	2/28/21	**14 Points (20% of Project)**
Week 8 3/1/2021 to 3/7/2021		*Reflective Journal Entry Discussion Board: BSN Impact on the Nursing Profession	3/7/21 3/7/21	**5 Points** **3 Points**
3/8/2021 To 3/12/2021	Spring Break			
Week 9 3/15/2021 to 3/21/2021		*Discussion/Conclusion/ Evaluation & Reflection (Project Component)	3/21/21	**21 Points (30% of Project)**
Week 10 3/22/2021 to 3/28/2021		*Reflective Journal Entry Discussion Board: Challenges of Presenting	3/28/21 3/28/21	**5 Points** **3 Points**
Week 11 3/29/2021 to 4/4/2021		*Project PowerPoint Due (Project Component)	4/4/21	**3.5 Points (5% of Project)**
Week 12 4/5/2021 to 4/11/2021		*Submit Brochure(Project Component)	4/11/21	**3.5 Points (5% of Project)**
Week 13		*Present Your Project to a	4/18/21	**3.5 Points**

Semester Dates	Individual Learning Activities	Assessment	Due Date	Percent of Grade
4/12/2021 to 4/18/2021		group (Project Component)		**(5% of Project)**
Week 14 4/19/2021 to 4/25/2021		*Final Project Submission	4/25/21	**Pass/Fail Project Total is 70% of Grade**
Week 15 4/26/2021 to 5/2/2021		*Portfolio Due *Contact hours Due	5/2/21 5/2/21	**Pass/Fail** **Pass/Fail**
Week 16 5/3/2021 to 5/7/2021		Wednesday May 4th at midnight is the last day for any assignments or paperwork. Graduation	5/4/21 5/7/21	

*These assignments is required for the completion of the course and must be added to the student's Portfolio as a requirement for completion of the BSN program.

Methods of Evaluation
(Grading policy including percentages for assignments, grade scale, etc.)

Graded activities and percent of the overall course grade:

Graded Activity	Percent of Course Grade
Capstone Project	70%
Discussion Board	15%
Reflective Journal	15%
Portfolio Assignment (Pass/Fail)	
Total	**100%**

Course Grading Policy

The grading policy for the RN to BSN program follows that of the college for the letter grading system and grade point determination. This policy is found in the Grayson College Catalog. RN to BSN course grades are assigned as follows:

Letter Grade	Interpretation	Numerical Grade	Grade Points/Semester Hour
A	Excellent	89.50-100	4
B	Good	79.50-89.49	3
C	Satisfactory	74.50-79.49	2
D	Failing	64.50-74.49	1
F	Failing	64.49 and below	0

According to college policy a letter grade of "D" is considered unsatisfactory in a student's major field of study and generally does not transfer. Therefore, a grade of "C" or better is necessary in all RN to BSN courses for satisfactory completion of each level and progression to the next nursing course.

ASSIGNMENT DESCRIPTIONS
*Please note: Rubrics for all assessments are located at the end of this syllabus.

PROJECT TOPICS:

Below is a list of sample topics that may be helpful to you as decide on your topic.

Remember: You will be presenting this to an audience of your choice……Patients, family, or coworkers, etc.

Management topics may be similar to:

Conflict Resolution Team Building

Understanding Group Dynamics

Consensus Building

Negotiation Skills

Understanding the components of budgets at Unit, Department, and Service line levels

Management of Resources: a. Human/Personnel, b.Time, and,

c. Equipment/Supplies/Facility

Preparing your CV/Resume highlighting management skill sets

Education topics may be similar to:

Adult Learning Principles

Effective Communication Skills

Understanding Generational Learning

Understanding Learning Styles

Managing Learners

Preparing Presentations

Presentation Skills

Preparing your CV/Resume highlighting Educator skill sets

Clinical topics may be similar to:

Standards of care

Delegation

Patient Safety

Evidence-based Practice

Coordination of Care

Clinical Decision-making

Culturally Sensitive Care

Preparing CV/Resume highlighting Clinical skill sets

Computer Hardware and Software Requirements
It is the student's responsibility to have access to a computer with a reliable Internet connection and a computer that is compliant with recommended browsers and settings in order to effectively utilize Canvas. In order for Canvas to function properly, your computer must have the latest updates and plugins. All written assignment submission are to be in Microsoft Word, unless specifically instructed in another format, i.e. PowerPoint, PDF, JPEG, etc. Refer to the student handbook or the course module on *Required Technology and Skills* for details on computer requirements.

*Accepted files for submission in Canvas: Please be sure to turn your files, such as research papers, in as a Word document (.docx) in Canvas or your submission will not be accepted.

(Be sure to choose that file when you set up your assignments or go to edit on existing ones to designate which files you will accept. That way they can't upload the wrong file).

*When references are required for assignments, please use references no older than the past 10 years unless it is a historical document or if your professor instructs otherwise.

Attendance

The RN to BSN program adheres to the Grayson College Student Handbook attendance policy. Should absences occur which do not allow for full evaluation of student performance (quality and consistency) faculty will be unable to assign a passing grade. In addition, the following policies are specific to the theory course.

1. Regular attendance is expected for all classes.
2. Attendance is verified within Canvas for all courses.
3. Students **must** notify the faculty in case of an absence during test times at least one hour prior to the scheduled test time.

STUDENT RESPONSIBILITY & ATTENDANCE

Attendance online is strongly encouraged. You will miss a deeper understanding of the materials if you are not participating. There are readings that you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. homework, discussion board, course projects, self–reflections, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions that reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

COMMUNICATION

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages will not be returned until Monday.

Written communication via Canvas: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your Viking email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, online platform, etc.

Use Good "Netiquette":
• Check the discussion frequently and respond appropriately and on subject.
• Focus on one subject per message and use pertinent subject titles.
• Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally
   viewed as SHOUTING!
• Be professional and careful with your interaction. Proper address for faculty is by formal title
   such as Dr. or Ms. /Mr. Jones unless invited by faculty to use a less formal approach.
• Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the
   beginning of the message that it is a lengthy post.
• It is extremely rude to forward someone else's messages without their permission.
• It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to
   be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use
   emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User
Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom)

ASSIGNMENT SUBMISSION AND FEEDBACK
In this class, all assignments need to be submitted through the Assignments link in the Canvas
course site. This is for grading purposes. Issues with technology use arise from time to time. If a
technology issue does occur regarding an assignment submission, email me at
andersm@grayson.edu and attach a copy of what you are trying to submit. This lets your faculty
know you completed the assignment on time and are just having problems with the online
submission feature in Canvas. Once the problem is resolved, submit your assignment through the
appropriate link. This process will document the problem and establish a timeline. Be sure to
keep a backup of all work and save your work frequently!

I will make every effort to provide feedback and grade submissions within one week of the due
date. If your assignment is submitted late, the feedback timeframe does not apply. I will get to it
as soon as possible, but it may take longer than one week.

LATE WORK OR MISSED ASSESSMENTS POLICY
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. The
Final week (week 8) ends on Thursday. Assignment due dates are shown on the
calendar/schedule or posted within Canvas. **Five percentage points per day will be deducted
for assignments submitted late. Late assignments will not be accepted after five days.**

Student Conduct & Discipline

   Refer to the RN to BSN Student Handbook for policies

Academic Integrity

Refer to the RN to BSN Student Handbook for specific policies

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may include minor instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper)
- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else
- Quoting or copy/pasting phrases of three words or more from someone else without citation, • Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original
- Submitting an assignment with a majority of quoted or paraphrased material from other sources
- Copying images or media and inserting them into a presentation or video without citation,
- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation
- Giving incorrect or nonexistent source information or inventing source information
- Performing a copyrighted piece of music in a public setting without permission
- Composing music based heavily on someone else's musical composition.

1st offense: will result in disciplinary action by the Professor (may result in course failure). A counseling record will be completed and placed in student's file.

2nd offense: will result in disciplinary action by the RN-BSN Faculty Committee (may result in dismissal from the program).

Student Responsibility

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

NRSG 4454 Professional Project
Discussion Forum Rubric

Criteria	Exemplary	Satisfactory	Undeveloped
On Topic 30%	Perspective on the problem/question is clearly identified in an introductory sentence. All comments are directly related and on topic. (30)	Perspective on the problem/question is stated somewhere in the post. Most comments are related to the problem/question that is posed. (20)	Post does not address the problem/question that is posed. (10)
Participation 30%	Initial post and at least 2 additional responses/comments are submitted on time by the student. (30)	Initial post OR responses/comments submitted on time by the student. (15)	No discussion post or responses/comments posted by the student. (0)
Evidence of references 30%	Post reflects a good understanding of the ideas presented and references (**at least two**) are from the textbook or peer-reviewed journals. (30)	Post reflects some ideas from the readings. Author is unable to articulate thoughts and ideas. Less than 2 references used or not from assigned readings or peer-reviewed journals. (20)	Post does not reflect or reference ideas from class materials. (10)
Grammar & APA 10%	No spelling, grammar, APA errors. (10)	Few spelling, grammar, APA errors. (7.5)	Multiple spelling grammar, APA errors. (5)

NURS 4454 PROFESSIONAL PROJECT

PROJECT RUBRIC

This Project is completed in sections throughout the course. The grading rubric for the individual sections will be adjusted to reflect the specific criteria for that section. The compiled project represents 70% of the course grade.

CRITERION	EXEMPLARY	SATISFACTORY	UNDEVELOPED
Literature Review 15%	Background/rationale for the project are superior. Exhibits mastery of subject matter and associated literature. Superior critical assessment of the literature and identification of gaps.	Background/rationale for the project coherent and clear. Reflects understanding of subject matter and associated literature. Adequate critical assessment of the literature and identification of gaps.	Background/rationale for the project are incorrect, incoherent, or flawed. Does not reflect understanding of subject matter and associated literature. Poor critical assessment of the literature and

	Objectives are superiorly supported by background literature.	Objectives are adequately supported by background literature.	identification of gaps. Objectives are poorly supported by background literature.
Methods/Process / Strategies, Planning & Implementation 20%	Methods are fully aligned with objectives. Methods are superiorly described (e.g., process, setting, participants, measures). Variables, targets, measures, and implementation process is clear, fully developed, and imaginative. Methods include an evaluation component; the evaluation is robust (e.g., preliminary implementation and quantitative evaluation, qualitative feedback, review by experts or endusers).	Methods are adequately aligned with objectives. Methods are adequately described (e.g., process, setting, participants, measures). Variables, targets, measures, and implementation process is clear and adequately developed. Methods include an evaluation component; the evaluation is adequate (e.g., preliminary implementation and quantitative evaluation, qualitative feedback, review by experts or endusers).	Methods are partially aligned with objectives. Methods are poorly described (e.g., process, setting, participants, measures). Variables, targets, measures, and implementation process is unclear and poorly developed. Methods do not include an evaluation component (e.g., preliminary implementation and quantitative evaluation, qualitative feedback, review by experts or end-users).
Results/Product/ Outcomes 20%	Results/products/outcomes are fully aligned with objectives. Results/products/outcomes are superiorly described and aligned with description of methods. Tables/figures/products/outcomes are present and superiorly present the project findings. Results/products/outcomes have superior practical, programmatic, or clinical utility.	Results/products/outcomes are adequately aligned with objectives. Results/products/outcomes are adequately described and aligned with description of methods. Tables/figures/products/outcomes are present and adequately present the project findings. Results/products/outcomes have marginal practical, programmatic, or clinical utility	Results/products/outcomes are partially aligned with objectives. Results/products/outcomes are poorly described and do not align with description of methods. Tables/figures/products/outcomes are missing or do not clearly present the project findings (e.g., formatting, appropriate # of tables/figures to display the range of results). Results/products/outcomes have limited practical, programmatic, or clinical utility
Discussion/Conclusion/ Evaluation & Reflection 20%	Key findings are fully summarized with reference to objectives. Superior integration and interpretation of results across findings. Findings	Key findings are adequately summarized with reference to objectives. Adequate integration and interpretation of results	Key findings are poorly summarized with reference to objectives. Poor integration and interpretation of results across findings (e.g.

	fully evaluated within the context of the literature. Project limitations are superiorly identified and described. Superior discussion of short-term impact on community setting/practice/end-users in public health. Superior discussion of potential long-term implications and future directions. Superior recommendations are made to community settings/practices/end-users; recommendations are very clearly linked to results/products/ outcomes.	across findings. Findings adequately evaluated within the context of the literature. Project limitations are adequately identified and described. Adequate discussion of short-term impact on community setting/practice/end-users in public health. Adequate discussion of potential long-term implications and future directions. Adequate recommendations are made to community settings/practices/end-users; recommendations are linked to results/products/ outcomes.	simply repeats results or describes no results in discussion). Findings poorly evaluated within the context of the literature (e.g., restatement of background, no or very limited discussion of new literature). Does not identify or poorly describes project limitations. Poor discussion of short-term impact on community setting/practice/end-users in public health. Poor discussion of potential long-term implications and future directions. Weak recommendations are made to community settings/practices/end-users; recommendations are poorly linked to results/products/ outcomes.
Quality of writing and formatting 10%	Writing is high quality. No grammatical and spelling errors apparent. Organization is excellent. Formatting is exceptional.	Writing is adequate. Some grammatical and spelling errors apparent. Organization is logical. Formatting is adequate.	Writing is weak. Numerous grammatical and spelling errors apparent. Organization is poor. Formatting is poor.
PowerPoint Presentation 5%	The PowerPoint content fully reflects the project, logically sequenced, and is an appropriate design.	The PowerPoint content mostly reflects the project, logically sequenced, and is an appropriate design.	The PowerPoint content does not reflects the project, not logically sequenced, or is not an appropriate design.
Presentation to Group 5%	Oral presentation meets the requirement and proper feedback is obtained.	Oral presentation mostly meets the requirement and proper feedback is obtained.	Oral presentation does not meet requirement or proper feedback is not obtained.
Brochure Presentation 5%	Writing and graphics is high quality. No grammatical and spelling errors apparent. Organization is excellent. Formatting is exceptional.	Writing and graphics is adequate. Some grammatical and spelling errors apparent. Organization is logical. Formatting is adequate.	Writing and graphics is weak. Numerous grammatical and spelling errors apparent. Organization is poor. Formatting is poor.

NURS 4454 PROFESSIONAL PROJECT

Portfolio RUBRIC

CRITERION	SATISFACTORY	UNSATISFACTORY
Portfolio is Complete as Outlined in the Portfolio Guide and the Portfolio Narrative Rubric	Portfolio is established and contains each of the required significant assignments from each course as outlined in the Portfolio Guide. The Portfolio must include the following elements: 1. NURS 3244 Issues and Trends o Position Paper 2. NURS 3301 Health Assessment o Virtual Comprehensive Assessment 3. NURS 3313 Pathophysiology o Concept Map 4. NURS 3324 Nursing Research o Poster Presentation o Review of Literature 5. NURS 3432 Community Health o Community Health Project 6. NURS 4232 Gerontological Nursing o Client Interview Project 7. NURS 4457 Leadership and Management in Nursing o Professional Development Plan o Budgeting and Staffing Project o Organizational Analysis Paper 8. NURS 4314 Nursing Theory o Application of Theory	Portfolio not established or is incomplete.

	Case Study	
	o Philosophy Paper	
	o Theorist Presentation	
	9. NURS 4326 Legal and Ethical Considerations in Nursing	
	o Ethical Presentation	
	10. NURS 4341 Health promotion	
	o Educational Infographic	
	o Ideal Health Promotion Environment	
	11. NURS 4454 Professional Project	
	o Capstone Project	
	12. Narrative Paper	
	o Narrative Paper must have a grade of 3 or higher	

Portfolio Written Narrative Assessment

Each student will submit a written narrative providing insight on how they felt they met each end-of-program-student learning outcome. Each outcome must be addressed in this narrative and the written assignment as a whole will be scored as follows:

Score	If the student…
4 (100%)	• Provides in-depth detail describing what was learned about each end-of-program outcome • Demonstrates reflection about his or her thinking and learning over time and how thinking has changed throughout program • Provides multiple examples of how assignments in program

	aligned with and/or related with each end-of-program outcome
3 (75%) Minimum Requirement	• Provides detail in describing what was learned about each end-of-program outcome • Demonstrates reflection of how his or her thinking has changed • Provides examples of how assignments in program aligned with and/or related with each end-of-program outcome
2 (50%)	• Minimal detail in describing what was learned about each end-of-program outcome • Minimal reflection provided on how thinking has changed • Minimal and/or inaccurate examples provided of how assignments in program aligned with and/or related with each end-of-program outcome
1 (25%)	• Poor detail in describing what was learned about each end-of-program outcome • Poor reflection provided • No examples provided of how assignments in program aligned with and/or related with each end-of-program outcome
0	• Does not complete the task • Provides incorrect information not related to end-of-program student learning outcomes