

NURSING VI: LEADERSHIP AND DELEGATION

NUR225

Winter Term 2024

Professional Nursing Program



Changes to the entries in this syllabus may be required with the understanding that the student will be fully informed of these changes. The student is accountable and responsible for knowledge from concurrent and/or previous courses in the curriculum. This course will build on those course materials.

COURSE INFORMATION

Course Number and Name: NUR225 Nursing VI: Leadership and Delegation

Class Credits: 2.0 Semester Credits

Class Hours: 30 Clock Hours

Pre-Requisites: Level I and Level II Courses
Students also must have completed NUR224 or being taking NUR224 concurrently with NUR225

Course Description

This course examines nursing leadership and management roles. The course incorporates conceptual framework and critical thinking decision-making models to assist the professional nurse with interdisciplinary interactions. The course explores concepts related to management strategies and application of best practices to promote standards of care. Other topics reviewed in the course include maintaining competency, handling of moral dilemmas, advancing one's career, writing a resume, and becoming licensed.

Course Objectives and Program Student Learning Outcomes

1. Demonstrate leadership and management proficiency through an understanding of effective communication, professional accountability and respect of others' values and beliefs (PSLO 2, 3, 7)
2. Analyze principles of workplace management, multidisciplinary team interactions, and scopes of practice to understand the complexities in providing comprehensive client care (PSLO 5, 8, 9)
3. Apply knowledge and understanding of nursing informatics and technological resources in identifying evidence-based plans of care (PSLO 3, 4, 10)
4. Champion the importance of lifelong learning for the professional nurse

Methods of Evaluation

Student work is evaluated according to the following:

Activity	Percentage of Course Grade
Reflective Papers	40% (5 Papers – 8% each)
Group Presentation	35%
Nurse Interview	20%
Resume	5%
Other Assignments	Pass/Fail

Assignments, papers, assessments, and other projects (the “Other Assignments”) not specifically listed in the Methods of Evaluation chart above are required elements of the course, but are not calculated in the overall course grade. Students are required to receive a P (passing grade) on all Other Assignments given in the course to pass the course. To obtain a P (passing grade), each assignment must be completed satisfactorily.¹ When students fail to satisfactorily complete the Other Assignments, such students will receive a grade equal to the lesser of 72% or their final course grade calculated per the “Method of Evaluation” set forth above.

¹ Satisfactorily completing an assignment means completing the assignment at a minimum level of “C” or higher.

Method of Instruction

This course may be conducted on-campus (physically on ground) **and/or** through Distance Education. **The method of delivery can change throughout this course.** Students may be required to participate in **both** on-campus and Distance Education activities. Students participating in Distance Education must adhere to the College's Distance Education Etiquette Guidelines (which is accessible via Canvas). **Students are responsible for ensuring that their personal schedules allow for the different method of instructions and changes.**

Methods of instruction employed in the course include multimedia class presentations, discussion, web-based instruction, case scenarios, handouts, computerized learning modules, and collaborative learning. Instruction also includes workshops, and other activities that occur on the campus, at an affiliated site, or through Distance Education.

ADA Statement

Jersey College is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. To request reasonable accommodations for a disability, please complete and submit a Request for Reasonable Accommodations form (available at www.jerseycollege.edu/policies).

Compliance with Federal Credit Hour Definition

This course is in full compliance with the federal definition of a 2.0 semester credit hour theory-based course. For each one hour of classroom instruction (defined as 50 minutes of guided instruction within the classroom), there are a minimum of two (2) hours of out-of-class student academic activities each week.² This course is completed over 13 weeks. Therefore, in this course students will be in class 2.5 hours each week and be expected to complete at a minimum 5.0 hours of out-of-class student academic activities each week. Students are advised to review their term course load and determine whether they can successfully meet the contact hours **and** out-of-class student work and assignments. Effective time management and study techniques are required for this course.

To document compliance with the federal definition for a credit hour, the out-of-class student academic work in this course will be evaluated, graded and weighted appropriately in the determination of a student's final grade in the course and for purposes of ensuring that the intended learning outcomes are achieved. Such evaluation, grading and weighting may involve quizzes (announced and unannounced), term papers, participation in classroom discussions, care plans, examinations, collection of homework assignments, and other similar assignments which document completion of the out-of-class student academic work.

Reading, writing, note-taking and homework assignments as described in this syllabus are the primary out-of-classroom academic activities in this course. Please refer to the course objectives and intended learning outcomes outlined in each chapter of the textbook prior to completing all assignments. Students are expected to complete each assigned reading assignment prior to class

² Out of class student academic activities include, but are not limited to reading, writing, studying, research, and completing homework assignments.

each day, rewrite their notes after each lecture and study every day. The following provides guidelines³ for completing each assignment:

Assignments (as applicable)	Hours Expected to Be Completed
Reading	0.5 – 3 hours per chapter
Rewriting Notes	1 - 2 hour per lecture
Reviewing Notes and Texts	0.5 hours per week
Preparing for Quizzes	1 hour per lecture
Preparing for Exams	4 - 6 hours in week prior to each exam
Preparing for Papers/Presentations	4 - 8 hours in week prior to each paper/presentation
Completing Other Assignments	2 - 6 hours per week

Student Performance Expectations

Students are expected to come to each class prepared with the assigned readings and other written work completed and ready to make a valuable contribution to class learning. An overall course average of “C” or above is required to pass this course.

Course Schedule:

See calendar

Required Texts and Materials

1. Motacki, K. and Burke, K. (2023) *Nursing Delegation and Management of Patient Care (3rd ed.)*. Elsevier.
2. Silvestri, L.A. *Saunders Comprehensive Review for The NCLEX-RN® Examination*, Saunders

³ This chart contains minimum guidelines for determining federal financial aid credits. Completing such guidelines does not equate to or ensure academic success. Academic success depends on, among other things, the quality of the time and commitment made.

STUDENT ACADEMIC AND CONDUCT INFORMATION⁴

Students are expected to abide by Jersey College's student academic policies and code of conduct as set forth in the Academic Catalog. The following specific academic and conduct policies apply to this course.

Grade Determination

The course instructor for each class has the sole authority and responsibility to evaluate a student's performance in the class (including lab, clinical and preceptorship). In the absence of fraud, bad faith, or mistake, the course instructor's grades are final. Any student who questions or raises a complaint about a grade or the grading procedure normally should first contact the course instructor. If that does not provide a satisfactory resolution, the student may contact the Program Administrator. Students are further directed to the Student Complaint and Grievance Policies in the Academic Catalog.

Attendance and Tardiness Policy

General Attendance and Tardiness Policy

Students are expected to attend all scheduled classes and workshops. Any lack of attendance which causes a faculty member to conclude that unsatisfactory progress is being made may result in the student being withdrawn from the course. Such a withdrawal may be counted as a course attempt in accordance with the College's promotion and repeat policies.

Students who are unable to attend a scheduled instruction must notify their course instructor or administration prior to the start of the instruction and only in emergency situations after the scheduled start of the class. Failure to timely notify the course instructor of an absence may be considered unprofessional conduct and may result in administrative withdrawal from the course.

Distance Education Participation Policy

The United States Department of Education and our accrediting bodies require substantive communication and participation on a regular basis for Distance Education courses. Therefore, students must actively participate in all portions of this course occurring through Distance Education. Lack of active participation may result in the student being administratively withdrawn from the course and require the course to be repeated. Active participation involves:

- Participating in the Live-Interactions,
- Viewing Recorded Lectures, and
- Completing the Other Virtual Exercises.

⁴ All policies are subject to review by and/or appeal to the Campus Director.

Assignments

General Assignment Obligations

Students are expected to complete all assignments on or before the dates that they are due. Assignments submitted after the due date may not be accepted or may be subject to penalty.⁵ Any lack of completion of assignments and/or consistent lateness of assignment which leads a faculty member to judge that unsatisfactory progress is being made may result in the student being administratively withdrawn from the course and require the course to be repeated. This syllabus (including the referenced course calendar) and/or Canvas include due dates with regards to the completion of assignments. To the extent no written due date for an assignment is in the course calendar or Canvas, the course instructor will establish and announce the due date for such assignment.

Group Project

Students are required to complete a group project which is worth 35% of their overall grade. Students will be assigned to groups and topics by the instructor.

The group projects have been designed to promote and solidify students' awareness and understanding of factors influencing the landscape of nursing leadership and management. The presentations of these projects will require the use of PowerPoint slides and can include other appropriate multi-media tools such as videos, Instagram, images, voice-overs, and others to enhance students' skills in the use of technology as a tool to deliver education related content.

Each group is required to complete their project addressing one of the topics below and present their findings to the class. See the calendar for the due dates for the presentations.

The topics for the group project are:

- The RN, The Leader
- Delegation Dynamics
- The RN in the Workplace
- Ethics and Leadership
- The Healthcare System

Each presentation should include the following:

- PowerPoint presentation
- Learning Objectives
- Pre- and Post-test
- Interactive learning experiences

⁵ Acceptance of assignments after due dates is at the sole discretion of the course instructor and Dean.

The presentation will be graded according to the rubric below.

Criteria	Superior	Satisfactory	Poor	Unsatisfactory
Understanding of Topic	30 Points <ul style="list-style-type: none"> Clearly understood the topic in-depth Conveyed the information forcefully and convincingly 	22 Points <ul style="list-style-type: none"> Understood the topic Conveyed the information with ease 	14 Points <ul style="list-style-type: none"> Understood the topic, but had a lot of difficulty with conveying to audience 	0 Points <ul style="list-style-type: none"> Lacked an adequate understanding of the topic
Information	30 Points <ul style="list-style-type: none"> All information presented was clear, accurate and thorough 	26 Points <ul style="list-style-type: none"> Most information presented was clear, accurate and thorough 	14 Points <ul style="list-style-type: none"> Information had some inaccuracies and was sometimes not clear 	0 Points <ul style="list-style-type: none"> Information had some major inaccuracies and was not clear
Use of Facts/Statistics	25 Points <ul style="list-style-type: none"> Each major point was well supported with <u>several</u> relevant facts, statistics and/or examples 	20 Points <ul style="list-style-type: none"> Each major point was accurately supported with relevant facts, statistics and/or examples 	15 Points <ul style="list-style-type: none"> Some major points were supported well, others were not 	0 Points <ul style="list-style-type: none"> Points not supported
Presentation Style	15 Points <ul style="list-style-type: none"> Team constantly used gestures, eye contact, the tone of voice and a level of enthusiasm in a way that kept the attention of the audience 	9 Points <ul style="list-style-type: none"> Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience 	4 Points <ul style="list-style-type: none"> A few members of the team had a presentation style that did not keep attention of the audience 	0 Points <ul style="list-style-type: none"> The team's presentation style did not keep the attention of the audience

All members of the group will receive the same grade on the term paper and presentation. However, students can be removed from their group if the other students in the group notify the course instructor that such students are not doing their fair share of the work. In such case, the removed students will receive a 0 for the project.

Reflective Papers

Students are required to complete five (5) reflect papers with each paper representing 8% of the total course grade (40% in total).

The paper should reflect on the Group Project topics and include:

- a summary of the topics presented (with at least three core concepts learned from presentations);
- insights and learnings from the presentation;
- how the topic affected the student in the past and/or current; and
- how the presentation might change the student's behavior/thinking in the future and/or be incorporated into practice.

Each paper must be typed with 1" margins, double spacing and a 12-point Times Roman font. The paper should also include a reference list. The American Psychological Association format must also be utilized for the paper. The paper should be between three and four pages in length (not including cover page, abstract, references, exhibits, etc.). The paper must be submitted through Canvas in order for the paper to be uploaded to Turnitin®.

The following rubric will be utilized to grade the paper:

Criteria	Superior	Satisfactory	Poor	Unsatisfactory	Not Completed
Content	65 Points <ul style="list-style-type: none"> • Provides substantive and relevant development of ideas • Offers logical, accurate, and sufficient level of detail • Demonstrates an in depth understanding of the ideas • Evaluates/responds to ideas in a critical, analytical and persuasive manner 	49 Points <ul style="list-style-type: none"> • Provides some relevant development of ideas • Offers logical, accurate, and sufficient level of detail • Demonstrates a general understanding of the ideas • Evaluates/responds to ideas in a persuasive manner 	33 Points <ul style="list-style-type: none"> • Provides limited relevant development of ideas • Offers minimal level of detail • Demonstrates a limited understanding of the ideas • Evaluates/responds to ideas with minimal analytics and with less persuasive arguments 	17 Points <ul style="list-style-type: none"> • Provides no relevant development of ideas • Offers minimal level of detail and detail is off-topic and/or unfocused • Lacks understanding of the ideas • Fails to present analytics and persuasive arguments 	0 Points <ul style="list-style-type: none"> • Assignment Not Completed
Organization	20 Points <ul style="list-style-type: none"> • Creates a clearly identifiable introduction, body, and conclusion • Provides a sophisticated paragraph structure with each paragraph developing one central idea • Utilizes APA format 	15 Points <ul style="list-style-type: none"> • Creates an identifiable introduction, body, and conclusion • Provides a unified paragraph structure with most paragraphs developing one central idea • Utilizes APA format 	10 Points <ul style="list-style-type: none"> • Fails to develop a clear organizational structure • Demonstrates limited paragraph structure • Incorporates APA format haphazardly 	5 Points <ul style="list-style-type: none"> • Fails to have organizational structure • Lacks unified paragraph structure • Lacks APA format 	0 Points <ul style="list-style-type: none"> • Assignment Not Completed
Language	5 Points <ul style="list-style-type: none"> • Incorporates sophisticated terminology • Avoids irrelevant and redundant words, phrases and other distracting information • Contains no spelling errors • Lacks errors in sentence boundaries such as fused sentences and sentence fragments • Uses paraphrase and quotes skillfully 	3 Points <ul style="list-style-type: none"> • Utilizes appropriate terminology • Incorporates relevant words and phrases, but contains some distracting information • Contains limited spelling errors • Utilizes appropriate sentence structure in most instances (some fused sentences and fragments) • Limits paraphrase and quotes to an acceptable level 	2 Points <ul style="list-style-type: none"> • Utilizes inappropriate terminology in certain areas • Incorporates irrelevant words and phrases • Contains limited spelling errors • Utilizes inappropriate sentence structure (fused sentences and fragments) • Uses paraphrase and quotes in some instances without following APA (i.e., plagiarism) 	1 Points <ul style="list-style-type: none"> • Utilizes inappropriate terminology • Presents distracting information throughout • Contains numerous spelling errors • Utilizes inappropriate sentence structure (fused sentences and fragments) • Uses paraphrase and quotes without following APA in numerous instances (i.e., plagiarism) 	0 Points <ul style="list-style-type: none"> • Assignment Not Completed
Presentation	10 Points <ul style="list-style-type: none"> • Presents information in a clear, logical, and effective manner 	7 Points <ul style="list-style-type: none"> • Presents information in an effective manner 	4 Points <ul style="list-style-type: none"> • Presents information in a manner which results in some confusion 	1 Points <ul style="list-style-type: none"> • Presents information in an ineffective manner with lots of confusion 	0 Points <ul style="list-style-type: none"> • Assignment Not Completed

Nurse Interview

Students will explore nursing delegation and leadership policies by (i) reviewing and analyzing the Nurse Practice Act within their State (the State their campus is located within), and (ii) conducting interviews with two actively (2) practicing bed-side Registered Nurses. The interviews should focus on, among other things,

- the delegation practices at the nurse's institution of employment
- how the delegation practices of the institution align with the Nurse Practice Act (what is allowed, what isn't, etc.)
- the nurse's awareness of the delegation policies
- how the nurse utilizes the delegation rights to promote outcomes -- improve communication, promote a culture of safety, combat the nursing shortage, enhance the institution's environment, promote teamwork/collaboration, etc.

After the interviews are completed, students are required to:

- type and submit their interview questions and their interview notes (the “Interview Assignment”); and
- compile their interview findings into a three to four-page type written (12-point Times Roman) paper utilizing current APA format (the “Interview Paper”). A title page and reference page must be included, but do not count toward the required length. The paper should (i) organize the findings, (ii) discuss and offer insights into delegation and leadership (both within the institution and within the Nurse Practice Act), and (iii) provide evidenced-based references from at least five (5) scholarly sources that are fewer than five years old with regards to delegation and leadership.

The Nurse Interview project is worth 20% of the overall course grade with 10% assigned to the Interview Assignment and 10% assigned to the Interview Paper.

The following rubric will be utilized to grade the Interview Assignment and the Interview Paper:

Criteria	Superior	Satisfactory	Poor	Unsatisfactory	Not Completed
Content	65 Points <ul style="list-style-type: none"> • Provides substantive and relevant development of ideas • Offers logical, accurate, and sufficient level of detail • Demonstrates an in depth understanding of the ideas • Evaluates/responds to ideas in a critical, analytical and persuasive manner 	49 Points <ul style="list-style-type: none"> • Provides some relevant development of ideas • Offers logical, accurate, and sufficient level of detail • Demonstrates a general understanding of the ideas • Evaluates/responds to ideas in a persuasive manner 	33 Points <ul style="list-style-type: none"> • Provides limited relevant development of ideas • Offers minimal level of detail • Demonstrates a limited understanding of the ideas • Evaluates/responds to ideas with minimal analytics and with less persuasive arguments 	17 Points <ul style="list-style-type: none"> • Provides no relevant development of ideas • Offers minimal level of detail and detail is off-topic and/or unfocused • Lacks understanding of the ideas • Fails to present analytics and persuasive arguments 	0 Points <ul style="list-style-type: none"> • Assignment Not Completed
Organization	20 Points <ul style="list-style-type: none"> • Creates a clearly identifiable introduction, body, and conclusion • Provides a sophisticated paragraph structure with each paragraph developing one central idea • Utilizes APA format 	15 Points <ul style="list-style-type: none"> • Creates an identifiable introduction, body, and conclusion • Provides a unified paragraph structure with most paragraphs developing one central idea • Utilizes APA format 	10 Points <ul style="list-style-type: none"> • Fails to develop a clear organizational structure • Demonstrates limited paragraph structure • Incorporates APA format haphazardly 	5 Points <ul style="list-style-type: none"> • Fails to have organizational structure • Lacks unified paragraph structure • Lacks APA format 	0 Points <ul style="list-style-type: none"> • Assignment Not Completed
Language	5 Points <ul style="list-style-type: none"> • Incorporates sophisticated terminology • Avoids irrelevant and redundant words, phrases and other distracting information • Contains no spelling errors • Lacks errors in sentence boundaries such as fused sentences and sentence fragments • Uses paraphrase and quotes skillfully 	3 Points <ul style="list-style-type: none"> • Utilizes appropriate terminology • Incorporates relevant words and phrases, but contains some distracting information • Contains limited spelling errors • Utilizes appropriate sentence structure in most instances (some fused sentences and fragments) • Limits paraphrase and quotes to an acceptable level 	2 Points <ul style="list-style-type: none"> • Utilizes inappropriate terminology in certain areas • Incorporates irrelevant words and phrases • Contains limited spelling errors • Utilizes inappropriate sentence structure (fused sentences and fragments) • Uses paraphrase and quotes in some instances without following APA (i.e., plagiarism) 	1 Points <ul style="list-style-type: none"> • Utilizes inappropriate terminology • Presents distracting information throughout • Contains numerous spelling errors • Utilizes inappropriate sentence structure (fused sentences and fragments) • Uses paraphrase and quotes without following APA in numerous instances (i.e., plagiarism) 	0 Points <ul style="list-style-type: none"> • Assignment Not Completed
Presentation	10 Points <ul style="list-style-type: none"> • Presents information in a clear, logical, and effective manner 	7 Points <ul style="list-style-type: none"> • Presents information in an effective manner 	4 Points <ul style="list-style-type: none"> • Presents information in a manner which results in some confusion 	1 Points <ul style="list-style-type: none"> • Presents information in an ineffective manner with lots of confusion 	0 Points <ul style="list-style-type: none"> • Assignment Not Completed

Resume

As part of this course, students are required to develop and submit a resume. The resume is worth 5% of the overall course grade. The resume must be typed, presented in a professional manner and include the following information: (i) Demographic information- name, address, phone #, email address, (ii) Objective, (iii) Work Experience- if no prior health care experience, include information on clinical sites and what the student's responsibilities were while caring for patients; Assessment, etc., (iv) Education, (v) Certifications and (vi) References. Failure to submit a satisfactory resume by the end of scheduled classes will result in course failure.

Turnitin©

Unless otherwise instructed, assignments in this course must be submitted through Canvas in order for the papers to be uploaded to Turnitin®; Turnitin® is an automatic text-recognition system made for detecting, preventing and handling plagiarism. Students can review the Turnitin® website to obtain additional information regarding the plagiarism checking process -- <https://www.Turnitin.com/>.

Remediation Policy

Students who do not receive a passing grade in an assignment given in the course may be required to remediate and retake or redo the assignment. When students fail to satisfactorily remediate an assignment by the end of the course such students will receive a grade equal to the lesser of 72% or their final course grade calculated per the "Method of Evaluation" set forth above.

Collaboration

Assignments are individual efforts (other than group projects). While students are encouraged to share information and to study together, collaboration on assignments (other than group projects), is strictly prohibited. All submitted assignments must be a student's individual work, and not the work of others. Any violation of this policy will be considered academic misconduct. This misconduct can result in a zero on the assignment, administrative withdrawal from the course, suspension and/or termination from the program.

Administrative Withdrawal

Any administrative withdrawal that occurs a result of an activity referenced in this syllabus (e.g., related to attendance, missed exams, missed assignments, etc.) will (i) be counted as a course attempt (students will receive a grade equal to the lesser of 72% or their final course grade calculated per the "Method of Evaluation" set forth above) and (ii) may result in withdrawal from the program (see Academic Progression policies in the Academic Catalog). Students are responsible for any cost of retaking the course, course fees, etc. related to the administrative withdrawal.

Classroom Responsibilities

Each chapter of the textbook contains learning objectives to guide the student in meeting the specific course objectives. Students are expected to read the required text and any associated supplemental materials (e.g., journals, articles, etc.) prior to the class session scheduled for each chapter.

Academic Misconduct

Academic misconduct is defined as the use of unfair means in any examination or assessment procedure (including papers, projects, presentations, etc.). This includes, but is not limited to, (i) Cheating, (ii) Fabrication or Falsification, (iii) Facilitating Academic Misconduct, (iv) Forgery, (v) Plagiarism, (vi) Self-plagiarism, (vii) Unauthorized Collusion and (viii) Tampering.

Cheating involves, among other things, giving, using or attempting to use or attempting to gain access to unauthorized materials, information, notes, study aids or other devices in any academic exercise including unauthorized communication of information. Examples of cheating include, but are not limited to, copying from another student's exam or assignment; receiving and/or providing unauthorized assistance during a quiz, test or examination; talking to oneself or others during an exam; sharing information about an exam with classmates in advance of the test; using books, notes or other devices such as calculators and other electronic devices when these are not authorized; acquiring without authorization copies of tests or examinations before the scheduled exercise; acquiring, possessing or utilizing publisher's test banks and/or copies (electronic or otherwise) of publisher's and third-party's testing materials; attempting to gain access or gaining access to materials restricted to faculty members; telling anyone or receiving information about the items or answers seen in or on an examination; reconstructing questions or topics from an examination or attempting to do the same; receiving reconstructed questions or topics about an examination from another student; copying/lending homework, reports, laboratory work, computer programs, files from other students, storing data on programmable calculators, cell phones or other electronic devices and retrieving the data to assist during an exam; leaving the test room with test materials; writing information on cheat sheets, other items or on one's body; acquiring answers or information from artificial intelligence (unless specifically authorized by instructor); utilizing unauthorized software and devices (including VMWare) during an test; or breaching, unsecuring, avoiding or otherwise tampering with exam "lock-down" browsers.

Fabrication or Falsification involves, among other things, negligent, false or misleading representation of evidence, results, data or information which forms part of one's submitted work, with the intention to deceive the marker. Fabrication or falsification also includes concealing material information. Examples of fabrication or falsification include, but are not limited to, inventing or counterfeiting data or lab procedures; the false citation of a source of information; altering grade reports or other academic records; altering a returned examination paper and seeking a better grade.

Facilitating Academic Misconduct involves, among other things, intentionally or knowingly helping or attempting to help another to commit an act of academic misconduct. Examples include, but are not limited to, allowing another student to copy from one's paper during an examination or test; distributing test questions or substantive information about the material to be covered on a test before the exam; sharing of work and/or answers with other persons within or beyond the College, whether shared privately or via a cheat site (such as Chegg, Quizlet, CourseHero or other sites); not adequately safeguarding one's own answers; allowing someone else to use one's assignment or exam answers for academic credit; collaborating on work with the knowledge that the collaboration will not be reported; reconstructing questions or topics from an examination or attempting to do the same; taking an examination or test for another student or signing a false name on an exam or paper; assisting another with exam answers through unauthorized software and devices (including VMWare); or assisting another with breaching, unsecuring, avoiding or otherwise tampering with exam "lock-down" browsers.

Forgery involves, among other things, forging an official's signature on any document or record and falsification (see above) of evidence, results, data or other information.

Plagiarism involves, among other things, presenting the work of another as one's own without proper acknowledgment. Inadvertent or unintentional misuse of another's work (such as relying heavily on source material that is not expressly acknowledged) is still considered plagiarism. Examples of plagiarism include, but are not limited to, submitting as your own work the work of another; the use of a ghost writer, commercial writing service, or extensive help from another; submission of work written and/or created by artificial intelligence and technologies as one's own work; downloading and submitting a paper from a web site; directly quoting from a source without acknowledgment; paraphrasing or summarizing another's work without acknowledging the source (including machine-generated paraphrasing); or using facts, figures, graphs, charts or information without acknowledging the source.

Self-plagiarism involves, among other things, the reuse of one's own words, ideas, or works from preexisting material, especially without acknowledgment of earlier use. Examples of self-plagiarism include, but are not limited to, submitting previously completed papers, assignments, projects and other works as completely new and original, or copying or paraphrasing passages from one's previously submitted work in a new work, each without informing the instructor that this material was submitted or been used before.

Unauthorized Collusion involves, among other things, the submission of work presented as if it is one's own that has been done in unauthorized collaboration with someone else or something else, such as other people or artificial intelligence and technologies. Examples of unauthorized collusion include, but are not limited to, acquiring answers or information from artificial intelligence when such source was not authorized; or using another's assignment or exam answers for academic credit when collaboration was not authorized.

Tampering involves, among other things, interfering with, altering or attempting to alter College records, grades, assignments, laboratory experiments or other documents without authorization. Examples of tampering include, but are not limited to, using a computer or false-written document to change or affect a grade; erasing records or information of a student; unauthorized access to a College record by computer or unauthorized entry into an office or file; obtaining information from the College without proper authorization; or utilizing software, artificial intelligence or other devices to tamper with test proctoring, test answers and/or test results.

Jersey College may disclose student disciplinary records of academic dishonesty to third parties after a final determination of a disciplinary proceeding is completed, subject to FERPA.