

**NORTH DAKOTA STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS**

SCHOOL OF NURSING

POLICIES

2016-2017

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SCHOOL OF NURSING

POLICIES

BYLAWS OF SCHOOL OF NURSING

Article I. Name and Purpose

Section 1. **Name**. The name of the group is the Faculty of the School of Nursing (SON), College of Health Professions, North Dakota State University (hereinafter “School of Nursing”).

Section 2. **Purpose**. The purpose of the SON is:

Section 2.1. To further the mission of the College of Health Professions (hereinafter “College”) and of North Dakota State University (hereinafter “NDSU” or “University”);

Section 2.2. To actualize nursing education at the University;

Section 2.3. To implement the belief and directional statements of the SON;

Section 2.4. To plan, execute, and evaluate programs of study offered by the SON.

Section 2.5. To formulate and carry out policies to facilitate the planning, implementing, and evaluating of the educational programs of the SON; and

Section 2.6. To evaluate the effectiveness of the programs, policies, and procedures of the SON.

Article II. Organization and Administration

Section 1. **Organization**. These Bylaws shall govern the functioning of the SON and are used in conjunction with the Bylaws of the College of Health Professions, NDSU, and the NDUS System.

Section 2. **Authority**. The Faculty has the power to organize itself and to make all Bylaws and regulations necessary for its own proceedings. This includes, but is not restricted to, the power to elect officers, establish and organize Faculty committees, and to establish meeting times.

Section 3. **Responsibilities and Function**. The responsibilities and functions of the SON are:

Section 3.1. To establish, evaluate, and revise educational policy, curriculum, and procedures for the SON.

Section 3.2. To establish, review, and revise the belief and directional statements of the SON.

Section 3.3. To recommend policies affecting the organization of the SON and of the College.

Section 3.4. To conduct the affairs of the School in such a way as to support the goals of the School, the College, and the University.

Section 3.5. To foster development of Faculty as individuals as well as a group.

Section 3.6. To participate in the recruitment, selection, retention, and promotion of Faculty.

Section 3.7. To participate in research and other scholarly activities.

Section 3.8. To participate in the recruitment, selection, and advising of nursing students.

Section 4. **SON Bylaws**. If any Nursing Bylaw, policy, or procedure is in conflict with the College of Health Professions' Bylaws, policies, or procedures or the NDSU Faculty Handbook, the higher level shall prevail.

Article III. Membership and Voting

Section 1. **Membership**.

Section 1.1. The Faculty consists of the Associate Dean, SON Chairs, full-time, and part-time teaching and research Faculty.

Section 1.2. Other academic or outside appointees will be associate members. They are entitled to attend the meetings of the Faculty and to have speaking privileges, but are not voting members. This includes clinical faculty, graduate teaching assistants, graduate research assistants, and graduate service assistants.

Section 1.3. Student nurses have representation on committees. The students are representatives without voting privileges.

Section 2. **Voting**. Voting privileges are granted to all full-time and part-time Faculty.

Article IV. Meetings and Parliamentary Procedure

Section 1. **Meetings**.

Section 1.1. Attendance at all SON Faculty meetings is expected of all Faculty designated in Article III, Section 1.1.

Section 1.2. Regular meetings shall be held monthly during the academic year with the exception of the Executive Council, which will meet on an as-needed basis.

Section 1.3. Special meetings may be called by the Associate Dean, SON Chairs, or by three members of the Faculty, at least one of whom is full-time.

Section 1.4. A simple majority of the full-time membership shall constitute a quorum, one of whom shall be the Associate Dean or a Chair or the Associate Dean or a Chair's designee. Faculty on developmental leave shall not be counted related to quorum but shall retain attendance and voting rights during the leave.

Section 1.5. Meetings may be canceled or rescheduled at the discretion of the Associate Dean or a Chair.

Section 2. **Parliamentary Procedure.**

Section 2.1. Decisions shall usually be made by consensus.

Section 2.2. *Robert's Rules of Order* shall govern the proceedings of the meeting in instances where necessary for orderly function.

**Article V.
Committees**

Section 1. **Membership.**

Section 1.1. Organizational work of the SON is done by Committees.

Section 1.2. All members of the Faculty (full-time and part-time) are eligible for committee membership.

Section 1.3. Faculty shall serve on a minimum of one SON committee, at the discretion of the Associate Dean and SON Chairs.

Section 1.4. Committees may include members from outside the Nursing Faculty.

Section 1.5. Student representation shall be appointed by the specific committee.

Section 1.6. Committee vacancies will be filled as they occur.

Section 1.7. Faculty volunteer for committee membership is in the spring of each year. If needed, the Associate Dean or a Chair may appoint a Faculty member to a committee if specialized expertise is needed.

Section 1.8. Newly elected committee members shall assume office at the beginning of the academic year. Committee members filling vacancies shall begin serving immediately.

Section 1.9. A quorum for conducting committee business shall consist of a majority of the Faculty.

Section 1.10. The Associate Dean and SON Chairs are ex-officio members of all committees.

Section 1.11. Committees may make recommendations to the Faculty body.

Section 2. **Chairperson.** Each committee shall have a chairperson.

Section 2.1. A committee chairperson is appointed by the members of the committee.

Section 2.2. The chairperson of a committee is responsible for setting the agenda, calling the meetings of the committee, and filing of minutes for the committee. Any of these responsibilities may be delegated.

Section 3. **Standing Committees/Council:**

Section 3.1. **Undergraduate Admissions and Progression Committee.**

Section 3.1.1. Membership. The Admissions Committee shall consist of at least three members of the Nursing Faculty from each campus and one student from each campus.

Section 3.1.2. Responsibilities. The responsibilities of the Admissions Committee shall be to:

Section 3.1.2.1. Recommend to the Faculty criteria, policies, and procedures for admission to the Nursing major, progression, and graduation.

Section 3.1.2.2. Recommend to the Associate Dean and SON Chairs' students for admission to the Nursing major.

Section 3.1.2.3. Address issues of progression and graduation requirements.

Section 3.1.2.4. Evaluate recruitment needs and recommend recruitment efforts.

Section 3.1.2.5. Recommend to the Faculty criteria for SON scholarships and other awards.

Section 3.1.2.6. Select students for awards and scholarships based on established criteria.

Section 3.1.2.7. Student members of the committee may be recused during any discussions of individual students.

Section 3.1.2.8. A member of this committee shall serve on the College Scholarship Recognition Committee.

Section 3.1.2.9. The committee shall prepare and submit an annual report to the Associate Dean by May 20th of each year.

Section 3.1.2.10. Participate in the SON's assessment and evaluation plan.

Section 3.2. **Undergraduate Curriculum Committee**

Section 3.2.1. Membership. The Curriculum Committee shall consist of at least three members of the Nursing Faculty from each campus and one student from each campus.

Section 3.2.2. Responsibilities. The responsibilities of the Curriculum Committee shall be to:

Section 3.2.2.1. Review foundational documents (mission, vision, core value statements, and program outcomes) every three years.

Section 3.2.2.2. Recommend to the Faculty revisions in the foundational documents.

Section 3.2.2.3. Promote continuous quality improvement of the curriculum through analysis of assessment data, course content, and placement for congruity with foundational documents, societal needs, and professional standards.

Section 3.2.2.4. On the basis of such review and review of evaluation data, recommend to the Nursing Faculty revisions of the curriculum.

Section 3.2.2.5. The committee shall prepare and submit an annual report to the Associate Dean by May 20th of each year.

Section 3.2.2.6. Participate in the SON's assessment and evaluation plan.

Section 3.3. **Graduate Council**

Section 3.3.1. Membership. The Graduate Council will consist of at least three members of the Nursing Faculty with one, and preferably two, graduate students representing different programs.

Section 3.3.2. Responsibilities. The responsibilities of the Graduate Council shall be to:

Section 3.3.2.1. Develop admission, progression, and graduation criteria.

Section 3.3.2.2. Review applications to the Master of Nursing and Doctor of Nursing Practice programs and make decisions regarding admission of applicants to the graduate programs.

Section 3.3.2.3. Develop and recommend to the Nursing Faculty policies and procedures for the graduate program.

Section 3.3.2.4. Review and resolve issues of academic progression and professional behavior.

Section 3.3.2.5. Provide on-going review of the graduate curriculum in the light of foundational statements, assessment findings, and societal and professional needs.

Section 3.3.2.6. Develop proposals for graduate curriculum modifications and revisions based on the above review.

Section 3.3.2.7. The committee shall prepare and submit an annual report to the Associate Dean by May 20th of each year.

Section 3.3.2.8. Participate in the SON's assessment and evaluation plan.

Section 3.4. Assessment and Evaluation Committee (Undergraduate and Graduate).

Section 3.4.1. Membership. The Assessment and Evaluation Committee shall consist of at least three members of the Nursing Faculty from each campus and student representatives shall include an undergraduate student from each campus and a graduate student.

Section 3.4.2. Responsibilities. The responsibilities of the Assessment Committee shall be to:

Section 3.4.2.1. Develop and recommend to the Nursing Faculty an assessment plan inclusive of the overall SON and the degree programs offered.

Section 3.4.2.2. Administer the assessment plan approved by the Faculty.

Section 3.4.2.3. Synthesize assessment findings and make recommendations for improvement.

Section 3.4.2.4. Work with the Associate Dean and SON Chairs to submit an annual written report of SON assessment activities to the University Assessment Committee.

Section 3.4.2.5. Respond to any University suggestions for improvements for the program.

Section 3.4.2.6. The committee shall prepare and submit an annual report to the Associate Dean by May 20th of each year.

Section 3.5. Promotion and Tenure Committee.

Section 3.5.1. Membership.

Section 3.5.1.1. The Promotion and Tenure Committee shall consist of at least three tenured members of the Nursing Faculty who do not hold administrative roles in the SON.

Section 3.5.1.2. If there are an insufficient number of tenured Faculty in the SON to meet the minimum membership requirements of the Committee, tenured Faculty from other Departments of the University will be solicited to ensure a Committee membership of at least three.

Section 3.5.1.3. After consultation with the Nursing Faculty and with the Associate Dean from which the non-nursing Committee members are sought, the Associate Dean shall appoint such members to the Committee.

Section 3.5.2. Responsibilities.

Section 3.5.2.1. The Promotion and Tenure Committee shall evaluate and make recommendations for Nursing School's Faculty for promotion and/or tenure in accordance with the guidelines and standards established by the SON.

Section 3.5.2.2. Work of the Committee will follow the timelines and guidelines of College and University policies and procedures regarding promotion and tenure.

Section 3.5.2.3. The committee shall prepare and submit an annual report to the Associate Dean by May 20th of each year.

Section 3.5.2.4. Participate in the SON's assessment and evaluation plan.

Section 3.6. **Executive Council.**

Section 3.6.1. Membership. The Executive Council shall be composed of the Associate Dean, SON Chairs, Program Directors, and other faculty deemed appropriate by the Associate Dean and SON Chairs.

Section 3.6.2. Responsibilities. The responsibilities of the Executive Council shall be to:

Section 3.6.2.1. Consult with and advise the Associate Dean in matters brought forward by the Associate Dean, SON Chairs, SON committees, faculty members, or Executive Council members.

Section 3.6.2.2. Analyze and make recommendations on matters referred to the Executive Council by the faculty.

Section 3.6.2.3. Promulgate, amend, and approve policies that require administration action.

Section 3.6.2.4. Review course schedules each semester, recruitment materials, student and faculty handbooks, and other pertinent SON documents as needed.

Section 3.6.2.5. Promote communication and shared governance between the administration and Faculty committees.

Section 3.6.2.6. The committee shall prepare and submit an annual report to the Associate Dean by May 20th of each year.

Section 3.6.2.7. Participate in the SON's assessment and evaluation plan.

Section 4. **Ad Hoc Committees.**

Section 4.1. Ad hoc committees may be established.

Section 4.2. Ad hoc committees are formed as needed to meet a particular need or perform a specific task.

Section 4.3. Members are assigned as needed to accomplish the purpose of the committee.

Section 4.4. An ad hoc committee ceases to exist when its task is completed or the need for which it was instituted is met.

Section 4.5. After two years if the ad hoc committee has not disbanded, the committee will be reviewed for Standing Committee status.

Section 5. **Alumni Advisory Board.**

Section 5.1. Membership. Selected members of the alumni will comprise the Alumni Advisory Board. Members are appointed by the Associate Dean with the consultation of the Development Officer.

Section 5.2. Meetings. Alumni Advisory Board meetings will occur bi-annually.

Section 5.3. Mission. The mission of the North Dakota State University SON Alumni Advisory Board is to build the School through leadership, philanthropic support, and service to the school.

Section 5.4. Purpose. The purpose of the Alumni Advisory Board is to provide a means of communication between the Nursing School and the external communities it serves.

Section 5.5. Responsibilities. The responsibilities of the Alumni Advisory Board are to:

Section 5.5.1. Effectively promote the welfare and interests of the SON and alumni.

Section 5.5.2. Support the University's goals and objectives by acting as ambassadors of the SON.

Section 5.5.3. Establish a mutually beneficial relationship between the University, SON, and its alumni.

Section 5.5.4. Assist in developing financial and other resources for the SON and the Alumni Advisory Board.

Section 5.5.5. Support and advise the SON services.

Section 5.5.6. Develop linkages for mutual benefit with other professional alumni bodies (e.g., pharmacy, allied sciences).

Section 6. **Community of Interest Board.**

Section 6.1. Membership. Selected members of the community comprise the Community of Interest Board. Members are appointed by the Associate Dean with the consultation of the SON Chairs and Nursing Faculty.

Section 6.2. Meeting Attendance. Faculty are invited to attend all meetings.

Section 6.3. Purpose. The purpose of the Community of Interest Board is to provide a means of communication between the Nursing School and the external communities it services.

**Article VI.
Amendments**

Section 1. **Review of the Bylaws**. These Bylaws shall be reviewed by the Faculty annually.

Section 2. **Amendments With Notice**.

Section 2.1. Amendments will be submitted in writing and will be distributed to Faculty at least one week prior to the meeting at which the adoption of such amendments will be voted upon.

Section 2.2. A simple majority vote of Faculty present is sufficient to accept amendments to these Bylaws.

Section 3. **Amendments Without Notice**. These Bylaws may be amended by a majority vote of Faculty present and voting at any scheduled Faculty meeting if no previous notice has been given.

Section 4. **Suspension of the Bylaws**. These Bylaws may be suspended by the majority vote of Faculty.

Approved: 12-13-2010

Revised: 2-6-2012

Revised and Approved: 8-18-2014

Documentation: Faculty Meeting Minutes

MISSION, VISION, CORE VALUES, AND DEFINITIONS

NDSU SON Vision Statement: The School of Nursing is a national leader, positively impacting the health of society through excellence in nursing education, research, practice, and service.

NDSU SON Mission Statement: To advance nursing knowledge and develop dynamic nurse leaders who improve the health of all people, including underserved, rural, and diverse populations.

Through commitment to the following **Core Values**, we promote excellence in nursing education, research, practice, and service:

- **Professionalism** – We are committed to professionalism as foundational to nursing practice. Professional nursing encompasses integrity, respect, collegiality, autonomy, inter-professional collaboration, and ethical practice.
- **Caring** – We are committed to caring for the needs of all people with sensitivity and compassion in a holistic manner. Caring is central to nursing practice.
- **Service** – We are committed to the people of North Dakota by providing high quality nursing programs to promote the health of the state’s citizens. We provide nursing expertise and service at the University, state, national, and international levels.
- **Scholarship** -- We are committed to discovering and disseminating new knowledge and using nursing scholarship to practice evidence-based care. As a practice profession and an academic discipline, nursing is an art and science.
- **Quality** – We are committed to improving healthcare quality and patient safety through our excellence in education, research, and practice.
- **Social Justice** – We are committed to promoting equity, fairness, and honoring the dignity and diversity of students, faculty, staff, and the people we serve.
- **Learning** – We are committed to facilitating reflective, active, and life-long learning by providing engaging, dynamic, and innovative educational environments.

The School of Nursing fosters the achievement of outcomes necessary to develop dynamic nurse leaders who improve the health of all people. Undergraduate outcome categories are critical thinking, communication, professional values, clinical competence, and leadership. Graduate outcome categories are clinically expert practice, quality improvement, organizational systems, technology, interprofessional collaboration, and translational knowledge.

FACULTY PRACTICE

Full time faculty appointed to the School of Nursing can participate in external professional activities per University policies. It is preferred that practice be in the specialty area for which faculty has teaching responsibilities and in the agency in which faculty instruct students.

The purpose of practice is to sustain or enhance expertise through scholarly activities related to practice. In addition, the clinical practice will:

1. Foster a collaborative relationship between University faculty and individuals in the service settings/agencies.
2. Increase opportunities for collaboration between education and service in scholarly activity such as application of research findings, participation in research teams, and sharing clinical knowledge via publication and presentation.
3. Support practice requirements for faculty for recertification in their specialty.

All projects/practice will be conducted within the guidelines of NDSU Policy No. 152. Faculty practice is not a component of the faculty workload unless it is requested by the faculty member. Faculty practice can be considered in the faculty member's annual evaluation and reappointment considerations.

Approved: 11-8-2010
Revised: 2-6-2011
Source: Faculty Meeting Minutes

ALUMNI STUDENT FILES

Central student files will be retained in the School of Nursing (SON) following graduation or withdrawal. Student files are often needed after graduation to verify information for graduate school applications, State Board of Nursing, employment, and other miscellaneous requests. Students who withdraw often return to the college to complete degree requirements at a later date.

Each alumni file is routinely maintained after the student withdraws or graduates. The file will contain:

- Student's picture, if available.
- Official advising notes.
- Final transcript.
- Correspondence with the student.
- Clinical Evaluations.

Paper copies of files will be stored in the SON's Academic Assistant for graduate studies' office.

Approved: 11-8-2011

Revised: 2-3-2012

Documentation: Faculty Meeting Minutes

COMMUNITY OF INTEREST COUNCIL

The School of Nursing (SON) will solicit members for and will maintain a Community of Interest for both the Fargo and Bismarck campus. The purposes of this group will include, but not be limited to:

1. Consult with the SON Associate Dean/ SON Chairs and faculty relating to nursing education, nursing practice, research, and health care.
2. Share information about the SON's goals, plans, and achievements with interested members of the public.
3. Serve as a liaison between the SON and the community in order to promote mutual understanding and cooperation.
4. Provide feedback to the SON on the performance of the nursing programs' alumni.

The SON wishes to be responsible in serving the public and being responsive to the needs of the public. Input from informed persons can assist the School in planning, implementing, and evaluating its activities. This input is particularly appropriate since the School is an integral part of the State's Land Grant University and is dedicated to serving North Dakota citizens.

Member Appointment: After consultation with the SON's faculty and administration, the Associate Dean or Chair will appoint members of the Community of Interest.

Meetings: The Council will meet once or twice per year, and on an ad hoc basis as determined by the Associate Dean or SON Chairs.

Membership: The Council membership will be made up of representation from health care related organizations in the Fargo or Bismarck communities including but not limited to: acute care, long term care, public health, and community agencies.

Approved: 12-13-2010
Revised: 2-6-2012, 12-10-14
Documentation: Faculty Meeting Minutes

NDSU NURSING SCHOOL ALUMNI ADVISORY BOARD

College Description

The College of Health Professions, a major academic unit of North Dakota State University (NDSU), serves the state, region, and nation through its programs in nursing, pharmaceutical, and allied sciences education, research, patient care, and public service. The College is composed of the following academic units: (1) the Department of Allied Sciences, which joined the College in January 1, 2006; (2) the School of Nursing (SON) which joined the College in 1969 as an associate degree program and 1986 as a baccalaureate degree program; (3) the School of Pharmacy that includes Pharmaceutical Sciences and Pharmacy Practice Departments, the final two of which are the founding members of the College (established in 1902); and (4) the Department of Public Health which joined the College in 2012. The Master of Public Health (MPH) program offers specializations in American Indian public health, community health sciences, health promotion, and management of infectious disease.

Nursing Alumni Advisory Board

A Nursing Alumni Advisory Board, hereafter referred to as Advisory Board, for the College of Health Professions is established under the direction of the Nursing School Chair and the Director of Advancement to provide alumni support for the mission, vision and core values of the University, College, and School. The Advisory Board assists the SON in addressing issues which are vital to the future success and quality of the program including opportunities for interprofessional cooperation.

I. Purpose/ Function:

The Advisory Board shares in the mission, vision and core values of North Dakota State University, the College of Health Professions, and the Nursing School to provide excellence through its educational programs, patient care, research, and public service. To ensure the quality of the nursing programs is maintained, the advisory board will seek to:

1. Assist the School in building and maintaining an advancement program as well as recommending and supporting strategies to cultivate and engage alumni and friends into a long-standing relationship with the School and College;
2. Assist the School to identify the necessary human, financial, physical, and technologic resources needed to deliver high quality nursing programs;
3. Demonstrate awareness of the School's program and curricular changes, assessment data, program outcomes, continuous quality improvement efforts, and resources;
4. Assist the School to identify current needs, trends affecting the nursing profession, future challenges, and opportunities related to advancing the programs;
5. Assist the School to strategize, develop, promote and encourage interprofessional collaboration among the College's academic units.

II. Governance

The Advisory Board shall conduct nominations and elections for the Advisory Board Chair. Under the leadership of the Nursing School Chair and with the assistance of the Director of

Advancement, the Advisory Board Chair will assist in directing and over-seeing the activities and meetings of the Advisory Board.

III. Membership and Responsibilities

Membership:

Members of the Advisory Board will be invited and appointed by the Nursing School Chair. Members will share in the mission, vision and core values of NDSU, the College, and School and commit to advancing the School and College, attend semi-annual meetings, and positively communicate the needs, plans, and goals of the School and College to broader constituencies.

The Advisory Board will consist of a minimum of eight and a maximum of twelve members. Members will serve three year terms with a maximum of three terms renewed. The membership will be representative of the programs within the School and include the College Dean, Director of Advancement, and Nursing School Chair serving as ex-officio members.

Membership Responsibilities:

1. Share in the vision, mission, and core values of NDSU, the College of Health Professions, and the SON.
2. Commit to advancing the School and College.
3. Attend semi-annual Advisory Board meetings, as well as those called upon by the request of members of the Advisory Board, School Chair, or College Dean.
4. Maintain correspondence as needed with the Advisory Board Chair, other board members, the College Dean, Director of Advancement, and Nursing School Chair.
5. Positively communicate the needs, plans, and goals of the School and College to broader constituencies.
6. Exhibit willingness to solicit meaningful gifts from prospective SON donors.
7. Participate in ad hoc committees of the Advisory Board as requested.

Chair Responsibilities:

The Advisory Board Chair will assist in directing and overseeing the agenda, meetings, membership, and subcommittees, if applicable, of the Advisory Board. The Advisory Board Chair will be the presiding officer of the annual meetings. In absence of the Advisory Board Chair, an Advisory Board member shall be designated by the Associate Dean or SON Chairs. The minutes of the previous meeting and agenda will be distributed in advance of the meeting.

IV. Meetings

Advisory Board meetings shall be held at least twice per year, once in the fall and spring, and upon the request of the Associate Dean, SON Chairs, Director of Advancement, or College Dean. Dates and times will be determined by participating members.

V. Policy

The Nursing Alumni Advisory Board policy shall be reviewed a minimum of every three years and may be amended as needed at any time.

**POLICY FOR PROMOTION AND TENURE
SCHOOL OF NURSING
COLLEGE OF HEALTH PROFESSIONS
NORTH DAKOTA STATE UNIVERSITY**

Introduction

In the College of Health Professions (hereto referred to as College) faculty appointments are either a) probationary, b) tenure, or c) special (State Board Higher Education (SBHE) Policies 605.1 Academic Freedom and Tenure; Academic Appointments; North Dakota State University (NDSU) Policy 350.1). The current edition of NDSU Guidelines for Promotion and Tenure (Office of the Provost, Annual Distribution), and the College Policy 1.03 Standards for Promotion, Tenure and Evaluation, and School of Nursing (SON) Evaluation and Promotion Criteria provide the process for promotion and tenure.

Decisions at NDSU concerning appointment, promotion and tenure are based on three criteria: quality of teaching, quality of scholarship, and quality of service. Other factors that influence faculty promotion and tenure are: attainment of appropriate academic credentials, continuous professional development, goodness-of-fit of the candidate to present and projected curricular and research programs of the department.

Promotion and tenure are separate issues but evaluations for promotion to Associate Professor and granting of tenure will ordinarily be conducted concurrently. In cases where promotion is offered to a faculty member before his or her probationary period has been completed, no promise of eventual tenure is implied by the promotion.

Section I: Promotion

Promotions are based on the merit and are earned by achievement as evidenced by the faculty member's total contribution to the overall mission of the department. Promotion is initiated via the candidate. The recommendation is signed by the Department Promotion and Tenure Committee (PT&E Committee), department chair, College's Promotion, Tenure, and Evaluation Committee, by the dean, and by the provost.

The performance record of a candidate for promotion will be evaluated in terms of the following criteria as they apply to the proposed rank: Scholarship of Teaching, Scholarship of Discovery, and Scholarship of Service.

Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods (AACN, 2013, "Definition of Scholarship in Nursing," para 1).

A. Criteria for Promotion

Teaching, scholarship, and service are all valued by the School of Nursing. Expectations or criteria exist for each professorial rank whether the faculty member is on a tenure, non-tenure track or special appointment. Decisions regarding promotion and/or tenure of nursing faculty are based on the process outlined in the department, college and university guidelines. Faculty provide a portfolio to reviewers documenting their scholarship in teaching, discovery and service.

1. The scholarship of teaching is inquiry that produces knowledge to support the transfer of the science and art of nursing from the expert to the novice, building bridges between the teacher's understanding and the student's learning (Boyer, 1990). This scholarly approach supports the development of educational environments that embrace diverse learning styles, and increasingly, places the focus of education on the learner (Edgerton, 1997). Within nursing, the scholarship of teaching increases the effectiveness of the transfer of discipline-specific knowledge, and adds to deeper understanding of both the discipline and pedagogy. The scholarship of teaching is conducted through application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling. Scholarship of teaching includes effective delivery of instruction by faculty as documented by student and peer evaluations (AACN, 2013, "Scholarship of Teaching," para 1).
2. Scholarship of discovery is the inquiry that produces the disciplinary and professional knowledge that is at the very heart of academic pursuits (Boyer, 1990). Within nursing, the scholarship of discovery reflects the unique perspective of nursing that 'takes an expanded view of health by emphasizing health promotion, restoration, and rehabilitation, as well as a commitment to caring and comfort (AACN, 1998, p.1).' The scholarship of discovery takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis. It increasingly is interdisciplinary and collaborative in nature, across professional groups and within nursing itself (AACN, 2013, "Scholarship of Discovery," para 1).
3. Scholarship of practice has emerged in nursing as a critical component in the maintenance of clinical competency of faculty in a university setting and the advancement of clinical knowledge in the discipline (Norbeck & Taylor, 1998; Rudy et al., 1995; and Wright, 1993). Practice scholarship encompasses all aspects of the delivery of nursing service where evidence of direct impact in solving health care problems or in defining the health problems of a community is presented. Competence in practice is the method by which knowledge in the profession is both advanced and applied. Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administrator (Brown, et al., 1995; Norbeck & Taylor, 1998; Wright, 1993) (AACN, 2013, "Scholarship of Practice," para 1).

4. Scholarship of service reflects department, college, university service and professional activities, as evidenced by service to the students; attendance, participation in, or direction of, conferences, clinics, workshops, and professional societies; professionally-related public service; active participation in standing and special department, college and university committee work; service as an official representative of the department, college, and university; sponsorship of or adviser to university, college, and department-approved, extracurricular activities; and other professional activities, awards, and recognitions.

Guidelines for Promotion by Rank for Probationary (Tenure Track) Faculty

For promotion from **Assistant to Associate Professor** in the **tenure track** appointment, consistent evidence of scholarship in all role dimensions is expected including sustained contributions to the mission of the department. Expectations include:

1. Evidence of effective teaching and curriculum implementation through student and peer evaluations.
2. Demonstrates use of evidence based practice findings and application of clinical expertise in teaching.
3. Demonstrates utilization of assessment and evaluative information in reviewing and revising curriculum content and/or teaching approaches.
4. Demonstrates mentorship of graduate and undergraduate nursing students engaged in scholarly projects.
5. Evidence of continuous development and an ongoing program of research.
6. Demonstrates ability to disseminate research or evidenced based findings for patient care and/or advanced practice through peer reviewed publications and regional, national or international presentations.
7. Evidence of grant proposal submission and funding in support of a program of research.
8. Assumes leadership in service on departmental, college, and or university committees.
9. Evidence of involvement, contributions and leadership in professional activities external to the college and university.
10. Contributes to a positive work environment through cooperating and collaborating with others by developing and maintaining good working relationships with faculty staff, employees, and students.

For promotion from **Associate Professor to Professor** in the **tenure track** appointment, the criteria of quality of teaching, scholarship, and service remain, and the level of performance

substantially exceeds that required for promotion to Associate Professor. There should be signs of continued improvement in all three areas of responsibility with notable national recognition in one or more of these areas. Faculty members are expected to demonstrate progressive leadership in the department, college and university, as well as in the community and/or profession. Expectations include:

1. Evidence of superior understanding and comparable application of pedagogy and use of research findings in teaching.
2. Demonstrates expertise in clinical nursing as evidenced by certification and/or recognition by professional leaders.
3. Evidence of leadership in program efforts to utilize assessment and evaluative information in reviewing and revising curriculum content and appropriate teaching approaches.
4. Demonstrates mentorship of graduate nursing students engaged in research/scholarly projects.
5. Evidence of a sustained program of research.
6. National recognition of research efforts through dissemination of findings through peer reviewed publications, and national or international research.
7. Demonstrates procurement of federal or national funding for research efforts.
8. Demonstrates leadership on college or university committees.
9. Evidence of involvement in professional activities external to the college and university.
10. Serves as a role model and/or mentor for junior faculty members.
11. Contributes to a positive work environment through cooperating and collaborating with others by developing and maintaining good working relationships with faculty staff, employees, and students.

Guidelines for Promotion by Rank for Practice Faculty

For promotion from **Lecturer to Assistant Professor of Practice** appointment, consistent evidence of scholarship in all role dimensions is expected including sustained contributions to the mission of the department. Expectations include:

1. Evidence of effective teaching and curriculum implementation through student and peer evaluations.
2. Demonstrates use of research findings and application of clinical expertise in teaching.

3. Demonstrates utilization of assessment and evaluative information in reviewing and revising curriculum content and/or teaching approaches.
4. Demonstrates mentorship of undergraduate nursing students engaged in scholarly projects such as honors thesis.
5. Evidence of the development of an identified area of clinical scholarship.
6. Contributes to the dissemination of scholarly works through peer reviewed publications, local or regional or national presentations.
7. Participates in service on departmental or college committees.
8. Evidence of involvement in professional activities external to the college and institution.
9. Contribute to a positive work environment through cooperating and collaborating with others by developing and maintaining good working relationships with faculty staff, employees, and students.

For promotion from **Assistant to Associate Professor of Practice** appointment, consistent evidence of scholarship in all role dimensions is expected including sustained contributions to the mission of the department. Expectations include:

1. Evidence of effective teaching and curriculum implementation through student and peer evaluations.
2. Demonstrated use of research findings and application of clinical expertise in teaching.
3. Demonstrated utilization of assessment and evaluative information in reviewing and revising curriculum content and/or teaching approaches.
4. Demonstrated mentorship of graduate and undergraduate nursing students engaged in scholarly projects.
5. Evidence of continued development of an identified area of clinical scholarship.
6. Disseminates scholarly works through peer reviewed publications, state, regional, or national presentations.
7. Evidence of grant proposal submission and funding in support of a program of scholarly efforts.
8. Assumes a leadership role in service on a departmental or college committee.
9. Evidence of involvement, contributions, and leadership in professional activities external to the college and institution.

10. Contribute to a positive work environment through cooperating and collaborating with others by developing and maintaining good working relationships with faculty staff, employees, and students.

For promotion from **Associate Professor of Practice to a Professor of Practice** appointment, the criteria of quality of teaching, scholarship, and service remain, and the level of performance substantially exceeds that required for promotion to Associate Professor of Practice. There should be signs of continued improvement in all three areas of responsibility with notable national recognition in one or more of these areas. Faculty members are expected to demonstrate progressive leadership in the department, college and university, as well as in the community and/or profession. Expectations include:

1. Evidence of superior understanding and comparable application of pedagogy and use of research findings in teaching.
2. Demonstrates expertise in clinical nursing as evidenced by certification and/or recognition by professional leaders.
3. Evidence of leadership in program efforts to utilize assessment and evaluative information in promoting continuous quality improving when reviewing and revising curriculum content and programs.
4. Demonstrates mentorship of graduate nursing students engaged in scholarly projects.
5. Evidence of a leadership role in nursing practice which promotes effective health care delivery.
6. Evidence of sustained, high quality area of nursing scholarship recognized nationally by peers.
7. Demonstrates procurement of external funding for scholarly nursing initiatives.
8. Evidence of dissemination of scholarly work that would influence nursing care of individuals, families or communities.
9. Demonstrates applicable leadership role on college or university committees.
10. Evidence of a leadership role in professional activities external to the college and university.
11. Serves as a role model and/or mentor for junior faculty members.
12. Contributes to a positive work environment through cooperating and collaborating with others by developing and maintaining good working relationships with faculty staff, employees, and students.

Section II. Criteria for School of Nursing Tenure

(Adopted from the SBHE Policy 605.1 Academic Freedom and Tenure; Academic Appointments, NDSU Policy 350.1 Board Regulations on Academic Freedom and Tenure; Academic Appointments and/or 352 Promotion, Tenure, and Evaluation, The current edition of NDSU Guidelines for Promotion and Tenure (Office of the Provost, Annual Distribution), CPN&AS Policy 1.03 Standards for Promotion, Tenure, and Evaluation, SON Tenure and Evaluation Criteria).

Tenure considerations shall occur during the final academic year of the probationary period. This probationary period normally consists of six (6) academic years of full-time service to NDSU. A faculty member normally must serve a minimum of five (5) full academic years to be considered for tenure.

For tenure, evaluation of a candidate's performance shall be based on the individual's contributions to teaching, scholarship, and service, on-and off-campus, in regional, national or international activities. Judgments will be based on evidence of both the quality and significance of the candidate's work.

A. Criteria for the Awarding of Tenure

The awarding of tenure constitutes recognition of past academic and professional achievements and confidence of continued professional development. The criteria for promotion in Section I of this document are the activities and accomplishments that will be evaluated in arriving at tenure decisions. Tenured individuals are presumed to be committed to maintenance of high standards of performance in teaching, continued scholarly contributions to their disciplines, and service consistent with the university, college and department missions. In recognition of these achievements, the faculty member is assured of continued academic freedom with its attendant advantages and obligations.

Procedural Guidelines for the Recommendation of Promotion and Tenure (Note SON Evaluation and Promotion Guidelines)

A. Annual performance and mid-tenure reviews

The following procedures have been established and will be followed to provide faculty PTE candidates and administrators the opportunity to monitor and evaluate the candidate's progress in meeting the expectations of employment and the criteria for promotion and tenure. These procedures are intended to provide faculty constructive feedback to assist them in attaining their goals for promotion and tenure.

In implementing the PTE policy, the following procedures shall be used:

1. Each faculty member of the college [tenured, probationary (tenure track,) and special appointment (practice track)] will be reviewed by February 1 of every year by his/her department chair according to the College Policy 1.04 Annual Review of Faculty Performance.

When requested by any party to the tenure or promotion process, including the candidate, formal feedback shall be provided to the individual by the Department PTE Committee, department chair, dean, College PTE Committee, and the provost. The Department PTE Committee and College PTE Committee shall conduct a mid-tenure track review according to the College Policy 1.03.1 Mid-Tenure Track Review, for each tenure track candidate to provide feedback on the candidate's progress toward achieving promotion and tenure within the department.

2. The department chair will be responsible for conducting annual performance reviews of faculty in their respective department and communicating their results to the individual faculty member.

During the annual performance review, the department chair will provide each faculty member with both verbal and written feedback regarding the individual faculty member's performance and where appropriate, progress toward achieving promotion and tenure including strengths and recommendations for improvement related to the areas of teaching, scholarship (research and discovery), and service. The annual performance review shall also state expectations and goals for the coming year review period. Should the annual performance reviews indicate that a faculty member is not making satisfactory progress toward tenure and/or promotion; the report may include a recommendation for non-renewal. Nonrenewal of probationary faculty prior to the sixth year shall be conducted in accordance with the College Policy 1.05 Non-renewal of Probationary Faculty Prior to the Sixth Year and NDSU Policy Manual 350.3 on Nonrenewals and Terminations of Probationary Faculty Prior to the Sixth Year. In making a judgment on satisfactory progress, due consideration shall be given to the candidate's academic record, performance of assigned responsibilities as defined in his/her position description, and future potential to meet the criteria for promotion and/or tenure.

3. The faculty being reviewed shall have 14 calendar days to respond in writing to the written assessment of performance. The written report of the annual performance by the chair and any written response from the faculty member shall become part of the faculty member's official personnel file.
4. For probationary faculty (tenure track), at the completion of the sixth year of service, the faculty member shall be notified in writing that he or she will either be awarded tenure or a one-year terminal contract for the seventh year of service.
5. A new faculty member with previous tenure relevant experience will normally undergo a review with respect to tenure in the final year prior to the end of his or her probationary period at the university. At the completion of the probationary period, the faculty member will be

notified in writing that he or she will either be awarded tenure or a one-year terminal contract at the conclusion of the probationary period.

6. Promotion and tenure are two separate considerations. For example, a person may be eligible and acceptable for promotion and eligible but not acceptable for tenure. Circumstances may be such that a recommendation for postponing the granting of tenure may be in order. In such a case, the faculty member will be recommended for a special appointment position according to the guidelines of the SBHE and NDSU. The department chair and dean should meet with the candidate to discuss the basis of such a decision. This decision must be made before the process is initiated to evaluate the candidate's credentials for promotion and tenure.

Faculty members may request a change in appointment (i.e., changing from non-tenure track to tenure track appointment and vice versa). The request must be made by the faculty member in writing and forwarded and reviewed sequentially with recommendation by the chair/head, dean, and provost who will make the final decision on approval or denial of the request. Non-tenure track faculty can request a change in appointment at any time; however, tenure track faculty must request a change in appointment no later than the completion of their third probationary year of employment.

B. Submission of portfolio

The Department Promotion and Tenure Committee shall consist of at least three tenured members of the nursing faculty who do not hold administrative roles in the department. If there is an insufficient number of tenured faculty in the department to meet the minimum membership requirements of the committee, tenured faculty from other departments of the university will be solicited to ensure a committee membership of at least three. After consultation with the nursing faculty and with the chair of the department from which a non-nursing committee member is sought, the nursing department chair shall appoint such members to the committee. The Promotion and Tenure Committee shall evaluate and make recommendations for nursing department faculty for promotion and/or tenure in accordance with the guidelines and standards established by the department. Work of the committee will follow the timelines and guidelines of college and university policies and procedures regarding promotion and tenure.

Candidates for promotion and/or tenure must submit a portfolio (following the current "NDSU Guidelines for Promotion and Tenure Portfolio Preparation") distributed by the provost to their department chair for review. Candidates are encouraged to include the section called "Statement of Accomplishment" as part of their portfolio. The department chair will forward the candidate's portfolio to the Department's Promotion and Tenure Committee according to the current edition of NDSU Guidelines for Promotion and Tenure (Office of the Provost, Annual Distribution).

The Department PTE Committee will conduct a review and submit a written letter of evaluation of the candidate and recommendation to the department chair by the timeline outlined in the current edition of NDSU Guidelines for Promotion and Tenure (Office of the Provost, Annual Distribution).

Upon receipt of this information, the department chair will review and submit a written letter of evaluation of the candidate and recommendation to the College PTE Committee. The letters of evaluation from the Department PTE Committee and the department chair will be inserted in the candidate's PTE portfolio by the department chair. The department chair shall forward the candidate's PTE portfolio and all supporting documentation to the College Promotion and Tenure Committee and to the dean according to the timeline outlined in the current edition of NDSU Guidelines for Promotion and Tenure (Office of the Provost, Annual Distribution). If necessary, the College PTE Committee may request additional information from the candidate, Department PTE Committee may request additional information from the candidate, Department PTE Committee, department chair, and/or dean. The College PTE Committee will inform all parties (candidate, department chair and dean what additional information is being requested prior to the information being collected. Additionally, the faculty member's department chair may be invited to attend the initial meeting of College PTE Committee to discuss the candidate's eligibility for promotion and/or tenure. The Department PTE Committee or department chair may request additional information from the faculty member.

Recommendations and any other materials collected as part of the evaluation process at the department, college and university levels must be added to the candidate's portfolio before being sent forward to the next level of review. At the time that any written materials are added to the candidate's portfolio, copies of the added materials must be sent to the candidate for review. The candidate shall have 14 calendar days to respond in writing to the additional materials. Any response from the candidate to such materials must be in writing and included in the portfolio for review at the next level.

The College PTE Committee and the dean will independently evaluate the candidate based on the submitted portfolio in accordance with the university guidelines for promotion and tenure distributed by the provost's office. Each will prepare a separate written letter of evaluation of the candidate, including recommendations regarding the candidate's promotion and tenure and an explanation of the basis for the recommendations that will be included in the candidate's portfolio. The College PTE Committee and dean shall share their respective letters of evaluation with each other only after each has completed their independent evaluation of the candidate. The letters of evaluation from the College PTE Committee and dean shall be sent to the department chair and the candidate. The dean will forward these letters of evaluation, recommendations and the candidate's portfolio to the provost according to the timeline outlined in the current edition of NDSU Guidelines for Promotion and Tenure (Office of the Provost, Annual Distribution).

All recommendations for tenure must be recommended by the university president to the State Board of Higher Education for final approval by the Board (SBHE Policy 605 Academic Freedom and Tenure; Academic Appointments). Termination of a probationary or tenured appointment may occur only in accordance with the policies of North Dakota State University and the State Board of Higher Education (SBHE Policy 605 Academic Freedom and Tenure; Academic Appointments). Departmental supplemental information may be added to this document.

C. Letters of Evaluation from Outside Reviewers

Letters of evaluation from outside North Dakota State University are not required but may be considered. The purpose of seeking such letters is to accumulate credible documented evidence of a faculty member's qualifications and contributions to the profession related to their position responsibilities. Such letters should be objective evaluations from well qualified individuals. Solicited outside letters should provide specific evidence of achievement or competence by the candidate in a specific area, but should not include a recommendation for or against promotion and/or tenure. Solicited outside letters should be limited to evaluation from leaders in the field and from scholars at comparable universities. No more than three letters are accepted for consideration. Letters should not be solicited from co-authors, co-principal investigators, former professors/advisors, co-workers, or former students. Letters should generally be from tenured professors or individuals of equivalent stature outside of academia who are widely recognized in the field. The following process must be followed for soliciting letters of evaluation from outside reviewers:

1. The faculty member will submit a list of names of potential outside reviewers who meet the above criteria to the department chair. The department chair will select individuals from this list or request additional names that are mutually agreed upon by the chair and the candidate. The department chair will notify the candidate of the outside reviewers that have been selected.
2. Letters of evaluation from outside reviewers will be solicited by the dean or department chair. The dean or department chair will send letters to each outside reviewer soliciting a formal letter of evaluation of the faculty member. The letters sent to outside reviewers soliciting an evaluation must contain statements pertaining to the following: (a) under North Dakota law the candidate has a right to review all material in the promotion and tenure file. A copy of each letter is sent to the candidate; and (b) no recommendation is to be made for or against promotion and/or tenure. The letter sent by the dean or department chair to the outside reviewers should also contain the following information about the faculty member: a copy of the faculty member's current position description, vita, and where appropriate copies of publications.
3. Letters of evaluation from outside reviewers are not to be solicited by the faculty member, but will be added to the portfolio by the dean or department chair. To receive consideration in the PTE process, letters of evaluation from outside reviewers must be solicited, inserted, and part of the completed faculty member's portfolio which is submitted by the department chair to the College PTE Committee. No letters of evaluation from outside reviewers will be accepted or considered once the College PTE Committee review process has been started.

Section III. Policy and Procedures for Post-Tenure Review (PTR)

The granting of tenure does not relieve the faculty member of his or her obligations to fulfill all assigned job duties. Summative annual job performance reviews evaluations of faculty rest with the department chair and the process by which faculty are reviewed on an annual basis. Additionally, Section NDSU Policy 350.3 Board Regulations on Nonrenewal; Termination or Dismissal of Faculty details the circumstances, policies and procedures under which a faculty (tenured or otherwise) member may be terminated.

Upon request of the faculty member, dean or chair, a faculty member with tenure can be requested to will be evaluated by post-tenure review. Unless requested by the faculty member, reviews will not be conducted more frequently than once every 3 years. This review should address the quality of the faculty member's performance in the areas of teaching, research/scholarship, and service, consistent with the faculty member's job description. Ideally, the review shall result in formative recommendations for enhancing performance and provide a plan for future development. The department chair initiates the process by notifying the faculty member that materials for the review are due by the date outlined in the current edition of NDSU Guidelines for Promotion and Tenure (Office of the Provost, Annual Distribution). Materials will include an abbreviated promotion portfolio and this includes: updated CV, current job description, annual performance reviews, and a statement of accomplishment in the three areas (see Section F in NDSU Guidelines for Promotion & Tenure). The materials will be reviewed by the Departmental PTE committee and the College PTE committee. A letter summarizing the outcome of each committee will be sent to the faculty member by the date outlined in the according to the timeline outlined in the current edition of NDSU Guidelines for Promotion and Tenure (Office of the Provost, Annual Distribution).

Faculty members may use the currently established grievance process to resolve any improper use of PTR documents. Concomitantly, participation in PTR is viewed as a necessary component of successfully completing one's job duties. Faculty members who fail to participate in the post-tenure review process in a timely and professional fashion are subject to sanction via the annual review process and NDSU Policy 350.3 Board Regulations on Nonrenewal; Termination or Dismissal of Faculty.

The review does not change the university's commitment to academic freedom, or the circumstances under which tenured faculty can be dismissed from the university.

The nursing faculty will review the guidelines and criteria every two years and forward their summary of revisions and adoption of the document to the dean of the college. Upon approval by the dean, the document will be forwarded to the provost for final approval.

Adopted by Nursing Faculty: 11/13/2013
Approved by Dean of the College: 8/29/2007
Approved by Provost of the University: 11/20/2007

EVALUATION AND PROMOTION CRITERIA FOR PRACTICE

Differentiation of Practice Positions

Lecturer (Instructor) of Practice	Assistant Professor of Practice	Associate Professor of Practice	Professor of Practice
Teaching: *Required criteria to be met annually			
*Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidenced by 3 of the following:	*Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidenced by 3 of the following:	*Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidenced by 3 of the following:	*Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidenced by 3 of the following:
<i>Develop, teach, and evaluate classes/courses and/or clinical experiences in undergraduate program</i>	<i>Provide leadership in didactic and/or clinical courses/experiences in undergraduate and/or graduate programs</i>	<i>Sustained evidence of excellence and innovation in didactic and clinical instruction in the undergraduate and/or graduate programs</i>	<i>Demonstrate sustained depth and breadth of knowledge in diverse content areas in didactic and/or clinical teaching</i>
<i>Utilizes appropriate modes of educational delivery</i>	<i>Utilizes appropriate modes of educational delivery</i>	<i>Incorporates multiple modes of educational delivery</i>	<i>Exemplifies use of advanced techniques of educational delivery by serving as a role model and mentor for junior faculty</i>
<i>Demonstrates clinical competence and professionalism in teaching</i>	<i>Demonstrates didactic and/or clinical competence and professionalism in teaching</i>	<i>Utilizes best practices in didactic and/or clinical teaching and evaluation outcomes</i>	<i>Demonstrates excellence in classroom and/or clinical teaching</i>
<i>Integrate research and evidence based practice findings into teaching and practice</i>	<i>Integrate research and evidence based practice findings into teaching and practice</i>	<i>Integrate research and evidence based practice findings into teaching and practice</i>	<i>Integrate research findings from Evidence-Based Practice into teaching and practice</i>

*The continuous improvement of courses or instructional programs evidenced by 2 of the following:	*The continuous improvement of courses or instructional programs evidenced by 2 of the following:	*The continuous improvement of courses or instructional programs evidenced by 2 of the following:	*The continuous improvement of courses or instructional programs evidenced by 2 of the following:
<i>Contribute to the curriculum development, evaluation and revision</i>	<i>Contribute to the curriculum development, evaluation and revision</i>	<i>Provide leadership for curriculum development, evaluation and revision</i>	<i>Leads the development, evaluation, revision, and benchmarking of the curriculum</i>
<i>Involvement in the development of clinical preceptor and clinical agency relationships</i>	<i>Assist in the development of clinical preceptor and clinical agency relationships</i>	<i>Facilitate and develop clinical preceptor and clinical agency relationships</i>	<i>Develop new and innovative clinical preceptor and clinical agency relationships</i>
<i>Attends continuing education offerings that enhance teaching/professional competence</i>	<i>Attends continuing education offerings that enhance teaching/professional competence</i>	<i>Participates in continuing education offerings that enhance teaching/ professional competence</i>	<i>Develops continuing education offerings that enhance teaching/professional competence</i>
*Provides effective advising and mentoring of undergraduate and/or graduate students evidenced by the following:	*Provides effective advising and mentoring of undergraduate and/or graduate students evidenced by the following:	*Provides effective advising and mentoring of undergraduate and/or graduate students evidenced by the following:	*Provides effective advising and mentoring of undergraduate and/or graduate students evidenced by the following:
<i>Provides effective and timely academic advising</i>	<i>Provides effective and timely academic advising</i>	<i>Evaluated as a helpful and conscientious advisor by students and peers</i>	<i>Demonstrates outstanding advising skills and mentors junior faculty advisors</i>
Scholarship:	Scholarship: Must meet all criteria	Scholarship: Must meet all criteria	Scholarship: Must meet all criteria

	*Participates in publishing a manuscript(s) in a professional journal every other year	*Contributes independently or collaboratively to publishing a manuscript(s) to a professional journal every other year	*Demonstrates a consist record of leadership (first author) in collaborative publications
	*Participates in a presentations (papers/posters) at local/state/regional levels	*Contributes independently or collaboratively in a presentations (papers/posters) state/regional/national levels	*Demonstrates a record of leadership collaborative presentations at national or international levels
	<i>Contributes to the planning and writing of grant proposals related to clinical field</i>	<i>Collaboratively develops grants related to clinical area of expertise</i>	<i>Provides leadership and mentoring in grant writing, implementation, and evaluation related to clinical areas of expertise</i>
Service: Must meet all criteria	Service: Must meet all criteria	Service: Must meet all criteria	Service: Must meet all criteria
<i>Participates in accreditation process</i>	<i>Participates in accreditation process</i>	<i>Assumes a leadership role in preparing self-study reports for accreditation</i>	<i>Demonstrated leadership in accreditation and program approval activities</i>
<i>Function as a member of a DON committee</i>	<i>Serves as a member of the nursing School, college and/or university committees</i>	<i>Active participation and demonstration of leadership in programs and governance at the School, college, and/or university levels.</i>	<i>Leadership role (i.e. task force) involvement in the institution's faculty governance structure at School, College, or University levels</i>
	<i>Participates in service activities in the community</i>	<i>Advocacy in addressing important societal needs of the community</i>	<i>Distinction in the quality of service to the community</i>

<i>Participates in a professional organization.</i>	<i>Actively participates in professional organizations in area of expertise at local/state levels</i>	<i>Provides consultation in areas of expertise at local and state levels. Has an emerging national reputation or activities</i>	<i>Provides leadership in professional organizations at state, national and international levels</i>
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Approved by Nursing Faculty 11-13-2013

EVALUATION AND PROMOTION CRITERIA FOR TENURE

Differentiation of Tenure Positions

Assistant Professor	Associate Professor	Professor
Terminal or other appropriate degree, or an equivalent (NDSU Policy 350.1, 350.2)	Terminal or other appropriate degree, or an equivalent	Terminal or other appropriate degree, or an equivalent
Teaching: *Required criteria to be met annually	Teaching: *Required criteria to be met annually	Teaching: *Required criteria to be met annually
*Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidenced by 2 of the following:	*Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidenced by 2 of the following:	*Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidenced by 2 of the following:
<i>Demonstrates didactic and/or clinical competence and professionalism in teaching</i>	<i>Utilizes best practices in didactic and/or clinical teaching and evaluation outcomes.</i>	<i>Demonstrates excellence in classroom and/or clinical teaching</i>
<i>Utilizes appropriate modes of educational delivery</i>	<i>Incorporates multiple modes of educational delivery</i>	<i>Exemplifies use of advanced techniques of educational delivery by serving as a role model and mentor for junior faculty</i>
<i>Provide leadership in didactic and/or clinical courses/experiences in undergraduate and/or graduate programs</i>	<i>Sustained evidence of excellence and/or innovation in didactic and clinical instruction in the undergraduate and/or graduate programs</i>	<i>Demonstrate sustained depth and/or breadth of knowledge in diverse content areas in didactic and clinical teaching</i>
<i>Integrate research and evidence based practice findings into teaching and practice</i>	<i>Integrate research and evidence based practice findings into teaching and practice.</i>	<i>Integrate research findings from Evidence-Based Practice into teaching and practice</i>

*The continuous improvement of courses or instructional programs evidenced by one of the following:	*The continuous improvement of courses or instructional programs evidenced by one of the following:	*The continuous improvement of courses or instructional programs evidenced by one of the following:
<i>Contribute to the curriculum development, evaluation and revision</i>	<i>Provide leadership for curriculum development, evaluation and revision</i>	<i>Leads the development, evaluation, revision, and benchmarking of the curriculum</i>
<i>Attends continuing education offerings that enhance teaching/professional competence</i>	<i>Participates in continuing education offerings that enhance teaching/professional competence</i>	<i>Develops continuing education offerings that enhance teaching/professional competence</i>
*Provides effective advising and mentoring of undergraduate and/or graduate students evidenced by the following:	* Provides effective advising and mentoring of undergraduate and/or graduate students	* Provides effective advising and mentoring of undergraduate and/or graduate students
<i>Provides effective and timely academic advising</i>	<i>Evaluated as a helpful and conscientious advisor by students and peers</i>	<i>Demonstrates outstanding advising skills and mentors junior faculty advisors</i>
Scholarship: Must meet * required criteria and 1 additional criteria	Scholarship: Must meet * required criteria and 1 additional criteria	Scholarship: Must meet * required criteria and 1 additional criteria
*Submission of research findings to peer reviewed journals (Average one per year).	*Acceptance research manuscripts in peer reviewed journals (Average one per year).	*Demonstrated record of research publications in peer-reviewed journals
*Presentation of original scholarly work at local or regional conferences	*Presentation of original scholarly work at regional, state, or national conferences	*Presentations or original scholarly work at state, national, or international conferences
*Write and submit grant application to submit program of research evidenced by the following:	*Write and submit grant(s) for scholarly inquiry to support program of research evidenced by the following:	*Funded grant(s) to support program of research evidenced by the following:
<i>Participate in grant management</i>	<i>Collaborate in grant management and the writing of reports</i>	<i>Leadership in grants and mentoring junior faculty on grant management</i>

<i>Collaborates in EBP projects with external clinical partners</i>	<i>Leader in designing and managing EPB projects with external clinical partners</i>	<i>Lead a team in designing and managing EPB projects with external clinical initiatives</i>
Service: Must meet all criteria	Service: Must meet all criteria	Service: Must meet all criteria
<i>Assists in new program development and evaluation</i>	<i>Leads in course and program development based on research, best practice, and experience</i>	<i>Demonstrated success in course and program development and evaluation</i>
<i>Participates in accreditation process</i>	<i>Assumes a leadership role in preparing self-study reports for accreditation</i>	<i>Demonstrated leadership in accreditation and program approval activities</i>
<i>Serves as a member of the nursing School, college and/or university committees</i>	<i>Active participation and demonstration of leadership in programs and governance at the School, college, and/or university levels.</i>	<i>Leadership role (i.e. task force) involvement in the institution's faculty governance structure at School, college, and university levels</i>
<i>Participates in service activities in the community</i>	<i>Advocacy in addressing important societal needs of the community</i>	<i>Distinction in the quality of service to the community</i>
<i>Participates in a professional organizations</i>	<i>Contributes to professional organizations/associations based upon one's professional expertise</i>	<i>Membership and distinctive contributions to professional organizations/associations at national, regional, and state levels</i>

Approved by Nursing Faculty 11-13-2013

UNDERGRADUATE PROGRAM

POLICES

ADMISSION TO THE UNDERGRADUATE PROFESSIONAL PROGRAM

The Admissions and Academic Progression Committee evaluates applicants for admission to the pre-licensure professional nursing program and determines which applicants will be accepted for enrollment in the program in order that all applicants are treated fairly and equally, the SON has written the following guidelines for the admission process to the pre-licensure nursing program:

1. Pre-licensure students are admitted to the undergraduate nursing major for a fall semester and spring semester start each year. The application deadline for fall semester start is April 20 the application deadline for a spring semester start is September 20.
2. Prior to application to the undergraduate nursing program, the student must have attained sophomore status and be eligible for junior status at the end of the sophomore year.
3. A minimum cumulative GPA of 2.75 is required for application to the undergraduate nursing program.
4. The following prerequisite courses must be completed prior to application for admission to the undergraduate nursing major. The selective GPA, which is calculated on these courses, contributes to the admission decision. A grade of at least a C must be earned in each of these courses. All prerequisite courses must be completed prior to application.

English 120 – College Composition II – 3 credits
Communication 110 – Fundamentals of Public Speaking – 3 credits
Psychology 111 – Intro to Psychology – 3 credits
Sociology 110 – Intro to Sociology – 3 credits *or*
Anthropology 111 – Intro to Anthropology – 3 credits

Completion of a minimum of 8 credits (of the 19 credits required) in the science category is required. Preference will be given to those students who have completed 11 credits (or more):

Chemistry 117 and 117L – Chemical Concepts and Applications and Lab – 4 credits
Chemistry 260 – Elements of Biochemistry – 4 credits
Microbiology 202 and 202L – Intro to Microbiology and Lab – 3 credits
Biology 220 and 220L – Human Anatomy and Physiology I and Lab – 4 credits
Biology 221 and 221L – Human Anatomy and Physiology II and Lab – 4 credits

To be admitted to the nursing program, a student may not have repeated any prerequisite course more than once. A maximum of three prerequisite courses may be repeated.

* Comparable courses may be substituted at the discretion of the Admissions Committee.

Approved: 12-10-2003
Revised: 2-6-2012; 9-24-14
Documentation: Faculty Meeting Minutes

UNDERGRADUATE COURSE ENROLLMENT

Enrollment in undergraduate nursing courses is limited by availability of clinical sites and other resources. Students who do not progress as anticipated with their admission cohort may enroll in needed courses on a space available basis.

Approved: 5-18-1988

Revised: 12-8-1999

Reviewed: 2-6-2012

Documentation: School Meeting Minutes

ADMISSION TO THE LPN-BSN PROFESSIONAL PROGRAM

The Admissions and Academic Progression Committee evaluates applicants for admission to the LPN-BSN professional nursing program and determines which applicants will be accepted for enrollment in the program in order that all applicants are treated fairly and equally, the School of Nursing has written the following guidelines for the admission process to the LPN-BSN nursing program:

5. LPN-BSN students are admitted to the nursing major for a spring semester start each year. The application deadline is October 15th.
6. Associate of Arts or Associate of Science Degree or a Diploma in Nursing with completion of 66 or more University Credits.
7. The completion of the following courses with a “C” or higher are required for admission:
 - Biology 220/220L & 221/221L: Anatomy and Physiology I and II with lab
 - Microbiology 202/202L: Introduction to Microbiology
 - English 120: College Composition II
 - Communications 110: Fundamentals of Public Speaking
 - Psychology 250: Developmental Psychology
 - Sociology 110: Introduction to Sociology
8. Current unencumbered Nursing License as a Licensed Practical Nurse in any state or must be eligible for licensure (must obtain license by May and will be admitted on probation pending licensure)
9. Cumulative GPA of a 2.75 or greater and a Nursing GPA of 3.0 or greater
10. Completion of the NLN NACE II (RN-BSN) Exams in the areas of Adult Health, Mental Health, Care of the Child, Care of the Client During Childbearing. A Decision Score of 90 must be obtained on each exam (Overall Score 60-70%, exact score required varies per exam)

To be admitted to the nursing program, a student may not have repeated any prerequisite course more than once.

* Comparable courses may be substituted at the discretion of the Admissions Committee.

Approved: April 15, 2015

Documentation: Faculty Meeting Minutes

**UNDERGRADUATE BASIC CARDIO-PULMONARY RESUSCITATION (CPR)
REQUIREMENTS**

Nursing students must maintain certification for basic cardio-pulmonary resuscitation from the time clinical experiences begin in the undergraduate professional program through graduation. Courses (Adult – 2 person, child and infant for the Health Care provider) approved by the American Red Cross or the American Heart Association meet this requirement. Each student is responsible for securing certification and for submitting verification of certification on admission to the program and at each year thereafter.

Approved: 3-30-1988

Revised: 12-8-1999

Reviewed: 2-6-2012

Documentation: School Meeting Minutes

ADVANCED PLACEMENT - UNDERGRADUATE

The student who wishes to challenge a course must follow the course challenge policy of the University.

Approved: January 26, 1988

Revised: 12-8-1999; 2-6-2012

Documentation: School Meeting Minutes

CREDIT PROGRESSION FOR THE PROFESSIONAL NURSING MAJOR

Students are accountable for maintaining credit progression for graduation. Support courses provide a foundation to all nursing courses. All support courses in the major must be completed at a “C” or better prior to enrollment in NURS 341/342 and future nursing courses. The support courses are:

- Developmental Psychology/Life Span Development
- Nutrition Science
- Anatomy and Physiology I
- Anatomy and Physiology I Lab
- Anatomy and Physiology II
- Anatomy and Physiology II Lab
- Elements of Biochemistry
- Chemical Concepts (Chemistry 117)
- Chemical Concepts Lab
- Introduction to Microbiology
- Introduction to Microbiology Lab

The following course must be completed with a “C” or better prior to enrollment in Nursing 352/362/402/403:

- Pharmacology

Failure of the student to complete the requirements will result in the inability of the student to progress in the Professional Nursing Major.

The undergraduate academic assistant will review all transcripts for deficiencies (D or lower) of students enrolled in the Professional Nursing major. The academic assistant will notify the chair of the Admissions and Academic Progression Committee and the student’s advisor of the deficiency. The chair of the Admissions and Academic Progression Committee will notify the student of the requirement and will follow-up with the student and the advisor that the requirement has been completed.

Approved: 4-12-2000
Revised: 2-6-2012; 9-24-2014
Source: Faculty Meeting Minutes

UNDERGRADUATE GRADING SYSTEM

To prepare students for success in the nursing course and the NCLEX and to be consistent in grading for all professional nursing courses, a standardized grading scale is used in the nursing School.

The following grading scale is used for theory and clinical components in the undergraduate nursing curriculum:

A = 92 – 100%

B = 84 – 91%

C = 75 – 83%

D = 67 – 74%

F = 66% or less

In courses that combine clinical and didactic, a student is required to achieve a 75% or higher on course exams and quizzes as well as cumulatively to pass the course.

Approved: 12-10-1997

Revised: 12-8-1999, 2-6-2012

Reviewed 9-9-1998; 9-24-2014

Documentation: Faculty Meeting Minutes

MINIMUM NURSING COURSE GRADE: UNDERGRADUATE PROGRAM

In order to prepare students for success in the professional nursing program and on the NCLEX examination, a minimum grade is required in all nursing courses. The policy includes:

1. A required nursing course must receive a grade and not be on a pass/fail basis.
2. Undergraduate students must achieve a minimum grade of C in each of the nursing courses required in the major.
3. A grade of D or less is unacceptable, and the course must be repeated if the student wishes to continue in the program.
4. A student may enroll in a nursing course only twice. Refer to the Readmission Policy (Policy No. 3.46).

The procedure for enforcing the minimum nursing course grade is:

1. Course coordinators/instructors will notify the Chair of the Nursing Admission and Progression Committee of the student's grade of D or less prior to or at the time the grades are due.
2. The Chair of the Nursing Admission and Progression Committee will notify the student and the student's advisor of the inability of the student to progress. The Chair will also notify the course instructors of subsequent courses and the Chair.
3. The Chair of the Nursing Admission and Progression Committee will notify the student of the inability to progress in the professional nursing program and of the Readmission Policy.

Approved: 1-21-1987
Revised: 5-11-94; 4-12-2000
Documentation: Faculty Meeting Minutes

GRADE APPEAL IN THE NURSING PROGRAMS

The undergraduate or graduate nursing student who wishes to appeal a grade must follow the grade appeal policy of the University.

Approved: August 1987

Reviewed: 2-6-2012

Documentation: School Meeting Minutes

READMISSION TO THE UNDERGRADUATE PROGRAM

A student who has failed a nursing course or has withdrawn from the program will need to seek readmission prior to progressing in the Professional Nursing Program.

A student who has failed a nursing course or withdrawn from the program and wishes to be readmitted must submit the attached appeal form to the Nursing Admissions and Academic Progression Committee. Each request for readmission will be considered on an individual basis with consideration given to prior academic and clinical performance

Procedure:

1. The student must submit the Appeal Form (see attached) within five (5) business days after the final grade is posted on Blackboard.
2. The student's advisor and the course faculty are notified by the Admission and Academic Progression Co-Chair of the pending appeal and may provide input.
3. The Admission and Academic Progression Committee on the enrolled campus will meet to review each student's request individually.
4. The Admission and Academic Progression Committee will forward their decision to the SON Chair and /or Associate Dean for the final decision regarding the student's request.
5. The student will be notified via a letter from the Co-Chair of the Admission and Academic Progression Committee and/or the SON Chair or Associate Dean depending on the decision.
 - a. If the decision is to dismiss the student from the program, the letter will include support offered for career counseling and continuance of education at NDSU.
 - b. If an improvement plan or conditions for continuance are required, the letter will include notification that a meeting is necessary to establish a plan for student success.
 - i. The Co-Chair of the Admission and Academic Progression Committee will coordinate a meeting and notify student, advisor, course faculty, and Program Director.
 - ii. The plan or conditions of continuance established at the meeting will focus on the student's success or conditions for continuance. Time limits may be necessary and may related to one class or the remainder of time in the program.
 - iii. Documentation of the plan or conditions of continuance established at the meeting will be provided to the student, advisor and involved faculty. A copy of the document will be signed and placed in the student's file.
6. If the student repeats a course which requires the student to fall back a cohort or to go part-time for a period, a plan of nursing courses each semester should be provided to the advisor.
 - a. Academic Assistant, Registration and Records Liaison, Kaplan and course faculty will be notified of changes in the student cohort and degree progression by the Admission and Academic Progression Co-Chair.

Approved: 1-21-1987

Revised: 4-12-2000; 2-6-2012; 2-17-2016

Documentation: Faculty Meeting Minutes

**North Dakota State University School of Nursing
Policy 3.46 Attachment:
Admissions & Academic Progression Appeal Form**

(Please print all information)

Name of Student: _____ Student ID#: _____

Address: _____

Phone #: _____ E-mail address: _____

Name of Advisor: _____

I am requesting permission to continue progression in the Professional Nursing major

- I withdrew from the Professional Nursing program and I am asking for permission to resume my enrollment in the program.

- I have failed to achieve a grade of C or better in the following nursing course
_____ and wish to attempt this course again. I understand that inability to achieve a C or better on the second attempt will result in dismissal from the Professional Nursing major.

Please attach a letter to the form addressing the following two statements:

- My barriers to success in the Professional Nursing major.
- My plan for success in the Professional Nursing major.

Student Signature/Date: _____ Advisor Signature/Date: _____

Please attach any letters of support or documentation of extraordinary circumstances to be considered in this appeal.

Committee Decision: _____

Chair Decision: _____

Letter sent to student on: _____ Copy placed in Student File: _____

PROFESSIONAL APPEARANCE POLICY

Professional appearance instills confidence in others, sends a clear message that the professional is credible and reflects self-confidence and good health.

The following are minimal expectations for professional appearance for a School of Nursing (SON) student:

Personal Appearance/Professional Dress General Guidelines

- The Agency's guidelines will be followed. Students are required to follow facilities' policies regarding grooming and appearance.
- The overall appearance will convey an image of professionalism.
- The NDSU pre-licensure student nurse uniform consists of:
 - A green uniform top with NDSU Nursing embroidery and green uniform pants. Uniforms must be purchased from White Banner. The student may wear a white short-sleeved top under the scrub top. No writing is allowed on the short-sleeved top.
 - White or flesh-colored socks or stockings.
 - Mostly white shoes that are not canvas or open-toed.
 - The approved personal identification name badge.
 - Laboratory coat.
 - Pant length should be $\frac{3}{4}$ to 1 inch from the floor.
- Fingernails will be unaugmented (i.e., no acrylic nails), short, and without bright enamel.
- The hair style will be such as the course instructor deems appropriate to the essential hygiene of the clinical area.
- The color or shape of any undergarments will not be visible.
- Jewelry will be minimal such as wedding ring, engagement ring, stud earrings (one set only) no dangling adornment (religious or secular), no observable ornamental device piercing any body part other than the earlobe.
- Strong odors including, but not limited to, perfumes, colognes, aftershaves, or cigarette smoke are not permitted (this includes strongly scented lotions).
- Tattoos must be covered.
- Gum chewing is not appropriate in the clinical site, the classroom, or other places in which one is in a nursing role.

- The course instructor is responsible for sharing with clinical instructors assisting in the conduct of the course the expectations regarding faculty and student attire in the clinical areas utilized in the course.
- Insofar as agency guidelines are not violated, the course instructor is the arbiter of “appropriate” as descriptors of attire and general personal appearance.

Specific Situations.

1. **Visiting an agency for purposes other than giving or supervising care of clients.**

Students wear the NDSU nursing uniform or business professional clothes and, if indicated, a lab coat. If the student elects to wear street clothes and lab coat, the approved institutional identification name badge must be worn on the upper chest area of the lab coat. Jeans, shorts, sweats, low-cut tops, and sandals are not appropriate attire and cannot be worn to the clinical site.

2. **Supervising or providing care to clients under agency agreement.**

Students in traditional in-patient settings on clinical units where nursing staff wear uniforms wear the complete NDSU pre-licensure student nurse uniform, without modification.

Students in specialty units within institutional settings wear the identification name badge portion of the student uniform with attire that meets the specifications of the unit. For example, street clothes such as NDSU Nursing polo with or without a lab coat may be worn with the approved institutional identification name badge on the upper chest area in mental health and managerial areas; hospital-issued clothing may be worn in areas such as obstetrics and surgical care.

Pre-licensure students in community settings wear the approved identification badge with unremarkable professional dress and whatever other attire is specified by the course requirements, for example, a lab coat.

Students will receive information on the Professional Appearance Policy during their sophomore year of nursing school. Instructors may have additional requirements for professional appearance based on the course and clinical requirements. Students must also adhere to the clinical agency policy on professional appearance when applicable. At the discretion of the instructor, students may be dismissed from clinical for non-adherence to the policy.

Approved: 8-1987

Revised: 1-9-91; 12-8-1999; 12-3-2003; 4-19-2011; 2-6-2012

Documentation: Faculty Meeting Minutes

CLINICAL EXPERIENCES

Students are responsible for their own transportation to clinical experience settings. A limited number of clinical experiences outside the Fargo-Moorhead or Bismarck-Mandan metro areas may be required. Students are responsible for meals and housing costs associated with clinical experiences.

Approved: 4-8-1987

Revised: 4-12-2000; 2-6-2012

Documentation: School Meeting Minutes

DISMISSAL FROM THE NURSING PROGRAM

A student may be dismissed from the nursing program for failure to meet academic requirements (see Policy 3.44) or for egregious behavior incongruent with behavior expected of a professional nurse.

The egregious behavior may be a significant incident or a series of incidents which constitute a pattern of behavior indicative of noncompliance with norms of professional nursing. Examples of egregious behavior include, but are not limited to: all forms of academic cheating, alcohol and other drug abuse, and violation of the Code of Ethics for Professional Nurses.

Following a recommendation by faculty for dismissal of a student, the Chair of the Nursing School will notify the student and the College of Health Professions' Admissions and Progression Committee of the dismissal from the nursing program. The College of Health Professions Academic Performance and Progression Committee will take action regarding the student's status in the College. The student has the right to utilize the University's process to appeal decisions regarding dismissal.

Approved: December 3, 2003

Reviewed: 2-6-2012

Documentation: School Meeting Minutes

REPETITION OF PRE-NURSING CORE COURSES

Because admission to the Professional Nursing major is competitive and based on selective GPA, students could be retaking courses over a number of times in an effort to increase selective GPA. In this case, the selective GPA may not accurately reflect the student's ability to be successful in the nursing program.

Procedure/Guidelines:

1. A core course is one that is included in the selective GPA used for the admission process.
2. No pre-nursing core course in which a grade has been issued may be repeated more than once. The grade received during the student's second attempt will be used in evaluation for admission.
3. The number of pre-nursing core courses which may be repeated shall be limited to three. A maximum of 3 pre-requisite courses can be repeated.
4. A course in which a grade was not received is not considered an attempt (such as Advance Placement Exams).
5. A course taken at another University and then retaken at NDSU is considered a repeated course. The grade received at NDSU will be used in evaluation for admission.

For Information Only: NDSU Registration and Records Policy:

If a course is repeated at another accredited institution and an attempt is made to transfer the credit back to NDSU, the course/credit will be considered duplication and will not be accepted in transfer. If students wish to take advantage of the repeated course opportunity to improve a grade, then that course must be repeated at NDSU, with one exception only: NDSU students may register for a Tri-College course to repeat a course previously taken at NDSU.

Approved: 2/6/2012; 3-25-2015
Documentation: Faculty Meeting Minutes

UNDERGRADUATE PRECEPTOR POLICY

In the pre-licensure program, preceptors are utilized in the capstone or synthesis course (Nursing 450). The undergraduate preceptor policy is as follows:

Definition. A preceptor is a registered nurse with a high level of expertise in a specific nursing area who enhances clinical learning experiences for students on a one-to-one basis. Preceptors are identified by faculty in collaboration with health care agency personnel.

Qualifications. Registered nurse preceptors must possess at least a bachelor's degree in nursing and have sufficient knowledge and expertise in their specified area to be recognized by peers as clinically expert. They are identified by their supervisors as good role models for professional nursing practice. The individual selected must have a positive attitude towards nursing, the educational process, and students as evidenced by willingness to be a preceptor and by dialogue with the instructor.

Responsibilities of the Preceptor. A preceptor provides direct supervision of a nursing student's practice experience after the student has received clinical and didactic instruction in foundation courses and is nearing completion of the nursing program. Preceptor involvement in the student's learning experience is under the direction of the faculty member (s) responsible for the course in which the student is enrolled. Preceptors may supervise no more than one student at one time. The preceptor has the following responsibilities:

1. Assist in planning experiences for the student based on the student's learning needs and clinical objectives.
2. Provide guidance and supervision for the student in the clinical setting.
3. Guide the student in relating clinical experiences to theoretical concepts and course objectives.
4. Emphasize evidence-based practice.
5. Support and foster the promotion of positive self-esteem in the student.
6. Exhibit positive role model behaviors in the clinical laboratory setting.
7. Provide evaluative feedback regarding the student's clinical laboratory performance to the student and faculty member.
8. Guide the student in interacting with other disciplines on the health care team.

Responsibilities of the Faculty Member Working with the Preceptor. The faculty member's primary responsibility is to facilitate student learning. The following are specific responsibilities:

1. Retain responsibility for the overall planning and evaluation of learning experiences and student performance in the achievement of course objectives.
2. Plan with the student and preceptor learning experiences that are consistent with learning objectives.
3. Communicate as needed with the student and preceptor on an ongoing basis for guidance and feedback concerning the experience.
4. Acknowledge the valuable contribution the preceptor brings to the educational process.

The preceptor assignment process proceeds as follows:

1. In consultation with instructor, the student identifies a first, second, and third choice of type of unit and institution desired for the preceptorship
2. The instructor verifies that NDSU has a clinical experience agreement with the identified institutions. If no agreement is in place, one is initiated.
3. The instructor contacts the education director or other identified agency liaison about student(s) request(s).
4. The agency liaison determines the availability of desired experience and possible preceptors
5. The instructor and agency liaison confer regarding experience, availability, and credentials of possible preceptors. The instructor and agency liaison mutually agree on the student/preceptor dyad.
6. The instructor contacts the preceptor and presents the overall purpose and expectations of the experience and answers any questions the preceptor may have.
7. The student is informed of the designated preceptor and is given preceptor contact information.
8. The student contacts the preceptor and arranges for an initial meeting as well as for days and hours of clinical experience
9. The student writes a learning agreement. After approval by the instructor, the student discusses learning agreement with preceptor.
10. The student submits clinical hours to instructor.
11. The instructor confers with the preceptor and/or student as indicated during the experience.
12. Midway through the experience and at the end of the experience the student and preceptor do an evaluation of the student's performance and of the preceptor's contribution to student learning.
13. The student meets with the instructor for evaluation that is based on: a) written assignments, b) self-evaluation and, c) preceptor evaluation.
14. The class meets for group discussion of the experience and sharing of learning.

Approved: 2-6-2012

Reviewed: 4-15-2015

Documentation: School Meeting Minutes

STUDENT COMPLAINT PROCEDURES

The NDSU SON (SON) takes student complaints very seriously. Our goal is to ensure that students have access to transparent, due process in a manner that leads to an appropriate resolution of the complaint. While such procedures do not always produce an outcome that meets the student's preferences, they do ensure that students have access to an equitable and efficient means to remediate their complaints. To that end, the Student Complaint Procedures policy is available in the Student Handbook and College Policy Manual. A discussion of this policy shall take place annually during the orientation process for first professional year students.

Each student complaint will be appropriately documented and investigated. A chronological record of each complaint, including the nature of the complaint, written records of the complaint procedure and the final outcomes of the resolution process shall be maintained in the Office of the SON Associate Dean.

Student complaints generally fall within two major categories: complaints about unfair grading and all other, non-grade-related complaints. Student complaints about grades are generally handled at the level of the University, since grades are usually administered through the NDSU Office of Registration and Records. Other student complaints remain under the purview of the individual colleges within NDSU.

Student Complaints Regarding Grades

University Grade Appeal Policy

NDSU has an established policy regarding complaints about grading, otherwise known as "grade appeals". The full grade appeal policy (section 337), which includes hearing procedures, is available at www.ndsu.edu/fileadmin/policy/337.pdf. While students actively considering a grade appeal are referred to the aforementioned website for the specific details of the policy, a summary of the policy is outlined below.

With the exception of incomplete grades, a course grade is considered final unless an appropriate appeal is filed by the student. Grade changes are also considered only for those students who have not yet earned a degree for which the course in question was applied.

For a student who has reason to believe that they have been issued an incorrect or inappropriate grade, he/she must initiate a request for a change of a grade with the instructor within fifteen (15) instructional days of the first day of the semester immediately following the semester in which the grade was awarded. For Spring Semester courses, the request may be made within fifteen (15) instructional days of the start of Fall Semester, if the student is not enrolled for a summer term in the same academic year.

A grade appeal is formally initiated when the student presents the Grade Appeal Form to the instructor. If there is an unsatisfactory decision, the student must consult the Associate Dean and/or SON Chair and the College Dean or a designated college committee, proceeding from one level to the next only after an unsatisfactory decision of the conflict at that level. In the event that the instructor is also the Associate Dean and/or SON Chair or College Dean, he or she need only be consulted in the capacity of instructor. In the event of an unsatisfactory decision within the college, the student may submit a formal written appeal to the Grade Appeals Board Chair. Such an appeal shall be made within fifteen (15) instructional days after conclusion of the college proceedings as stated above.

Non-Grade Student Complaints

Pre-professional and professional nursing students who have a non-grade-related complaint can seek resolution of that complaint through the following procedures. It is important to note that these procedures represent the sole avenue for student complaints regarding non-grade-related issues. The non-grade complaints are handled through the Office of the SON Associate Dean. Records of non-grade complaints are also housed in the Office of the SON Associate Dean.

1. The student will file a formal written complaint (delivered through the postal service or NDSU email) to the SON Associate Dean's Office on the Fargo Campus or the Office of the Chair on the Bismarck campus.
2. The written complaint must include a description of the issue, policy, or procedure in question. It must also summarize the complainant's argument (including the grounds for the appeal or complaint) and provide a reasonable amount of evidence supporting the claim.
3. Within two business days of receipt of the complaint, the Associate Dean or SON Chair will set up a meeting with the complainant and develop a timeline for investigation and response to the complaint.
4. Once the investigation and decision has been made, the Associate Dean or SON Chair shall prepare and submit a formal, written reply to the student. The reply will be sent through official NDSU delivery methods (i.e., the postal service, campus mail and/or the NDSU email system).
5. Decisions that demonstrate arbitrary and capricious treatment, or that are fundamentally inappropriate in the eyes of the complainant may be appealed to the Dean of NDSU College of Health Professions. In such cases, the student(s) file an appeal using steps one through three outlined above, except the written complain would be addressed directly to the Dean. The written complaint would also identify and provide evidence indicating that the Associate Dean acted in an arbitrary, capricious or otherwise inappropriate manner.
6. If unsatisfactory resolution occurs after the appeal to the Dean, a final appeal may be made to the Provost and Vice President for Academic Affairs. Once again, the student(s) must file an appeal using steps one through three outlined above, except the written complaint would be addressed directly to the Provost, rather than the Dean, and would provide evidence substantiating the claim of unfair treatment at prior procedural levels.

Approved: 12-10-2014
Source: Faculty Meeting Minutes

GRADUATE PROGRAM POLICIES

**DOCTOR OF NURSING PRACTICE PROGRAM
ADMISSIONS CRITERIA AND ENROLLMENT PROCEDURES**

The nurse practitioner faculty members evaluate applicants for admission to the Doctor of Nursing Practice degree program and determine which applicants will be accepted for enrollment in the program

In order that all applicants are treated fairly and equally, the School of Nursing (SON) has written guidelines for the admission process to the School's Graduate Program: Doctor of Nursing Practice degree. The following admission requirements are used as criteria in the selection process:

1. A baccalaureate degree in nursing from a nationally accredited, upper-division program which included supervised clinical practice in a variety of nursing settings, including community/public health.
2. A minimum undergraduate cumulative GPA of 3.0.
3. Proficiency in computer skills and access to a computer with Internet capabilities.
4. Successful completion of undergraduate courses and inferential statistics (Pre/Co requirement for Nursing 704).
5. Current unencumbered licensure as a registered nurse. International students must have a US registered nurse license as part of admission requirement.
6. Favorable recommendation following an interview with faculty.
7. Three letters of recommendation. Two of the required references are to be from professional colleagues that address clinical competence and ability to succeed in graduate study.
8. Satisfactory performance on a sample of writing. The application essay should include a narrative of professional experience and a statement of professional goals.
9. General clinical experience of one year preferred for the Doctor of Nursing Practice option.
10. TOEFL pbt score of 580 or TOEFL ibt score of 92, IELTS of 7 or PTE Academic of 68. There may be additional requirements for International students educated in another country.
11. Favorable recommendation of committee based on review of admission requirements.

Procedure:

1. The applicant is referred to the NDSU graduate school website for policies and requirements for admission to and progression in graduate school <http://www.ndsu.nodak.edu/gradschool> and the SON website for the DNP (BSN applicant) requirements <http://www.ndsu.edu/ndsu/nursing/programs/msn-dnp.htm>.
2. The applicant must submit a completed application to graduate school. Application and directions are at <http://www.ndsu.edu/gradschool/>.
3. The applicant schedules an interview with a subcommittee of the SON Graduate Committee in the spring semester of each year.
4. A subcommittee of the SON Graduate Committee reviews the application materials and makes recommendations for admission.
5. The Graduate Council votes on recommended candidates.
6. The Academic Assistant for the SON graduate programs will inform the NDSU Graduate School of the selected candidates for admission.
7. Prior to course enrollment, the following needs to be submitted to the Academic Assistant for graduate programs by the date indicated in admission letter:
 - Documentation of health status including immunizations.
 - Acceptable criminal background checks.
 - Documentation of health insurance.
 - Documentation of current ACLS certification.
 - Signature form for College of Health Professions student conduct policy.
 - Adhere to other current SON policies.
8. Student must complete a degree plan by the second semester as indicated in the Graduate Policy Handbook.

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**PROVIDER BASIC CARDIAC LIFE SUPPORT AND
ADVANCED CARDIAC LIFE SUPPORT**

DNP students must be certified in Provider Basic Cardiac Life Support (BCLS) and Advanced Cardiac Life Support (ACLS) to participate in clinical activities with clients.

All BCLS and ACLS certification and recertification must be obtained through the American Heart Association at the Health Care Provider level. Courses without student demonstration of competency will not be accepted.

The purpose of requiring BCLS and ACLS certification for Graduate students providing direct patient care is to assure faculty, preceptors, and the clinical agencies that NDSU nursing graduate students possess a basic level of knowledge and competency in basic and advanced life support.

Procedure:

1. Graduate students are responsible for providing documentation of current BCLS, provider, and ACLS certification prior to starting clinical courses.
2. The Academic Assistant for graduate programs will confirm evidence of current certification on an ongoing basis. BCLS certification must be the course for providers which include 1- and 2-person, as well as adult/infant BCLS, airway obstruction, and use of an automatic defibrillator.
3. Students will not be permitted to participate in clinical activities with clients until proof of BCLS and ACLS has been submitted and reviewed by the Academic Assistant for graduate programs.

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GRADUATE STUDENTS HEALTH STATUS

The NDSU graduate nursing program requires that students provide evidence of the following:

1. General health status.
2. Tuberculin test (PPD) annually.
3. MMR immunization or proof of immunity through serum rubella screening for antibodies. (MMR not necessary if student's birth year is prior to 1956).
4. Completion of Hepatitis B series, documented immunity through serum Hepatitis B screening for antibodies or declination.
5. Diphtheria/pertussis/tetanus immunization (Tdap).

The purpose for requiring evidence of health status and current immunization is to provide a safe environment and protect fellow students, faculty, health care agencies, and patients from communicable diseases. Proof of health status and immunization is also required by health care agencies accepting students for clinical experiences.

Procedure:

1. The student is responsible to have their health care provider complete the certification of health status form and return the completed form to the Academic /Assistant prior to beginning the Graduate nursing program.
2. The student must resubmit a health care status report as necessary during their program of study if any changes in health status should occur.
3. The student is required to submit proof of current tuberculosis status (PPD); Hepatitis B immunity or Hepatitis B immunization; measles/mumps/rubella (MMR) immunity or immunization; and Tdap immunization prior to starting the graduate program.
4. When health requirements of a clinical agency exceed NDSU graduate nursing requirements, the student will be advised of additional information or immunization requirements prior to the start of clinical experience in that agency. The student will be responsible for providing the required additional information to the Academic Assistant prior to starting clinical experience at that agency. The Academic Assistant will assure that the agency has the required information prior to student placement in that agency.
5. The student is responsible to inform the program Director of any changes in health status while they are a student at NDSU.
6. Any student not meeting health status reporting requirements will not be permitted to begin classes or continue in the program until proof of health care status is received.

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FACULTY/GRADUATE STUDENTS RATIO IN CLINICAL AREAS

Faculty supervision of students in clinical areas follow an established ratio determined by type of supervision as follows: direct (1:2) or indirect (1:6) per course as deemed appropriate based on program needs. The recommended ratio for indirect faculty supervision encompasses coordinating the clinical experience, interacting with the preceptor, and evaluating the student.

The purpose of the Faculty/Student Ratio in Clinical Areas policy is to detail requirements and specific Faculty-to-student ratios for supervision of students in the clinical setting by faculty. In accordance with the National Organization of Nurse Practitioner Faculty (NONPF) Guidelines for Evaluation of Nurse Practitioner Programs, Criterion IV.B(1), faculty have ultimate responsibility for supervision and evaluation of students and oversight of the clinical learning environment. The faculty/student ratio must be sufficient to ensure adequate supervision. Thus, ratios may vary relative to certain practice areas and the individual Faculty member. The intent of the faculty/student ratio is based on the premise that preparing competent health care providers is a faculty-intense process that requires considerable faculty role modeling and direct student evaluation to determine competence.

1. Faculty supervision of students in clinical areas follow an established ratio determined by type of supervision as follows: direct (1:2) or indirect (1:6) per course as deemed appropriate based on program needs. The recommended ratio for indirect Faculty supervision encompasses coordinating the clinical experience, interacting with the preceptor, and evaluating the student.
2. The faculty/student ratio for teaching will take into account the cumulative teaching/administrative duties of the faculty member, as well as clinical practice responsibilities. Travel to distance sites associated with clinical student supervision will also be considered when making faculty/student assignments.

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Documentation: School Meeting Minutes

GRADUATE CREDIT ALLOCATION

The credit hours for courses are based on semester hours. The meeting times for classes, laboratory practice and clinical experiences is based on a ratio calculation. The ratio is the amount of contact hours allocated for each credit hour (credit hours: contact hours). A contact hour is the time required for the student to meet for classes, participate in laboratory practice and/or provide care in a clinical setting.

The Graduate Program adheres to the School of Nursing (SON) policies at a ratio of:

Lecture/Discussion	1 credit = 1 hour/week (1:1)
Seminar	1 credit = 1 hour/week (1:1)
Laboratory Experience	
FNP	1 credit = 2 hours class/clinical/week (1:2)
Clinical Experience	
FNP	1 credit = 2 hours supervised clinical/week(1:2)

The purpose of credit allocation is to ensure that students' workload achieves the expected learning outcomes. FNP students are required to complete a minimum of 86 credit hours.

An assignment of credit allocation for a course is made at the time of proposal submission for the course. The lines of approval are: 1) Graduate Council; 2) SON Faculty; and 3) Graduate School; the proposed credit allocation changes for a developed course will follow the same procedure.

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Documentation: Faculty Meeting Minutes

GRADUATE COURSE GRADING SCALE

All graduate courses in the School of Nursing (SON) will have the following scale to determine course grades:

- A = 92 – 100%
- B = 84 – 91%
- C = 75 – 83%
- D = 67 – 74%
- F = 66% or less

The above grading scale establishes a consistent standard of grading within the SON Graduate Program.

The above grading scale will be included in all nursing course syllabi and will be used to calculate course grades.

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Documentation: School Meeting Minutes

CURRENT STUDENTS REQUESTING TO CHANGE TRACKS

When a student makes a request to change tracks within the nursing program, several factors will be considered including the student's current academic standing within the track he/she is currently enrolled, the student's individual reason for requesting the change, and space availability in the track to which the student is requesting the transfer. The student should be in good academic standing in his/her current track at the time the track-change request is made. The entire set of circumstances related to the change request will be considered prior to making a final decision. The final decision to approve or deny the request will be made by the Program Director for the track to which the student is requesting the transfer.

The purpose of the Current Students Requesting to Change Tracks policy is to formalize the method for determining if a student may be allowed to change tracks within the Nursing Program.

1. The student will submit a written request to change tracks to the Program Director responsible for the track in which the student is currently enrolled. The written request should detail the rationale for the track-change request.
2. The Program Director will review the student's request and his/her current academic standing, inform the Program Director (if different) for the track to which the student is requesting the transfer, and determine if space is available in the track to which the student is requesting the transfer.
3. If the track to which the student is requesting the transfer has no space available, the student will be instructed that her/his Graduate Program application currently on-file, along with the written request to change tracks, will be submitted for review during the next admission cycle for the track being requested. The student's application for the new track will be considered equally with the entire set of applications for that admission cycle.
4. The final decision to approve or deny the student's request to change tracks rests with the Program Director for the track to which the student is requesting the transfer

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Documentation: School Meeting Minutes

GRADUATE NURSING PROGRAM: PRECEPTOR POLICY

At the graduate level, preceptors are utilized in practicum courses for all MS and DNP programs and 730 clinical applications course for DNP students. Any accredited healthcare agency, has the potential of being a clinical site for graduate nursing students. The preceptor assignment process and criteria are located in the handbook.

The graduate preceptor policy is as follows:

Definition. A preceptor for DNP students is a master's or doctoral degree prepared nurse or a physician with a high level of expertise in a specific healthcare area who enhances clinical learning experiences for students on a one-to-one basis. Preceptors are identified by faculty in collaboration with health care agency personnel.

Qualifications. Preceptors must be educated at the same or higher level as the academic program in which the student is enrolled or must have demonstrated competencies that are appropriate for the student's learning experience. Preceptors must practice in their respective discipline and have sufficient knowledge and expertise in their specified area to be recognized by peers as clinically expert. They are identified by their supervisors as good role models as an educator or practitioner. The individual selected must have a positive attitude towards nursing, the educational process, and students as evidenced by willingness to be a preceptor and by dialogue with the instructor. Preceptors must have the following qualifications in specific programs:

Criteria for preceptors in DNP clinical courses:

1. Nurses: Master's Degree or higher in nursing from an accredited university or must have demonstrated competencies that are appropriate for the student's learning experience; current license in the state where the student will engage in clinical experiences; authorization to practice as an advanced practice nurse in the state which they practice; and practicing in the advanced nursing role.
2. Physicians: Doctor of Medicine, Podiatry, or Osteopathy from an accredited university and currently licensed and practicing.
3. Physician Assistants supervised by Doctor of Medicine or Osteopathy from an accredited university and currently licensed and practicing; authorization to practice in the state in which they practice; and practicing in the physician assistant role.
4. Area of practice must be relevant to the educational clinical practice component.
5. Able to provide adequate supervision, teaching, and provide feedback to students regarding their achievement of clinical objectives and learning needs.
6. Able to facilitate active participation of students in the delivery of health care.
7. Commitment to the concept of advanced practice nursing.

Criteria for preceptors for graduate students in the post-masters DNP or in DNP courses not considered NP practitioner clinical courses:

1. Formal education and professional experience as required for the professional practice areas; preferably an earned graduate degree or its equivalent in a specialty area of practice.
2. State licensure as required for the professional role and practice area.
3. Clinical practice expertise derived from practical and theoretical preparation for individuals in clinical practice roles.
4. Administrative or management expertise derived from practical and theoretical preparation for individuals in administrative or public health positions.

Responsibilities of the Preceptor. A preceptor provides direct supervision of a graduate nursing student's practicum or practice experience after the student has received clinical and didactic instruction in foundation courses. Preceptor involvement in the student's learning experience is under the direction of the faculty member responsible for the course in which the student is enrolled. Preceptors may supervise no more than one student at one time. The preceptor has the following responsibilities:

1. Assist in planning experiences for the student based on the student's learning needs and clinical objectives.
2. Provide guidance and supervision for the student in the clinical setting.
3. Guide the student in relating clinical experiences to theoretical concepts and course objectives.
4. Emphasize evidence-based practice.
5. Support and foster the promotion of positive self-esteem in the student.
6. Exhibit positive role model behaviors in the clinical laboratory setting.
7. Provide evaluative feedback regarding the student's clinical laboratory performance to the student and faculty member.

Responsibilities of the Faculty Member Working with the Preceptor. The faculty member's primary responsibility is to facilitate student learning. The following are specific responsibilities:

1. Retain responsibility for the overall planning and evaluation of learning experiences and student performance in the achievement of course objectives.
2. Plan with the student and preceptor learning experiences that are consistent with learning objectives.
3. Communicate as needed with the student and preceptor on an ongoing basis for guidance and feedback concerning the experience.
4. Acknowledge the valuable contribution the preceptor brings to the educational process.

The preceptor assignment process proceeds as follows:

1. In consultation with faculty, the student may identify a preceptor and institution desired for the preceptorship experience.
2. The instructor verifies that NDSU has a clinical experience agreement with the identified institutions. If no agreement is in place, one is initiated.
3. The instructor contacts the education director or other identified agency liaison about student(s) request(s).
4. The agency liaison determines the availability of the requested experience and possible preceptors.
5. The instructor and agency liaison confer regarding experience, availability, and credentials of possible preceptors. The instructor and agency liaison mutually agree on the student/preceptor dyad.

6. The instructor contacts the preceptor and presents the overall purpose and expectations of the experience and answers any questions. The preceptor is provided with a handbook or packet as a reference for the clinical experience.
7. The student is informed of the designated preceptor and is given preceptor contact information.
8. The student contacts the preceptor and arranges for an initial meeting as well as for days and hours of clinical experience.
9. DNP students follow the process in the prepared contract between the agency and School of Nursing. Students in the Master's Programs develop a learning agreement. After approval by the faculty member, the student discusses the learning agreement with the preceptor.
10. Each semester, the student submits documentation of clinical hours that is signed by the preceptor to the instructor.
11. The instructor confers with the preceptor and/or student every semester in person or via telephone as indicated during the experience.
12. Midway through the experience and at the end of the experience, the student and preceptor perform an evaluation of the student's performance and of the preceptor's contributions to student learning.
13. The student meets with instructor for evaluation that is based on: a) written assignments, b) self-evaluation and, c) preceptor evaluation.
14. Depending on the course, the class may meet for a group discussion of the experience and sharing of learning.

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