

NORTH DAKOTA STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SCHOOL OF NURSING

FACULTY HANDBOOK

2017-2018

The School of Nursing Faculty Handbook is a supplement to:

1. The North Dakota State University Policy Manual available at <http://www.ndsu.edu/policy/>
2. The College of Pharmacy Policy Manual available at http://www.ndsu.edu/pharmacy/college_information/policy_manual/

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SCHOOL OF NURSING DIRECTIONAL STATEMENTS

Policy 1.43 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.

BACCALAUREATE PROGRAM OUTCOMES

The curriculum of the North Dakota State University baccalaureate nursing program prepares graduates to demonstrate:

Clinical Competence

1. Utilize the nursing process to provide nursing care for healthy, unhealthy, or potentially unhealthy human responses of individuals, families, groups, or communities.
2. Evaluate and utilize research findings, theories, and clinical practice guidelines in the performance of evidence-based nursing practice.

Critical Thinking

3. Synthesize theoretical and empirical knowledge from the nursing, behavioral, social and natural sciences, and the arts and humanities to provide professional nursing care at an entry level of practice.
4. Employ critical thinking for decision-making in clinical practice.

Communication

5. Collaborate with the healthcare team as well as individuals, families, groups, and communities to provide patient centered care that promotes wellness, accelerates healing, and prevents disease in all stages of life.
6. Model effective, interactive communication on the interprofessional team.
7. Use information and healthcare technologies to plan and provide patient centered care.

Professional Values

8. Demonstrates responsibility and accountability for ongoing professional development.
9. Provides culturally sensitive patient care.
10. Advocate for patient rights through incorporation of professional values, ethical principles, and legal principles.

Leadership

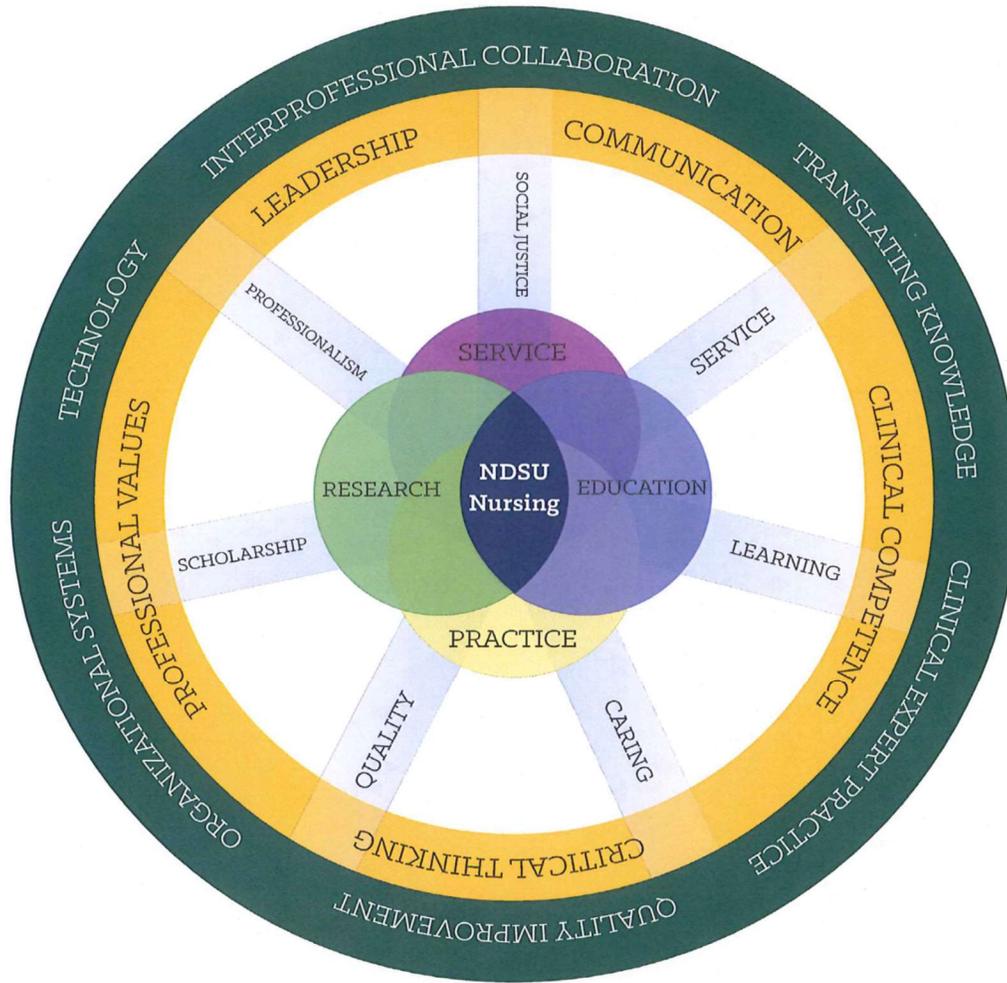
11. Manage nursing activities, utilize leadership skills in the delivery of comprehensive, evidence-based, patient centered care with respect for humanity and uniqueness of others.
12. Participate in the quality improvement of care to enhance safe, quality, and cost-effective healthcare.
13. Demonstrate knowledge of the nurse's role in shaping healthcare policy.

DOCTOR OF NURSING PRACTICE PROGRAM OUTCOMES

The curriculum and program outcomes of the North Dakota State University Doctor of Nursing Practice program align with the Essentials for Doctoral Education in Advanced Practice (AACN, 2006) in nursing and prepares graduates to:

1. Demonstrate clinically expert practice in prevention and intervention that leads to improving the health of individuals, families, communities, and populations. (E1, E4, E7, and E8).
2. Evaluate outcomes of practice and incorporate best evidence in quality improvement methodologies. (E3).
3. Translate knowledge from nursing science, ethics, social, biological, and other sciences to benefit practice effectiveness and the health of individuals, families, communities, organizations, and populations. (E1).
4. Design, manage, and evaluate organizational systems to improve delivery of quality health care. (E2).
5. Use technology (information and patient care) to enhance nursing practice for improvement of quality and efficiency of care. (E4).
6. Collaborate with other health disciplines and with makers of policy (public and institutional) to create and implement policy and practices that promote accessibility to healthcare and work toward elimination of health disparities. (E5, E6, and E8).

CORE VALUES AND PROGRAM OUTCOME MODELS



NDSU

SCHOOL OF NURSING

PROFESSIONAL GUIDELINES FOR NDSU BACCALAUREATE EDUCATION IN NURSING

The outcomes of the baccalaureate program in nursing were derived from the mission, vision, and core values of the SON. Professional nursing standards and guidelines used in development of the curriculum and in formulation of school policies were *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) (<http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>), *Quality and Safety Education in Nursing* (AACN, 2009) (<http://qsen.org/competencies/pre-licensure-ksas/>), and *Core Competencies for Interprofessional Collaborative Practice* (Interprofessional Education Collaborative/ IPEC, 2011) (<http://www.aacn.nche.edu/education-resources/ipecreport.pdf>). The curriculum follows state requirements of the North Dakota Board of Nursing.

NDSU SCHOOL OF NURSING PROGRAM ASSESSMENT AND EVALUATION PLAN

The assessment and evaluation plan for the SON is comprehensive, ongoing, and systematic. The assessment and evaluation plan focuses on two areas: (1) student outcome assessment and enhancement, and (2) program evaluation including governance, curriculum, student services, faculty, and resources. Assessment data measures the educational impact of the SON curriculum on student outcome achievement. The assessment and evaluation plan provides information used for program and curricular improvement, for decisions regarding the allocation of financial resources, and for demonstration of accomplishment of the SON's mission for professional accreditation.

The assessment and evaluation plan is designed using the CCNE Standards for Accreditation. The plan comprehensively and systematically, over a three-year period, provides for periodic review of the SON mission and outcomes; evaluation of SON governance and resources; curricular evaluation; and student outcome assessment.

Each key element of the plan is assigned to a committee or administrator relative to their area of expertise and responsibility. In the fall of each academic year, key elements to be evaluated that year are distributed to appropriate committees/individuals. The assigned committee or individual is responsible to: collect and analyze data; propose recommended changes based on findings; present data and recommendations to faculty at SON meetings; and, follow-up on recommended changes.

All key elements are based on an academic year with the exception of key element IV-E which is based on a calendar year.

PROFESSIONAL GUIDELINES FOR NDSU DOCTOR OF NURSING PRACTICE EDUCATION IN NURSING

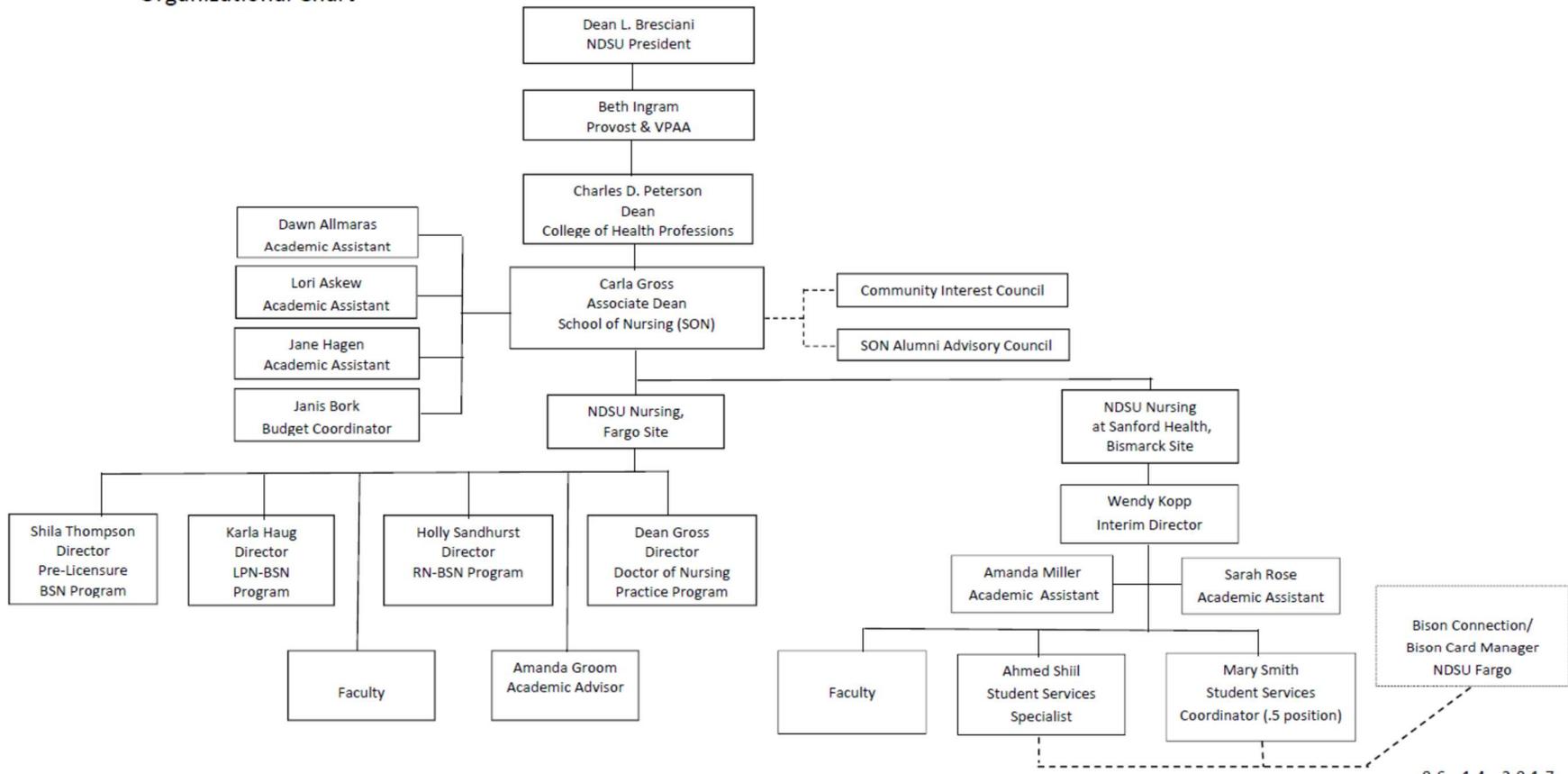
The outcomes of the doctor of nursing practice program in nursing are derived from the mission, vision and core values of the SON and the following professional guidelines:

American Association of Colleges of Nursing. (2006). The essentials of doctoral education for advanced practice nursing. Washington, DC: Author.

National Organization of Nurse Practitioner Faculties. (2002). Advanced nursing practice: Curriculum guidelines and program standards for nurse practitioner education. Washington DC: Author.

National Task Force on Quality Nurse Practitioner Education. (2012). Criteria for evaluation of nurse practitioner programs. Washington, DC: National Organization of Nurse Practitioner Faculties.

North Dakota State University
 School of Nursing (SON)
 Organizational Chart



06 - 14 - 2017

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	*The continuous improvement of courses or	*The continuous improvement of courses or instructional	*The continuous improvement of courses or

instructional programs evidenced by 2 of the following:	instructional programs evidenced by 2 of the following:	programs evidenced by 2 of the following:	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>

Approved by Nursing Faculty 11-13-2013

EVALUATION AND PROMOTION CRITERIA FOR TENURE-TRACKED AND TENURED FACULTY

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 multiple modes of educational delivery.</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/or 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/or clinical teaching</i>
<i>Integrate research and/or evidence-based practice findings into teaching and/or practice</i>	<i>Integrate research and/or evidence-based practice findings into teaching and/or practice.</i>	<i>Integrate research findings and/or evidence-based practice findings into teaching and/or 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>Participates in the curriculum development, evaluation and/or revision</i>	<i>Contribute to the curriculum development, evaluation and/or revision</i>	<i>Advance the development, evaluation, and/or revision of the curriculum, and/or benchmarking of the student outcomes</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/or mentoring of undergraduate and/or graduate students evidenced by the following:	* Provides effective advising and/or mentoring of undergraduate and/or graduate students	* Provides effective advising and/or mentoring of undergraduate and/or graduate students
<i>Provides effective and timely academic advising and/or mentoring</i>	<i>Evaluated as a helpful and conscientious advisor and/or mentor by students</i>	<i>Demonstrates outstanding advising and/or mentoring skills</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 for extramural funding to support program of research/scholarship evidenced by the following:	*Write and submit for extramural funding to support program of research/scholarship evidenced by the following:	*Extramural funding to support program of research/scholarship evidenced by the following:
<i>Participate in implementation and/or management of extramural funding activities</i>	<i>Collaborate in extramural funding writing, implementation, management and the writing of reports</i>	<i>Leadership in extramural funding writing, implementation, management and writing of reports; and be available to mentor junior faculty.</i>

<i>Collaborates in research/EBP projects with external partners</i>	<i>Leader in designing and managing research/EPB projects with external partners</i>	<i>Lead a team in designing and managing research/EPB projects with external partners.</i>
Service: Must meet all criteria	Service: Must meet all criteria	Service: Must meet all criteria
<i>Assists in course and/or program development and/or evaluation</i>	<i>Leads in course and/or program development based on research, best practice, and/or experience</i>	<i>Demonstrated success in course and/or program development and/or evaluation</i>
<i>Participates in accreditation and/or program approval processes.</i>	<i>Assumes a leadership role in preparing self-study reports for accreditation and/or program approval.</i>	<i>Demonstrated leadership in accreditation and/or 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/or university levels</i>
<i>Participates in service activities in the community</i>	<i>Participates 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
Revised 5-1-2019

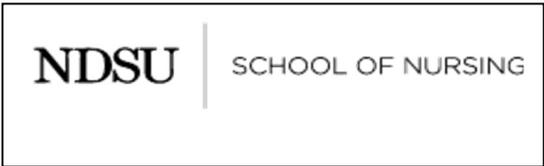
NURSING SYLLABUS TEMPLATE – MINIMUM REQUIRED INFORMATION

This template reflects NDSU Policy 331.1 Course Syllabus and University Senate Academic Affairs Committee Minimum Information for Syllabi Accompanying Course Proposals (<http://www.ndsu.edu/univsenate/acadaffairs/syllabi/>). Additional elements required by the College of Health Professions are also included.

Syllabi for **General Education** courses must identify the course as having been approved for meeting General Education requirements and include the general education category and outcomes for which course is approved. For more information, see General Education Course Syllabi Requirements at <http://www.ndsu.edu/univsenate/gened/syllabi/>.

SYLLABI ON WEB PAGES Syllabi presented on web pages shall contain the date of last update.

Course Name: XXXXXXXX
Course Number: NURS XXX
Semester: XXXXXX
Course Location: XXXXXXXX
Time: XXXXXXXX



Instructor/Faculty	
Instructors contact information, Course Pre and Co-requisites	
Phone Number:	
E-mail:	
Office Location:	
Office Hours:	
Credit Hours:	
Course Pre-requisites:	
Course Co-requisites:	

General Course Information Bulletin Description

Bulletin Description	This description must match the course description in the current NDSU Bulletin.
Course Overview	<i>(Optional)</i>
Course Objectives	State the objectives, goals, aims, and/or outcomes for the course.
Required Student Resources	List books, library readings, lab manuals, websites, software, calculators, or whatever else the student will need to complete the requirements of the course.
Methods of Instruction	Face-to-face, online, blended, simulation, clinical practicum, lecture etc.
Syllabus Modification	The syllabus may be changed at the discretion of the faculty. Students will be directly notified of any changes made.

University Policies

Attendance Statement	According to <u>NDSU Policy 333 (www.ndsu.edu/fileadmin/policy/333.pdf)</u> , attendance in classes is expected.
Americans with Disabilities Act for Students with Special Needs	<p>Veterans and student service members with special circumstances or who are activated are encouraged to notify the instructor as soon as possible and are encouraged to provide Activation Orders.</p> <p><u>Any students with disabilities or other special needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and contact the Disability Services Office (www.ndsu.edu/disabilityservices) as soon as possible.</u></p>

Academic Honesty Statement

The academic community is operated on the basis of honesty, integrity, and fair play. [NDSU Policy 335: Code of Academic Responsibility and Conduct](#) applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the [Office of Registration and Records](#). Informational resources about academic honesty for students and instructional staff members can be found at www.ndsu.edu/academichonesty.

Instructional Continuity Plan for Disruption of Classroom Activities/ Individual Medical Conditions

See [College of Health Professions Policy 3.10 for more information.](#) ([https://www.ndsu.edu/healthprofessions/college information/policy manual/](https://www.ndsu.edu/healthprofessions/college_information/policy_manual/))

In the event classroom time is interrupted, faculty will use Blackboard to communicate with students.

Students with a medical condition should contact the course instructor regarding accommodations

Title IX and Violence/Harassment

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

NDSU Title IX Coordinator: Canan Bilen-Green, Old Main 201, Phone: 701-7708, ndsu.eoaa@ndsu.edu

Rape and Abuse Crisis Center: 317 8th St N, Fargo, ND 58102 · (701) 293-7273

Abused Adult Resource Center: Bismarck, ND (701) 223-8370 or the 24-hour crisis line 1-866-341-7009

Evaluation

Grading Scale

Grades are assigned according to the following scale:

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

**Students must achieve a minimum cumulative grade AND exam grade average of C (75% or greater) to pass/progress.*

(OPTIONAL STATEMENT) *The grade you earn is the grade you will receive. Additionally, when assigning final letter grades, I will round to the nearest whole percentage point. For example, 91.5% rounds up to 92%. However, a score of 91.49% rounds to 91%.

Assignments/Grading

Assignment	Points
List Assignments with a brief description (If you want to include a description separately, see below).	XX Points
<i>*Specify if you are using weighted grading</i>	
Total Course Points	XX Points

Assignment Descriptions Include brief assignment descriptions here if not included in table above

Kaplan Exams

See student handbook for Kaplan testing directions and other Kaplan details.

Note: Kaplan points are not included as part of the course exam and quizzes cumulative score to pass the course.

Course Policies

Refer to the NDSU Generic Baccalaureate Program Nursing Student Handbook for departmental policies
https://www.ndsu.edu/fileadmin/nursing/documents/handbooks/2016-2017_Prelicensure_Handbook.pdf It is the student’s responsibility to read the Student Handbook and be familiar with its contents.

List policies specific to your course.

- 1. X.....
- 2. X.....

Clinical Policies

List policies specific to your clinical. You may want to refer them to the clinical packet if applicable

- 1. XX.....
- 2. XX.....

Topical Outline
(Optional)

Content Outline/Weekly Course Schedule

Please be consistent in using the words for this heading.

The contents of the topical outline if used and the Content outline does need to match up from site to site.

However, the placement throughout the semester does not need to match.

Week/Date	Topic	Required Reading/Assignments & Due Dates
1		
2		
3		
4		
5		
6		
7		
8		
Continue		

**NDSU COLLEGE OF HEALTH PROFESSIONS WORKLOAD GUIDELINES
2017 - 2018**

TEACHING Minimum Expectations NTT: 50-80% TT: 25-60%	Teaching Load is based on academic credit hours where 1 credit = 15 hours student contact time and includes the sum of: 1) Didactic and clinical/practicum instruction, 2) Graduate student research/scholarship supervision, and 3) Undergraduate student advising. A 50% workload effort in teaching is equivalent to, on average, 20 hours per week (based upon a 40-hour workweek).			
	9 Month Faculty		12 Month Faculty	
	% Teaching	Teaching Load	% Teaching	Teaching Load
30%	9 credits = 135 hrs	30%	10 credits = 150 hrs	
40%	12 credits = 180 hrs	40%	13 credits = 195 hrs	
45%	14 credits = 203 hrs	45%	15 credits = 225 hrs	
50%	15 credits = 225 hrs	50%	16 credits = 240 hrs	
55%	17 credits = 255 hrs	55%	18 credits = 270 hrs	
60%	18 credits = 270 hrs	60%	20 credits = 300 hrs	
65%	20 credits = 300 hrs	65%	22 credits = 330 hrs	
70%	21 credits = 315 hrs	70%	23 credits = 345 hrs	
75%	23 credits = 345 hrs	75%	25 credits = 375 hrs	
80%	24 credits = 360 hrs	80%	26 credits = 390 hrs	
85%	26 credits = 390 hrs	85%	28 credits = 420 hrs	
90%	27 credits = 405 hrs	90%	30 credits = 450 hrs	
<i>Classroom Contact Time Equivalencies</i>	1 hr Classroom Contact time = 1 hr Discussion = 1 hr Seminar = 1 hr Recitation = 2 hr Labs 0.75 hr Classroom Contact time = 1 hr TWCP Lab = 1 hr Nursing Skills/Assessment Lab Public Health Poster Mentor = 1 hr/poster group + 2 hr			
<i>Qualifiers*</i> <i>* Max: 2 x credit</i>	Large (>60) Face-to-Face Class or New Course (1st time taught) = 1.5 x credit Online course = 1.75 x credit			
Clinical / Practicum Instruction	Pharmacy: <ul style="list-style-type: none"> • IPPE I = 0.75 credits / rotation • IPPE II = 1 credit / rotation • APPE = 1.5 credits / rotation; International APPE = 2 credits / rotation • NDSU Pharmacy Resident Rotation/Project Preceptor = 0.5 credit / rotation 	Nursing: <ul style="list-style-type: none"> • DNP = 1 credit/rotation • Clinical Supervision - Patient / Population care: 1 hr = 0.75 hr classroom contact time • Clinical Supervision – Public / Community Health = 1 credit / 15 – 20 students • Nursing Clinical Coordinator = 1 credit • Nursing Practicum Preceptor = 1 credit / student group 	Allied Sciences: <ul style="list-style-type: none"> • Coordinator for Allied Sciences Internships = 1 credit/semester 	
Student Research / Scholarship Supervision	PSCI Ph.D. student = 2 credits / student/ Semester PSCI Post-Doctoral student= 1.5 Credits / Post-Doc / Semester	PSCI Ph.D. Dissertation Committee Chair = 1.5 Credits/student Member = 0.75 Credit/ student BSN-DNP Student Dissertation Committee: Chair = 0.3 credits Member = 0.15 credits		
Advising	0 - 40 advisees: 1.5 credits /academic yr. 81 -120 advisees: 4.5 credits /academic yr.	41 – 80 advisees: 3 credits /academic yr. > 120 advises: 6 credits /academic yr.		

RESEARCH / SCHOLARSHIP	A 10% workload effort in research is equivalent to, on average, 4 hours per week (based on a 40-hour workweek). Examples of specific activities related to research include the following:
Minimum Expectations NTT: 10% TT: 25%	<ul style="list-style-type: none"> • Conduct independent and/or collaborative research leading to discovery of new knowledge • Prepare and submit grant proposals as PI or co-PI • Conduct tasks and fulfill obligations in awarded projects • Prepare and submit manuscripts for publication and conference proceedings • Publish books, monographs, and book chapters • File patent applications or invention disclosures • Present research findings at regional, national, international conferences
<i>Research Productivity Minimum Standards</i>	TBD
<i>Grant Activity Teaching Release</i>	Pro-rated up to 75% teaching load buyout

SERVICE	A 10% workload effort in service is equivalent to, on average, 4 hours per week (based on a 40-hour workweek). Service activities include service to the department, college, and university as well as service to the profession, public, and clinical practice site.
Minimum Expectations NTT/TT: 10%	<ul style="list-style-type: none"> • Serve on 1 service intensive Department, College, or University committee (e.g. Curriculum Committee, Assessment Committee, Animal Facility In-charge, Common Used Equipment In-charge, Microscopic Facility In-charge or one that requires 2 or more hours of effort per month on a regular basis throughout the year). <p>-OR-</p> <ul style="list-style-type: none"> • Serve on 2 Department, College, or University Committees not listed above <p><u>PLUS</u></p> <ul style="list-style-type: none"> • Service to the profession &/or public per land grant mission of the University
<i>Clinical Practice Service Qualifier</i>	Service to the Clinical Practice Site (Pharmacy Practice) = 25% Distribution of Effort

Administration	Program Specific Credits (Offsets teaching , research &/or service)	% Administration
<i>Pharmacy</i>	Senior Associate Dean	75%
	Associate Dean for SA&FD	75%
	PSCI Department Chair (11 month)	30%
	PPRAX Department Chair (12 month)	50%
	PPRAX Vice Chair (12 month)	25%
	Experiential Outreach/Assess Director	60%
	APPE Director	75%
	IPPE Director	60%
<i>Nursing</i>	Associate Dean	75%
	Bismarck Site Director	75%
	DNP Director	25%
	RN to BSN Director	25%
	LPN to BSN Director	25%
	Pre-Licensure BSN Director	25%
<i>Allied Science</i>	RC, RS, MLS Program Director	50%
<i>Public Health</i>	Public Health Department Chair (12 month)	40%
	Public Health Department Vice Chair (12 month)	40%

UNDERGRADUATE STUDENT ADVISING GUIDELINES

- ✚ Courses which must be finished prior to application to nursing program are
 - English Composition II – 3 credits (ENGL 120)
 - Sociology or Anthropology – 3 credits (SOC 110 or ANTH 111)
 - Psychology – 3 credits (PSYC 111)
 - Speech – 3 credits (COMM 110)
 - Microbiology & lab – 3 credits (MICR 202/202L)
 - Chemistry & lab – 4 credits (CHEM 117/117L)
 - Biochemistry – 4 credits (BIOC 260)(minimum of 8 credits in three science courses – with preference given to those students having completed 11 credits or more; A&P courses may be substituted for chemistry courses—student must complete the five science courses with labs prior to enrollment in NURS 342)
- ✚ To be admitted a student must have completed 27 credits with minimum cumulative and selective GPAs of at least 2.75
- ✚ Courses which must be completed prior to enrollment in NURS 342 are
 - Anatomy & Physiology I & lab – 4 credits (BIOL 220/220L)
 - Anatomy & Physiology II & lab – 4 credits (BIOL 221/221L)¹
 - Developmental Psychology (PSYC 250 or HDFS 230)
 - Nutrition (HNES 250)
- ✚ CHP 190 is required for all students who enter NDSU with less than 24 semester hours of credit.
- ✚ For purposes of admission to the nursing program a selective GPA is computed using grades on courses which must be completed prior to application to the nursing program (listed above).
- ✚ Of the courses which must be completed prior to admission to the nursing program (listed above) there can be no more than three re-takes. **This includes all repeated courses whether taken at NDSU or at another institution.**
- ✚ For purposes of admission to the nursing program all courses taken anywhere except courses which were repeated are used in computation of the cumulative GPA.
- ✚ All courses taken at NDSU (except courses which were repeated at NDSU) are used in computation of the cumulative GPA at NDSU.
- ✚ 60 semester hours must be completed prior to beginning NURS 342. Included in these 60 credits are courses in nutrition, developmental psychology (life-span development), all required natural sciences (see list above), NURS 240, 250, 251, 252, and 360. Courses taken to meet cultural diversity or global perspectives graduation requirements may also meet requirements in other general education categories.

¹ If A & P are substituted for chemistry as program prerequisites, basic chemistry and biochemistry must be completed prior to enrollment in NURS 342

- ✚ Mathematical competency of at least the MATH 103 level (placement test above MATH 103.104) or currently enrolled in MATH 103) is required for CHEM 117. Students who need MATH 99/ MATH 102 may not be able to meet prerequisites for admission to nursing in two semesters
- ✚ MATH 103 taken at NDSU does not meet the Quantitative Reasoning requirement. See bulletin for courses which meet this requirement. (MATH 103 taken at another institution does meet the NDSU Quantitative Reasoning requirement).
- ✚ An upper level composition course is required for graduation.² Students who need ENGL 110 will need 12 credits in the communication category.
- ✚ See the current Pre-Licensure Student Handbook for sample curriculum, admission, progression and other student policies for pre-licensure students and for LPN to BSN student's admission, progression and other student policies.

² Effective for students admitted after July 1, 2007. Students admitted prior to that time need only ENGL 110 and ENGL 120

NDSU Policies and Procedures – Selected Websites

NDSU Mission, Values, Etc..	https://bulletin.ndsu.edu/ndsu-overview/
Nondiscrimination Policy	http://www.ndsu.edu/policy/index_by_policy_number/ Policy 100 – Nondiscrimination on the Basis of Disabilities Policy 606-Guidelines for Student Requests for Accommodation
Organizational Structure of NDSU	http://www.ndsu.edu/president/orgchart/
ND State Board of Higher Education (SBHE)	http://www.ndus.edu/ (otherwise referred to as NDUS)
NDSU Policy Manual	http://www.ndsu.edu/policy/ 8 sections of policies ranging from Employment to Grants and Contracts Accounting
NEWS Release Policy	http://www.ndsu.edu/vpur/resources/ University Relations – Provides guidelines re News Releases, logo, templates, graphics, etc.
Human Resources (Payroll)	http://www.ndsu.edu/hr/ Provides portal to Campus Connection to Employee Profile
Official Communication of the University	NDSU E-mail address is official communication method for the University. https://www.ndsu.edu/its/email_services/
Staff Senate	http://www.ndsu.edu/staff_senate/
Campus Maps	http://www.ndsu.edu/facilities/campusmaps/
Tuition Waiver Form	http://www.ndsu.edu/fileadmin/vpfa/forms/HR-TuitionWaiver_fac-st.pdf
Tuition Waiver FAQs	https://www.ndsu.edu/hr/empltoolbox/empfaqs/#c254683
Academic Freedom	http://www.ndsu.edu/fileadmin/policy/325.pdf
Developmental Leave	http://www.ndsu.edu/fileadmin/policy/132.pdf
Code of Conduct for Students	https://www.ndsu.edu/reslife/publications/code_of_student_behavior/

NEW FACULTY ORIENTATION

Orientation to the University is facilitated by the Office of Academic Affairs and occurs prior to the start of classes in the fall. Orientation to the Nursing School will be facilitated by the Associate Dean or Director, the mentor assigned to the new faculty, by the administrative assistant and others as deemed appropriate.

Faculty _____

Address _____

Home Phone Number & E-mail address _____

Date of Hire _____ Date NDSU Orientation _____

Initial and date as completed with the chair or designee

Program Philosophy/Goals _____

Curriculum _____

Workload _____

Assignments _____

Advising _____

Faculty Meetings _____

Committees _____

Office Hours _____

Professional Development _____

Organizations _____

Student Handbook _____

Faculty Handbook _____

University Bulletin _____

Personnel File _____

Position Description _____

Annual Performance Review _____

Initial and date as completed with administrative assistant or designee

Office # _____

Telephone # _____

Name Badge _____

Voice Mail _____

Computer & ITS support _____

Long Distance _____

Printers _____

E-Mail _____

Keys _____

Mail: In/Out _____

Office Supplies _____

FAX _____

Secretarial Assistance _____

Copier _____

Purchase Orders _____

Travel _____

Document Publishing _____

Room Reservation _____

Initial and date as completed with mentor or designee

Course Orientation _____

Clinical Orientation _____

Syllabi _____

Instructional Design _____

Testing _____

Clinical Evaluation _____

Scantron/computer grading _____

Clinical Site Evaluation _____

SROI _____

Program Assessment _____

Grading Scale _____

Grade Change _____

APA Format _____

Libraries _____

Skills Lab _____

Assessment Lab _____

Instructional Technology

Sunshine Fund _____

PowerPoint _____

Safety Policies _____

Elmo _____

AV _____

BlackBoard _____

Kitchenette _____

.....
Graduate Faculty:

Graduate Student Handbooks _____

NDSU Graduate Office _____

Processes for Disquisitions _____

NDSU IRB _____

When completed, please sign, date and give to administrative assistant.

name

date

CLINICAL INSTRUCTOR ORIENTATION

Faculty _____

Address _____

Home Phone Number & E-mail address _____

Date of Hire _____ Clinical Agency _____

Initial and date as completed with lead course instructor or designee

Program Philosophy/Goals _____

Curriculum _____

Student Handbook _____

Faculty Handbook _____

University Bulletin _____

Personnel File _____

Name Badge _____

Voice Mail _____

Secretarial Assistance _____

Payroll _____

Course Orientation _____

Clinical Orientation _____

Syllabi _____

Clinical Site Evaluation _____

SROI _____

Student Evaluation _____

Grading Scale _____

Other:

When completed, please sign, date and give to administrative assistant.

ACADEMIC HONESTY MISCONDUCT

Academic Standards

The academic standards of the College of Health Professions differ from those of the University. Any student who fails to meet or exceed the University standards may be placed on University probation or suspension (see the current NDSU Bulletin for university information on academic deficiencies).

Semester Grade Point Average (All Students): To be in good academic standing within the College, all undergraduate and professional students shall maintain a semester grade point average of 2.00 or above for each semester enrolled in the College of Health Professions. All graduate students are expected to maintain a 3.0 grade point average as well as any other academic policies outlined by the graduate school.

Any student who fails to attain a semester GPA of 2.0 or above may be placed on College warning or probation. Students who have been placed on academic warning or probation for two (2) consecutive or three (3) non-consecutive semesters shall be suspended from enrollment in the College. After two suspensions, students will be terminated from the College. (Termination from the College does not prohibit the student from registering elsewhere in the University provided the academic standards of the alternate college of registration have been met or exceeded.)

A student who is suspended and desires readmission into the College must file a request for readmittance with the Senior Associate Dean at least 60 days prior to the beginning of the semester in which readmission is sought. In addition, professional students must seek readmission to the professional programs in Pharmacy, Nursing, and Allied Sciences through the Admissions Committee of their respective program.

Minimum Grade Requirement (Professional Students): To be in good academic standing within the College, all students enrolled in the professional programs of the College must complete all required courses within the College with a grade of "C" or above. Students are encouraged to refer to program-specific policies related to minimum grade requirements which can be found in the College Policy Manual at:

http://www.ndsu.edu/pharmacy/college_information/policy_manual/. Graduate students are expected to uphold policies and procedures consistent with the graduate school and to maintain a 3.0 grade point average.

Students Enrolled in College Affiliated Educational Training Programs (Professional Students): To be in good academic standing within the College, all students enrolled in College affiliated internships, clinical, or experiential training programs are also required to uphold the academic standards of that affiliate and will be subject to the terms of probation, suspension, and termination of the affiliated program. Students failing to meet affiliated program academic standards may also lead to termination from the College.

Examples of unprofessional conduct include, but are not limited to, the following:

Academic Misconduct:

1. Cheating, includes but is not limited to, the following:
 - a. The receipt, possession, or use of any material or assistance not authorized by the instructor in the preparation of papers, reports, examinations, or any class assignments to be submitted for credit as part of a course or to be submitted to fulfill College requirements.
 - b. Arranging to have others take examinations or complete assignments (i.e., papers, reports, laboratory data, or products) for oneself, unauthorized collaborating with another student on individual assignments, or doing academic work for another student.
 - c. Stealing or otherwise improperly obtaining, unauthorized copies of an examination or assignment before or after its administration, and/or passing it onto other students.
 - d. Copying, in part or in whole, exams or assignments that will be kept by the instructor and are handed out in class only for review purposes.
 - e. Knowingly submitting a paper, report, presentation, examination, or any class assignment that has been altered or corrected, in part or in whole, for reevaluation or re-grading, without the instructor's permission.
 - f. Misrepresenting your attendance or the attendance of others in a course or practical experience where credit is given and/or a mandatory attendance policy is in effect.
 - g. Plagiarism: Submitting work that is, in part or in whole, not entirely the student's own, without attributing such portions to their correct sources. Unauthorized collaboration with another students and representing it as one's own individual work is also considered plagiarism. Ignorance is NOT an excuse.
 - h. Fabrication: falsifying data in scientific/clinical research, papers, and reports.
 - i. Aiding or abetting dishonesty: Knowingly giving assistance not authorized by the instructor to another in the preparation of papers, reports, presentations, examinations, or laboratory data and products.
2. Utilization of a false/misleading illness or family emergency to gain extension and/or exemption on assignments and tests.
3. Violation of any IRB and/or University research processes.

Form may be found at:

<http://www.ndsu.edu/fileadmin/academichonesty/misconduct-tracking.pdf>

See following page for sample form.

Student Academic Misconduct Tracking Form

This form shall be filed in accordance with Section 335 of the NDSU Policy Manual to report cases of academic misconduct. See Section 335 for a full description of procedures and the appeals process.

Date of Report: _____

Student Name/ID: _____ **Student Major:** _____

Subject & Catalog Number of Course: _____ **Term & Year:** _____

Instructor's Signature
(original signature required)

Date

Instructor's Printed Name

Description of Academic Misconduct:

[Empty box for Description of Academic Misconduct]

Description of Penalty:

[Empty box for Description of Penalty]

Submit copies of this form to: student, chair/head of the instructional staff member's primary department, or program director of interdisciplinary program. The chair or program director must submit copies to the dean of the college of the student's primary major, dean of the instructional staff member's primary college, Registrar, and Provost/VPAA. In a case of graduate student academic misconduct, also copy the Dean of the College of Graduate and Interdisciplinary Studies.

PROFESSIONAL MISCONDUCT

Conduct Standards

High standards of professional conduct are expected from all students, both to facilitate the learning of all students and to promote professional values. Individuals are expected to represent the College, professional program, or profession in a positive, professional manner. Students conducting clinical experiences, rotations, and/or internships must also uphold the specific policies of their clinical site.

All students are held responsible for exhibiting the following professional attributes: honesty, integrity, accountability, confidentiality, and professional demeanor. Academic dishonesty and professional misconduct are unacceptable. If there is doubt about whether or not academic or professional conduct is appropriate, individuals should query the Dean's Office.

Examples of unprofessional conduct include, but are not limited to, the following:

Professional Misconduct

1. Violation of conduct described in course policies or articulated by the instructor in writing.
2. Violation of any code of ethics of the profession in which the student is enrolled.
3. Contributing to, or engaging in, any activity which disrupts or obstructs the teaching, research, or outreach programs of the College or University, on campus or at affiliated training sites.
4. Entering the classroom or clinical experience habitually late or leaving early, arriving late to a professional activity, without prior permission from the instructor. The instructor also has the obligation to notify the class, if possible in advance, of any changes in class times, possible late arrival, and/or cancelled classes.
5. Approaching faculty, staff, or students in less than a professional manner and treating faculty, staff, peers, and patients in a disrespectful and inconsiderate way (i.e., addressing a faculty member without the appropriate title during professional activities). Respect and consideration are also expected when addressing a faculty member, staff, student, or patient that chooses to be called by their first name.
6. Failure to deal with professional, staff, and peer members of the health care team in a considerate manner and with a spirit of cooperation.
7. Unprofessional dress (as outlined in the professional program, class and/or clinical agency policies) during classes, clinical experiences, or when representing the College of Health Professions.
8. Bringing family members, guests, and pets to the classroom or any professional academic activities without prior consent of the instructor.
9. Falsifying applications, forms, documents, reports, or records of any kind or providing false information to the University personnel prior to admission to the College, or while an active member of the College's academic programs.
10. Unauthorized accessing or revealing of confidential information about faculty, staff, or students of the College and University.
11. Violation of patient respect and confidentiality in any practice/learning setting.
12. Theft, damaging, defacing, or unauthorized use of any property of the College, University, or training sites.
13. Computer Usage that violates NDSU/NDUS and/or clinical sites acceptable use policies.
14. Sexual harassment as defined by NDSU, NDUS, and/or clinical sites.
15. Harassment, Threats of Violence, Intent to do Harm (NDSU, NDUS)
16. Endangering patients, faculty, staff, and/or fellow students or damaging their property.

17. Intoxication, abuse, possession, use, and/or illegal sale of alcohol, drugs, chemicals, firearms, explosives, or weapons within the University campus, in any practice/learning setting, or when representing the College.
18. Any violation and/or conviction of any federal, state, or municipal law as well as a University rule or rule at a professional experience site.
19. DUI & DWI (driving under the influence or driving while intoxicated) is considered by the College as improper behavior, and any individual violating this law is required to undergo an alcohol/drug evaluation.

The Professional Misconduct Reporting form may be found on your blackboard page.

Log onto Blackboard

On the right-hand side, there should be a list of your organizations (My Org)

You should click on NDSU College of Health Professions

Then there should be a “Professional Misconduct Reporting Form” for you to click on.

See following page for sample Professional Misconduct Reporting Form

Professionalism Misconduct Reporting Form

NDSU College of Pharmacy, Nursing, and Allied Sciences

Please check box(es) below indicating the nature of the unprofessional misconduct as stipulated in College Policy 3.01:

- Violation of conduct described in course policies or articulated by the instructor in writing.
- Violation of any code of ethics of the profession in which the student is enrolled
- Contributing to, or engaging in any activity which disrupts or obstructs the teaching, research, or outreach programs of the College or University, on campus or at affiliated training sites.
- Entering the classroom or clinical experience habitually late or leaving early, arriving late to a professional activity, without prior permission from the instructor.
- Approaching faculty, staff or students in less than a professional manner and treating faculty, staff, peers and patients in a disrespectful and inconsiderate way (i.e. addressing a faculty member without the appropriate title during professional activities).
- Failure to deal with professional, staff, and peer member of the health care team in a considerate manner and with a spirit of cooperation.
- Unprofessional dress (as outlined in the professional program, class and/or clinical agency policies) during classes, clinical experiences, or when representing the College of Pharmacy, Nursing, and Allied Sciences.
- Bringing family members, guests, and pets to the classroom or any professional academic activities without prior consent of the instructor.
- Falsifying applications, forms, documents, reports or records of any kind or providing false information to the University personnel prior to admission to the College, or while an active member of the College's academic programs.
- Unauthorized accessing or revealing of confidential information about faculty, staff, or student of the College and University.
- Violation of patient respect and confidentiality in any practice/learning setting.
- Theft, damaging, defacing or unauthorized use of property of the College, University, or training sites.
- Computer Usage that violated NDSU/NDUS and/or clinical sites acceptable us policies.
- Sexual harassment as defined by NDSU, NDUS, and/or clinical sites.
- Harassment, threat of violence, intent to do harm (NDSU/NDUS)
- Endangering patients, faculty, staff, and/or fellow students of damaging their property.
- Intoxication, abuse, possession, use and/or illegal sale of alcohol, drugs, chemical, firearms, explosives or weapons within the University campus, in any practice/learning setting, or when representing the College.
- Other

Document Observed Behavior

Please describe what action or sanctions, if any, were imposed on the student.

Student's name _____ Date of Incident _____

Note: All critical incidents should be reported within 7 days from the date of the incident.

Individual Reporting _____

Send to Student Affairs

CLINICAL FACILITY EVALUATION

Name of Agency _____ Location _____

Name/Title of Unit Administrator _____

Faculty member completing form _____

Date _____

Course Number/Title _____

	YES	NO	COMMENTS
1. The agency provides experiences that promote attainment of objectives of the course.			
2. Variety and number of client situations are sufficient for clinical experience.			
3. The agency permits appropriate autonomy for students.			
4. Agency personnel are receptive to working with students.			
5. The agency provides access to clinical records.			
6. Agency personnel are available to the student as resource persons.			

Recommend use of this site:

Highly Recommend

#7. Compare overall class (cohort) performance (percent correct) with the normed percent correct for the Kaplan Integrated Exam assigned to your course.

Name of Integrated Exam _____

Fall

Spring

Student (cohort % correct) _____

Student (cohort % correct) _____

Normed % correct _____

Normed % correct _____

**If your integrated exam is customized and does not have normed data, just use your cohort % correct.*

Evaluate each topic or content area from your overall class (cohort) with the national results. List any topic areas with large variations that may require follow up or further evaluation.

Fall

Spring

1. Topic Title _____

1. Topic Title _____

National results _____ Cohort results _____

National results _____ Cohort results _____

2. Topic Title _____

2. Topic Title _____

National results _____ Cohort results _____

National results _____ Cohort results _____

3. Topic Title _____

3. Topic Title _____

National results _____ Cohort results _____

National results _____ Cohort results _____

4. Topic Title _____

4. Topic Title _____

National results _____ Cohort results _____

National results _____ Cohort results _____

5. Topic Title _____

5. Topic Title _____

National results _____ Cohort results _____

National results _____ Cohort results _____

7a. Are there any factors that may have contributed positively or negatively to the results of this integrated exam for your cohort of students (Spring or Fall)?

• 7b. Have there been any identifiable trends? Yes _____ No _____

• 7c. Based on the above information, are there any planned modifications to this course?

End of Year _____ Committee Report

Committee Goals for 20_____

Were the goals achieved?

Actions / Work done:

Major Motions:

Recommendations:

Review recommendations from the previous year's report to assess follow-thru on the recommendations –
Does follow-thru occur?