The School of Nursing Faculty Handbook is a supplement to:

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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.
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).


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.
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:


### EVALUATION AND PROMOTION CRITERIA FOR PRACTICE

#### Differentiation of Practice Positions

<table>
<thead>
<tr>
<th>Lecturer (Instructor) of Practice</th>
<th>Assistant Professor of Practice</th>
<th>Associate Professor of Practice</th>
<th>Professor of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching: <em>Required criteria to be met annually</em></td>
<td>Teaching: <em>Required criteria to be met annually</em></td>
<td>Teaching: <em>Required criteria to be met annually</em></td>
<td>Teaching: <em>Required criteria to be met annually</em></td>
</tr>
<tr>
<td><em>Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidenced by 3 of the following:</em></td>
<td><em>Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidenced by 3 of the following:</em></td>
<td><em>Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidenced by 3 of the following:</em></td>
<td><em>Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidenced by 3 of the following:</em></td>
</tr>
<tr>
<td>Develop, teach, and evaluate classes/courses and/or clinical experiences in undergraduate program</td>
<td>Provide leadership in didactic and/or clinical courses/experiences in undergraduate and/or graduate programs</td>
<td>Sustained evidence of excellence and innovation in didactic and clinical instruction in the undergraduate and/or graduate programs</td>
<td>Demonstrate sustained depth and breadth of knowledge in diverse content areas in didactic and/or clinical teaching</td>
</tr>
<tr>
<td>Utilizes appropriate modes of educational delivery</td>
<td>Utilizes appropriate modes of educational delivery</td>
<td>Incorporates multiple modes of educational delivery</td>
<td>Exemplifies use of advanced techniques of educational delivery by serving as a role model and mentor for junior faculty</td>
</tr>
<tr>
<td>Demonstrates clinical competence and professionalism in teaching</td>
<td>Demonstrates didactic and/or clinical competence and professionalism in teaching</td>
<td>Utilizes best practices in didactic and/or clinical teaching and evaluation outcomes</td>
<td>Demonstrates excellence in classroom and/or clinical teaching</td>
</tr>
<tr>
<td>Integrate research and evidence based practice findings into teaching and practice</td>
<td>Integrate research and evidence based practice findings into teaching and practice</td>
<td>Integrate research and evidence based practice findings into teaching and practice</td>
<td>Integrate research findings from Evidence-Based Practice into teaching and practice</td>
</tr>
<tr>
<td><em>The continuous improvement of courses or</em></td>
<td><em>The continuous improvement of courses or</em></td>
<td><em>The continuous improvement of courses or</em></td>
<td><em>The continuous improvement of courses or</em></td>
</tr>
<tr>
<td>Instructional Programs Evidenced by 2 of the Following:</td>
<td>Instructional Programs Evidenced by 2 of the Following:</td>
<td>Programs Evidenced by 2 of the Following:</td>
<td>Instructional Programs Evidenced by 2 of the Following:</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Contribute to the curriculum development, evaluation and revision</td>
<td>Contribute to the curriculum development, evaluation and revision</td>
<td>Provide leadership for curriculum development, evaluation and revision</td>
<td>Leads the development, evaluation, revision, and benchmarking of the curriculum</td>
</tr>
<tr>
<td>Involvement in the development of clinical preceptor and clinical agency relationships</td>
<td>Assist in the development of clinical preceptor and clinical agency relationships</td>
<td>Facilitate and develop clinical preceptor and clinical agency relationships</td>
<td>Develop new and innovative clinical preceptor and clinical agency relationships</td>
</tr>
<tr>
<td>Attends continuing education offerings that enhance teaching/professional competence</td>
<td>Attends continuing education offerings that enhance teaching/professional competence</td>
<td>Participates in continuing education offerings that enhance teaching/professional competence</td>
<td>Develops continuing education offerings that enhance teaching/professional competence</td>
</tr>
<tr>
<td>*Provides effective advising and mentoring of undergraduate and/or graduate students evidenced by the following:</td>
<td>*Provides effective advising and mentoring of undergraduate and/or graduate students evidenced by the following:</td>
<td>*Provides effective advising and mentoring of undergraduate and/or graduate students evidenced by the following:</td>
<td>*Provides effective advising and mentoring of undergraduate and/or graduate students evidenced by the following:</td>
</tr>
<tr>
<td>Provides effective and timely academic advising</td>
<td>Provides effective and timely academic advising</td>
<td>Evaluated as a helpful and conscientious advisor by students and peers</td>
<td>Demonstrates outstanding advising skills and mentors junior faculty advisors</td>
</tr>
<tr>
<td>Scholarship:</td>
<td>Scholarship:</td>
<td>Scholarship:</td>
<td>Scholarship:</td>
</tr>
<tr>
<td>Must meet all criteria</td>
<td>Must meet all criteria</td>
<td>Must meet all criteria</td>
<td>Must meet all criteria</td>
</tr>
<tr>
<td>*Participates in publishing a manuscript(s) in a professional journal every other year</td>
<td>*Contributes independently or collaboratively to publishing a manuscript(s) to a professional journal every other year</td>
<td>*Demonstrates a consistent record of leadership (first author) in collaborative publications</td>
<td></td>
</tr>
<tr>
<td>Service: Must meet all criteria</td>
<td>Service: Must meet all criteria</td>
<td>Service: Must meet all criteria</td>
<td>Service: Must meet all criteria</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------</td>
<td>---------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Participates in accreditation process</td>
<td>Participates in accreditation process</td>
<td>Assumes a leadership role in preparing self-study reports for accreditation</td>
<td>Demonstrated leadership in accreditation and program approval activities</td>
</tr>
<tr>
<td>Function as a member of a DON committee</td>
<td>Serves as a member of the nursing School, college and/or university committees</td>
<td>Active participation and demonstration of leadership in programs and governance at the School, college, and/or university levels.</td>
<td>Leadership role (i.e. task force) involvement in the institution's faculty governance structure at School, College, or University levels</td>
</tr>
<tr>
<td>Participates in service activities in the community</td>
<td>Advocacy in addressing important societal needs of the community</td>
<td>Distinction in the quality of service to the community</td>
<td></td>
</tr>
</tbody>
</table>

Approved by Nursing Faculty 11-13-2013
## EVALUATION AND PROMOTION CRITERIA FOR TENURE

### Differentiation of Tenure Positions

<table>
<thead>
<tr>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terminal or other appropriate degree, or an equivalent (NDSU Policy 350.1, 350.2)</td>
<td>Terminal or other appropriate degree, or an equivalent</td>
<td>Terminal or other appropriate degree, or an equivalent</td>
</tr>
</tbody>
</table>
| **Teaching:**  
*Required criteria to be met annually* | **Teaching:**  
*Required criteria to be met annually* | **Teaching:**  
*Required criteria to be met annually* |
<p>| <em>Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidenced by 2 of the following:</em> | <em>Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidenced by 2 of the following:</em> | <em>Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidenced by 2 of the following:</em> |
| Demonstrates didactic and/or clinical competence and professionalism in teaching | Utilizes best practices in didactic and/or clinical teaching and evaluation outcomes. | Demonstrates excellence in classroom and/or clinical teaching |
| Utilizes appropriate modes of educational delivery | Incorporates multiple modes of educational delivery | Exemplifies use of advanced techniques of educational delivery by serving as a role model and mentor for junior faculty |
| Provide leadership in didactic and/or clinical courses/experiences in undergraduate and/or graduate programs | Sustained evidence of excellence and/or innovation in didactic and clinical instruction in the undergraduate and/or graduate programs | Demonstrate sustained depth and/or breadth of knowledge in diverse content areas in didactic and clinical teaching |
| Integrate research and evidence based practice findings into teaching and practice | Integrate research and evidence based practice findings into teaching and practice. | Integrate research findings from Evidence-Based Practice into teaching and practice |</p>
<table>
<thead>
<tr>
<th>Continuous Improvement of Courses or Instructional Programs</th>
<th>Leadership in Curriculum Development, Evaluation and Revision</th>
<th>Development of Curriculum, Evaluation, Revision, and Benchmarking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribute to the curriculum development, evaluation and revision</td>
<td>Provide leadership for curriculum development, evaluation and revision</td>
<td>Leads the development, evaluation, revision, and benchmarking of the curriculum</td>
</tr>
<tr>
<td>Attends continuing education offerings that enhance teaching/professional competence</td>
<td>Participates in continuing education offerings that enhance teaching/professional competence</td>
<td>Develops continuing education offerings that enhance teaching/professional competence</td>
</tr>
<tr>
<td>Provides effective advising and mentoring of undergraduate and/or graduate students evidenced by the following:</td>
<td>Provides effective advising and mentoring of undergraduate and/or graduate students</td>
<td>Provides effective advising and mentoring of undergraduate and/or graduate students</td>
</tr>
<tr>
<td>Provides effective and timely academic advising</td>
<td>Evaluated as a helpful and conscientious advisor by students and peers</td>
<td>Demonstrates outstanding advising skills and mentors junior faculty advisors</td>
</tr>
<tr>
<td>Scholarship: Must meet * required criteria and 1 additional criteria</td>
<td>Scholarship: Must meet * required criteria and 1 additional criteria</td>
<td>Scholarship: Must meet * required criteria and 1 additional criteria</td>
</tr>
<tr>
<td>*Submission of research findings to peer reviewed journals (Average one per year).</td>
<td>*Acceptance research manuscripts in peer reviewed journals (Average one per year).</td>
<td>*Demonstrated record of research publications in peer-reviewed journals</td>
</tr>
<tr>
<td>*Presentation of original scholarly work at local or regional conferences</td>
<td>*Presentation of original scholarly work at regional, state, or national conferences</td>
<td>*Presentations or original scholarly work at state, national, or international</td>
</tr>
<tr>
<td>*Write and submit grant application to submit program of research evidenced by the following:</td>
<td>*Write and submit grant(s) for scholarly inquiry to support program of research evidenced by the following:</td>
<td>*Funded grant(s) to support program of research evidenced by the following:</td>
</tr>
<tr>
<td>Participate in grant management</td>
<td>Collaborate in grant management and the writing of reports</td>
<td>Leadership in grants and mentoring junior faculty on grant management</td>
</tr>
<tr>
<td>Collaborates in EBP projects with external clinical partners</td>
<td>Leader in designing and managing EPB projects with external clinical partners</td>
<td>Lead a team in designing and managing EPB projects with external clinical initiatives</td>
</tr>
<tr>
<td>Service: Must meet all criteria</td>
<td>Service: Must meet all criteria</td>
<td>Service: Must meet all criteria</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td><strong>Assists in new program development and evaluation</strong></td>
<td><strong>Leads in course and program development based on research, best practice, and experience</strong></td>
<td><strong>Demonstrated success in course and program development and evaluation</strong></td>
</tr>
<tr>
<td><strong>Participates in accreditation process</strong></td>
<td><strong>Assumes a leadership role in preparing self-study reports for accreditation</strong></td>
<td><strong>Demonstrated leadership in accreditation and program approval activities</strong></td>
</tr>
<tr>
<td><strong>Serves as a member of the nursing School, college and/or university committees</strong></td>
<td><strong>Active participation and demonstration of leadership in programs and governance at the School, college, and/or university levels.</strong></td>
<td><strong>Leadership role (i.e. task force) involvement in the institution's faculty governance structure at School, college, and university levels</strong></td>
</tr>
<tr>
<td><strong>Participates in service activities in the community</strong></td>
<td><strong>Advocacy in addressing important societal needs of the community</strong></td>
<td><strong>Distinction in the quality of service to the community</strong></td>
</tr>
<tr>
<td><strong>Participates in a professional organizations</strong></td>
<td><strong>Contributes to professional organizations/associations based upon one's professional expertise</strong></td>
<td><strong>Membership and distinctive contributions to professional organizations/associations at national, regional, and state levels</strong></td>
</tr>
</tbody>
</table>

Approved by Nursing Faculty 11-13-2013
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

<table>
<thead>
<tr>
<th>Instructor/Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructors contact information, Course Pre and Co-requisites</strong></td>
</tr>
<tr>
<td>Phone Number:</td>
</tr>
<tr>
<td>E-mail:</td>
</tr>
<tr>
<td>Office Location:</td>
</tr>
<tr>
<td>Office Hours:</td>
</tr>
<tr>
<td>Credit Hours:</td>
</tr>
<tr>
<td>Course Pre-requisites:</td>
</tr>
<tr>
<td>Course Co-requisites:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>University Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance Statement</strong></td>
</tr>
<tr>
<td>According to <a href="www.ndsu.edu/fileadmin/policy/333.pdf">NDSU Policy 333</a>, attendance in classes is expected.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Americans with Disabilities Act for Students with Special Needs</strong></td>
</tr>
<tr>
<td>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 (<a href="http://www.ndsu.edu/disabilityservices">www.ndsu.edu/disabilityservices</a>) as soon as possible.</td>
</tr>
</tbody>
</table>
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](http://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/).

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](mailto: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

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

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

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……
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Required Reading/Assignments &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
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<tr>
<td>5</td>
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<td>6</td>
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<tr>
<td>7</td>
<td></td>
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<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### NDSU College of Health Professions Workload 2015-2016

**Workload Credit** = 15 hrs = 1 Course Credit

<table>
<thead>
<tr>
<th>Minimum Teaching Expectations</th>
<th>Non-Tenure Track Faculty</th>
<th>Tenure Track Faculty</th>
<th>% DOE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NTT: 50-80% TT: 25-60%</strong></td>
<td>12 Month: 16 credits = 240 hrs 18 credits = 270 hrs 20 credits = 300 hrs 22 credits = 330 hrs 23 credits = 345 hrs 25 credits = 375 hrs 26 credits = 390 hrs 28 credits = 420 hrs 30 credits = 450 hrs 15 credits = 225 hrs 17 credits = 255 hrs 18 credits = 270 hrs 20 credits = 300 hrs 21 credits = 315 hrs 23 credits = 345 hrs 24 credits = 360 hrs 26 credits = 390 hrs 27 credits = 405 hrs 90% 90% 85% 85% 90%</td>
<td>9 Month: 15 credits = 180 hrs 17 credits = 255 hrs 18 credits = 270 hrs 20 credits = 300 hrs 21 credits = 315 hrs 23 credits = 345 hrs 24 credits = 360 hrs 26 credits = 390 hrs 27 credits = 405 hrs 15% 17% 20% 21% 17%</td>
<td>9 Month: 12 credits = 180 hrs 15 credits = 225 hrs 15 credits = 225 hrs 18 credits = 270 hrs 18 credits = 270 hrs 18 credits = 270 hrs 80% 80% 80% 80% 80%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Contact Time Equivalencies</th>
<th>1 hr Classroom Contact time = 1 hr Discussion = 1 hr Seminar = 1 hr Recitation = 2 hr Clinical Mentor = 2 hr TWCP Lab = 1 hr Nursing Skills Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IPPE 3 Poster Mentor</strong></td>
<td>= 1 hr/poster group + 2 hrs</td>
</tr>
</tbody>
</table>

**Qualifiers**

- Large Face-to-Face Classes > 60, New Course (1st time taught), Graduate course = 1.5 x credit
- Distance Ed (including hybrid) course, = 1.75 x credit

**Clinical Instruction**

- Pharmacy APPE/ Nursing DNP = 1.0 credits / 5 week rotation; International APPE = 2 credits / rotation
- IPPE (1 & 2) = 0.75 credits / 3 week rotation
- NDSU Pharmacy Resident: Primary Preceptor = 1 credits; Rotation Preceptor = 0.5 credits/rotation
- Nursing Clinical Supervision - Direct patient care: 1 hr = 0.75 hr classroom contact time
- Nursing Clinical Supervision- Public/Community Health = 1 credit / 15 students
- Coordinator for Nursing Practicum = 1 credit
- Nursing Capstone Preceptor = 1 credit / student group
### Research / Scholarship Supervision (TT)

<table>
<thead>
<tr>
<th>PH.D. student = 0.75 credits / student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Doctoral or MPH student=0.5 credits/student</td>
</tr>
<tr>
<td>Undergraduate student = 0.25 credits / student</td>
</tr>
</tbody>
</table>

Dissertation Committee Chair:
- BSN-DNP student = 0.3 credits
- Dissertation Committee Member = 0.15 credits

### Advising

<table>
<thead>
<tr>
<th>0 - 40 advisees: 1.5 credits/academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 -120 advisees: 4.5 credits/academic year</td>
</tr>
<tr>
<td>41 – 80 advisees: 3 credits/academic year</td>
</tr>
<tr>
<td>&gt; 120 advisees: 6 credits/academic year</td>
</tr>
</tbody>
</table>

### Minimum Research Expectations

#### Non-Tenure Track Faculty

<table>
<thead>
<tr>
<th>9 Month: 3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
</tr>
<tr>
<td>12 Month: 3 credits</td>
</tr>
<tr>
<td>10%</td>
</tr>
</tbody>
</table>

#### Tenure Track Faculty

<table>
<thead>
<tr>
<th>9 Month: 7.5 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 credits</td>
</tr>
<tr>
<td>12 credits</td>
</tr>
<tr>
<td>15 credits</td>
</tr>
<tr>
<td>18 credits</td>
</tr>
<tr>
<td>12 month: 8 credits</td>
</tr>
<tr>
<td>10 credits</td>
</tr>
<tr>
<td>13 credits</td>
</tr>
<tr>
<td>15 credits</td>
</tr>
</tbody>
</table>

### Minimum Service Expectations

#### NTT/TT: 10%

<table>
<thead>
<tr>
<th>9 – 12 Month: 3 credits = 2 committees* / academic year = 10% DOE</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Note: Committee is defined as an officially recognized group within the University, College or Department that meets ≥ 8 hours per year</td>
</tr>
</tbody>
</table>

### Additional Service Credits (per year)

<table>
<thead>
<tr>
<th>“Chair” of committee = 2 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Organization Advisor = 1.5 credits</td>
</tr>
<tr>
<td>External Grant Reviewer = 2 credits</td>
</tr>
<tr>
<td>Service to the clinical practice site; co-funded position = 12 credits</td>
</tr>
<tr>
<td>Service to the clinical practice site; 100% NDSU funded position = 9 credits</td>
</tr>
</tbody>
</table>

### Administration

<table>
<thead>
<tr>
<th>Program Specific Credits (Offsets teaching &amp;/or service)</th>
<th>Credits / year</th>
<th>% DOE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacy Senior Associate Dean</td>
<td>25</td>
<td>75%</td>
</tr>
<tr>
<td>Associate Dean for SA&amp;FD</td>
<td>25</td>
<td>75%</td>
</tr>
<tr>
<td>PSCI Department Chair (10 month)</td>
<td>15</td>
<td>50%</td>
</tr>
<tr>
<td>PPRAX Department Chair (12 month)</td>
<td>16.5</td>
<td>50%</td>
</tr>
<tr>
<td>PPRAX Vice Chair (12 month)</td>
<td>8</td>
<td>25%</td>
</tr>
<tr>
<td>Director, Experiential Education</td>
<td>25</td>
<td>75%</td>
</tr>
<tr>
<td>Outreach/Assess</td>
<td>25</td>
<td>75%</td>
</tr>
<tr>
<td>, APPE Director</td>
<td>20</td>
<td>60%</td>
</tr>
<tr>
<td>, IPPE Director</td>
<td>20</td>
<td>60%</td>
</tr>
<tr>
<td>Student Health Center Pharmacist in Charge</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nursing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>25</td>
<td>75%</td>
</tr>
<tr>
<td>Chair</td>
<td>25</td>
<td>75%</td>
</tr>
<tr>
<td>DNP Director</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>RN to BSN Director</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>LPN to BSN Director</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Pre-Licensure BSN Director</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Allied Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RC, RS, MLS Program Director</td>
<td>16.5</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Public Health</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Health Department Chair (12 month)</td>
<td>13</td>
<td>40%</td>
</tr>
<tr>
<td>Public Health Department Vice Chair (12 month)</td>
<td>13</td>
<td>40%</td>
</tr>
</tbody>
</table>
UNDERGRADUATE STUDENT ADVISING GUIDELINES

Courses which must be finished prior to application to the 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)
  - 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. 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

<table>
<thead>
<tr>
<th>Category</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>NDSU Mission, Values, Etc.</td>
<td><a href="https://bulletin.ndsu.edu/ndsu-overview/">https://bulletin.ndsu.edu/ndsu-overview/</a></td>
</tr>
</tbody>
</table>
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/](http://www.ndsu.edu/president/orgchart/) |
| ND State Board of Higher Education (SBHE) | [http://www.ndus.edu/](http://www.ndus.edu/)  
(otherwise referred to as NDUS) |
8 sections of policies ranging from Employment to Grants and Contracts Accounting |
| NEWS Release Policy                   | [http://www.ndsu.edu/ypur/resources/](http://www.ndsu.edu/ypur/resources/)  
University Relations – Provides guidelines re News Releases, logo, templates, graphics, etc. |
| Human Resources (Payroll)             | [http://www.ndsu.edu/hr/](http://www.ndsu.edu/hr/)  
Provides portal to Campus Connection to Employee Profile |
| Official Communication of the University | [https://www.ndsu.edu/its/email_services/](https://www.ndsu.edu/its/email_services/)  
NDSU E-mail address is official communication method for the University. |
| Staff Senate                          | [http://www.ndsu.edu/staff_senate/](http://www.ndsu.edu/staff_senate/) |
| Campus Maps                           | [http://www.ndsu.edu/facilities/campusmaps/](http://www.ndsu.edu/facilities/campusmaps/) |
| Tuition Waiver FAQs                   | [https://www.ndsu.edu/hr/empltoolbox/emplfaqs/#c254683](https://www.ndsu.edu/hr/empltoolbox/emplfaqs/#c254683) |
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_______
    Elmo ____________
    AV ____________
    BlackBoard______

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](http://www.ndsu.edu/fileadmin/academichonesty/misconduct-tracking.pdf)

See following page for sample form.
NDSU

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:


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/VPA. In case of graduate student academic misconduct, also copy the Dean of the College of Graduate and Interdisciplinary Studies.

NDSU Student Academic Misconduct Tracking Form

05-16-2013
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/serious 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

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

Recommend use of this site:

Highly Recommend
NORTH DAKOTA STATE UNIVERSITY
SCHOOL OF NURSING

Evaluation of Course by Course Coordinator

Course Number/Title: ____________________________ Yr/Term: __________

Course Coordinator: ____________________________ Date: ______________

1. Provide a summary of major course assignments, classroom activities, and clinical experiences.

2. What was the SROI for “The quality of this course”? 

3. What course changes do you plan to make in the course based on student feedback?

4. What other future changes are anticipated in this course?

5. Attach clinical facility evaluations pertinent to your course (to be completed by clinical faculty). Describe any planned or anticipated changes in clinical sites based on evaluation data.

6. Are there any other circumstances which affected the course this year? Please describe.
#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 ____________________________

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student (cohort % correct)</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>Normed % correct</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

*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.

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Title</td>
<td>________________________</td>
<td>________________________</td>
</tr>
<tr>
<td>National results</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>Cohort results</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

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?
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?