The School of Nursing Faculty Handbook is a supplement to:

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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
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, 2016) (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.
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><strong>Teaching:</strong> <em>Required criteria to be met annually</em></td>
<td><strong>Teaching:</strong> <em>Required criteria to be met annually</em></td>
<td><strong>Teaching:</strong> <em>Required criteria to be met annually</em></td>
<td><strong>Teaching:</strong> <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 instructional</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: Must meet all criteria</td>
<td>Scholarship: Must meet all criteria</td>
<td>Scholarship: Must meet all criteria</td>
</tr>
<tr>
<td>Must meet all criteria</td>
<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>
</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 a presentations (papers/posters) at local/state/regional levels</td>
<td>Participates in a presentations (papers/posters) at state/regional/national levels</td>
<td>Demonstrates a record of leadership collaborative presentations at national or international levels</td>
<td></td>
</tr>
<tr>
<td>Contributes to the planning and writing of grant proposals related to clinical field</td>
<td>Collaboratively develops grants related to clinical area of expertise</td>
<td>Provides leadership and mentoring in grant writing, implementation, and evaluation related to clinical areas of expertise</td>
<td></td>
</tr>
<tr>
<td><strong>Participates in accreditation process</strong></td>
<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>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>
<tr>
<td>Participates in a professional organization.</td>
<td>Actively participates in professional organizations in area of expertise at local/state levels</td>
<td>Provides consultation in areas of expertise at local and state levels. Has an emerging national reputation or activities</td>
<td>Provides leadership in professional organizations at state, national and international levels</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*

<table>
<thead>
<tr>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidenced by 2 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 2 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 2 of the following:</em></td>
</tr>
<tr>
<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>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>Provide leadership in didactic and/or clinical courses/experiences in undergraduate and/or graduate programs</td>
<td>Sustained evidence of excellence and/or innovation in didactic and clinical instruction in the undergraduate and/or graduate programs</td>
<td>Demonstrate sustained depth and/or breadth of knowledge in diverse content areas in didactic and 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 findings from Evidence-Based Practice into teaching and practice</td>
</tr>
<tr>
<td><em>The continuous improvement of courses or instructional programs evidenced by one of the following:</em></td>
<td><em>The continuous improvement of courses or instructional programs evidenced by one of the following:</em></td>
<td><em>The continuous improvement of courses or instructional programs evidenced by one of the following:</em></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<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><em>Provides effective advising and mentoring of undergraduate and/or graduate students evidenced by the following:</em></td>
<td><em>Provides effective advising and mentoring of undergraduate and/or graduate students</em></td>
<td><em>Provides effective advising and mentoring of undergraduate and/or graduate students</em></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><em>Submission of research findings to peer reviewed journals (Average one per year).</em></td>
<td><em>Acceptance research manuscripts in peer reviewed journals (Average one per year).</em></td>
<td><em>Demonstrated record of research publications in peer-reviewed journals</em></td>
</tr>
<tr>
<td><em>Presentation of original scholarly work at local or regional conferences</em></td>
<td><em>Presentation of original scholarly work at regional, state, or national conferences</em></td>
<td><em>Presentations or original scholarly work at state, national, or international</em></td>
</tr>
<tr>
<td><em>Write and submit grant application to submit program of research evidenced by the following:</em></td>
<td><em>Write and submit grant(s) for scholarly inquiry to support program of research evidenced by the following:</em></td>
<td><em>Funded grant(s) to support program of research evidenced by the following:</em></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>Assists in new program development and evaluation</td>
<td>Leads in course and program development based on research, best practice, and experience</td>
<td>Demonstrated success in course and program development and evaluation</td>
</tr>
<tr>
<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>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, and 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>
</tr>
<tr>
<td>Participates in a professional organizations</td>
<td>Contributes to professional organizations/associations based upon one's professional expertise</td>
<td>Membership and distinctive contributions to professional organizations/associations at national, regional, and state levels</td>
</tr>
</tbody>
</table>

Approved by Nursing Faculty 11-13-2013
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.
### Instructor/Faculty

<table>
<thead>
<tr>
<th>Instructors contact information, Course Pre and Co-requisites</th>
</tr>
</thead>
<tbody>
<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>

### General Course Information Bulletin Description

<table>
<thead>
<tr>
<th>Bulletin Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This description must match the course description in the current NDSU Bulletin.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Optional)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>This states the objectives, goals, aims, and/or outcomes for the course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Student Resources</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face, online, blended, simulation, clinical practicum, lecture etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Syllabus Modification</th>
</tr>
</thead>
<tbody>
<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>

### University Policies

#### Attendance Statement

According to [NDSU Policy 333](http://www.ndsu.edu/fileadmin/policy/333.pdf), attendance in classes is expected.

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.

#### Americans with Disabilities Act for Students with Special Needs

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 ([http://www.ndsu.edu/disabilityservices/](http://www.ndsu.edu/disabilityservices/)) as soon as possible.
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/)

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

<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><em>Specify if you are using weighted grading</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<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 Testing

**Instructions**
All students have purchased Kaplan to assist them in preparing for completion of the NCLEX exam after graduation. For this course, there are ________ focused review tests and ________ integrated/proctored test. Points will be given to the students after the completion of exams with the required remediation and when completed Integrated Testing documents are submitted/uploaded to Bb.

1. Kaplan Focused Review Exams

2. Integrated Exams:
   a. The Kaplan Integrated exam is offered at the end of the semester. Check your course schedule for the date and time.
   - This exam is a proctored exam covering material discussed during the semester. This exam also will assist the student in preparation for NCLEX.
   b. **On the day of the Integrated exam, the students must bring a laptop computer to class to complete the proctored exam. If students don’t own laptops, they may sign out one from IT.**
      - **Due to limited plug-ins in the classroom, please make sure your computer is fully charged with a full battery. Also, check your computer prior to the exam for Wi-Fi connection.**
   c. Recommended scores are based on the students percentile rank. Students should aim to achieve a score above the 50th percentile rank. The percentile rank for a raw score is the percentage of individuals in the total norm group who achieved scores at or below the individual’s score. An individual’s percentile rank describes his/her exact position compared with the norm group. A score that is identified by its rank is called a percentile. The higher the percentile rank, the better a student performed on the test. A student that performed on the 85th percentile performed better than 85% of the students in the norm group. A student that performed on the 49th percentile performed better than only 49% of the students in the norm group. This student is in the bottom half when compared with the norm group.

   - **Note:** Percentile rank is a more accurate indicator of performance than the raw percentage or percentage correct.
3. Integrated exams are worth 10 points. Points will be awarded after the following requirements are met. All requirements are necessary to receive allotted points. No partial points given.
   a. Exam completion with remediation of all correct and incorrect answers.
   b. Completion of the Integrated Analysis Document which is uploaded to Bb.
   c. Completion of one of the two required options for review with applicable upload to Bb.

---

**Kaplan NCLEX® Integrated Test Analysis**

Utilize this document to remediate and review your Integrated Tests.

Completion of this handout will strengthen your knowledge of content and increase your chance of answering any future questions on this content, as well as help you prepare for the NCLEX® exam.

**Upload the completed Integrated Analysis Document to your assignments tab in Bb when your review/remediation is complete.**

---

**Section 1: Integrated Test—Analysis**

Click on “Review Results” in the Green “Integrated Testing” box.

Click on “Analysis” beside the test name from the test results page and answer the questions on the next page.

Look at the colored graphs under “Client Need Category and Results of level of difficulty.” Write in your percentage in the boxes on the next page.

*Scores below 60% indicate a need for more study.*

---

**Section 2: Integrated Test—Review**

Complete this section for each Integrated Test assigned.

Click on “Review Results” in the Green “Integrated Testing” box.

Click on “Review” beside the test name from the test results page and follow the directions below.

● Look under the “Correct?” column. A green check (√) means correct, and a red (X) means incorrect. A blue hyphen (−) means you did not answer that question.

**Kaplan supports remediation of ALL questions, both right and wrong as best practice for success in nursing school and the NCLEX RN. Therefore, a review of all questions both right AND wrong for each integrated exam assigned is required.** A minimum time each question is reviewed/remediated is not required although the recommended time per question is two minutes.

In addition to the required review listed above, for each incorrect question answered, write the name of the topic (located under the “Remediation” column on your computerized report) in the chart on the next page under “Remediation/Question Topic.” Fill in the type of review option completed as listed under “Options for required review”.

● **Options for required review (Choose one)**

1. Go to the Focus Review Test box in your Kaplan Student Resources and create your own test by **Searching for Questions by Topic**. For incorrect items, create a focused exam by entering the incorrect item’s topic and choosing from available questions. The exam should be a minimum of 25 questions (Some topics have a limited amount of questions, therefore 25 questions is the suggested minimum). Take the newly created focused exam and fully remediate your answers both correct and incorrect. If you choose this option, upload the completed Integrated Analysis Document in the assignments tab in Bb. Faculty will review created focused exams in the students Kaplan account.

2. After reviewing all of the layers of the written remediation and watching the applicable content videos, **write out key learning points for each incorrect answer**. Components of the key learning points include three priority assessments, three priority interventions and then corresponding essential lab work and medications related to the question topic answered incorrectly. If you choose this option, upload this document in Bb under the assignments tab.
## Overall Report

<table>
<thead>
<tr>
<th>Overall percent correct</th>
<th>“What percentage of the test did I get right?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of answers changed from correct to incorrect</td>
<td>If this is a high number, stay with your first answer.</td>
</tr>
<tr>
<td>Number of answers changed from incorrect to correct</td>
<td>If this is a high number, it may indicate that you need to slow down when initially reading questions.</td>
</tr>
<tr>
<td>Number of answers changed from incorrect to incorrect</td>
<td>If this is a high number, review and remediate content.</td>
</tr>
</tbody>
</table>

## Section 1a

### Results of Client Need Category:

What percentage did you get for each of the concepts?

Note: Look for patterns of missed questions within the Client Need Categories. Focus on areas that show your greatest weakness. Keep in mind that Management of Care, Physiological Adaptation, and Pharmacology/Parenteral Therapies make up almost 50% of the NCLEX®.

<table>
<thead>
<tr>
<th>Section 1a</th>
<th>Management of Care</th>
<th>Basic Care &amp; Comfort</th>
<th>Safety &amp; Infection Control</th>
<th>Pharmacological/ Parenteral Therapies</th>
<th>Health Promotion &amp; Maintenance</th>
<th>Reduction of Risk Potential</th>
<th>Psychosocial Integrity</th>
<th>Physiological Adaptation</th>
</tr>
</thead>
</table>

*Aim for > 50% in each Client Need Category

## Section 1b

### Results of Level of Difficulty:

What percentage did you get for each category?

Note: Look for patterns of missed questions within Level of Difficulty. If your weakness is in recall and/or understanding, focus on remediating content. If your weakness is in setting priorities and/or making nursing judgments, continue to practice answering high-level questions, making connections between content you already know and new content.

<table>
<thead>
<tr>
<th>Section 1b</th>
<th>Recall</th>
<th>Understanding</th>
<th>Setting Priorities</th>
<th>Making Nursing Judgments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
</table>

24
<table>
<thead>
<tr>
<th>Section 2 Remediation/Question Topic</th>
<th>Option for Required Review</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1=Focused Review exam</td>
</tr>
<tr>
<td></td>
<td>2= Key Learning Points</td>
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</tr>
</tbody>
</table>
Course 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…….

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.

<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>
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<tr>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
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<tr>
<td>6</td>
<td></td>
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<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note the NDSU Dead Week policy, which limits the amount and type of exams/quizzes that may be given during the last two weeks of the semester and identifies exceptions. See NDSU Policy 336: Examinations and Grading ([www.ndsu.edu/fileadmin/policy/336.pdf](http://www.ndsu.edu/fileadmin/policy/336.pdf)).
<table>
<thead>
<tr>
<th>Minimum Expectations</th>
<th>9 Month Faculty</th>
<th>12 Month Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTT: 50-80% TT: 25-60%</td>
<td>% Teaching</td>
<td>Teaching Load</td>
</tr>
<tr>
<td>30%</td>
<td>9 credits = 135 hrs</td>
<td>30%</td>
</tr>
<tr>
<td>40%</td>
<td>12 credits = 180 hrs</td>
<td>40%</td>
</tr>
<tr>
<td>45%</td>
<td>14 credits = 203 hrs</td>
<td>45%</td>
</tr>
<tr>
<td>50%</td>
<td>15 credits = 225 hrs</td>
<td>50%</td>
</tr>
<tr>
<td>55%</td>
<td>17 credits = 255 hrs</td>
<td>55%</td>
</tr>
<tr>
<td>60%</td>
<td>18 credits = 270 hrs</td>
<td>60%</td>
</tr>
<tr>
<td>65%</td>
<td>20 credits = 300 hrs</td>
<td>65%</td>
</tr>
<tr>
<td>70%</td>
<td>21 credits = 315 hrs</td>
<td>70%</td>
</tr>
<tr>
<td>75%</td>
<td>23 credits = 345 hrs</td>
<td>75%</td>
</tr>
<tr>
<td>80%</td>
<td>24 credits = 360 hrs</td>
<td>80%</td>
</tr>
<tr>
<td>85%</td>
<td>26 credits = 390 hrs</td>
<td>85%</td>
</tr>
<tr>
<td>90%</td>
<td>27 credits = 405 hrs</td>
<td>90%</td>
</tr>
</tbody>
</table>

**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

*Classroom Contact Time Equivalencies*

Qualifiers:
- 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**

- 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

**Pharmacy:**

**Nursing:**

- 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:**

- 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.
- 41 - 80 advisees: 3 credits /academic yr.
- 81 - 120 advisees: 4.5 credits /academic yr.
- > 120 advisees: 6 credits /academic yr.

2/8/17
### Research/Scholarship

**Minimum Expectations**
- 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

**NTT: 10%**
**TT: 25%**

**Research Productivity Minimum Standards**
- TBD

**Grant Activity Teaching Release**
- Pro-rated up to 75% teaching load buyout

### Service

**Minimum Expectations**
- 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).
- OR-
- Serve on 2 Department, College, or University Committees not listed above

**PLUS**
- Service to the profession &/or public per land grant mission of the University

**Clinical Practice Service Qualifier**
- Service to the Clinical Practice Site (Pharmacy Practice) = 25% Distribution of Effort

### Administration

#### Program Specific Credits

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

2/8/17
UNDERGRADUATE STUDENT ADVISING GUIDELINES

Courses which must be finished prior to admission 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)

8 credits from the following courses:
- Microbiology & lab – 3 credits (MICR 202/202L)
- Chemistry & lab – 4 credits (CHEM 117/117L)
- Biochemistry – 4 credits (BIOC 260)
- Anatomy & Physiology I & Lab – 4 credits (BIOL 220/220L)
- Anatomy & Physiology II & Lab – 4 credits (BIOL 221/221L)
  (with preference given to those students having completed 11 credits or more)

To be admitted a student must have completed 20 credits with minimum cumulative GPAs of at least 2.75

Per SON Policy 3.42, all pre-requisite courses required for the major must be completed at a “C” or better prior to enrollment in NURS 300/341/342. The pre-requisite courses are:

- English Composition II
- Foundations of Public Speaking
- Introduction to Psychology
- Introduction to Sociology/Anthropology
- Developmental Psychology/HDSF 230 (HDSF 230 will be accepted from all students who started in the program prior to Fall 2018)
- Nutrition Science
- Anatomy and Physiology I
- Anatomy and Physiology I Lab
- Anatomy and Physiology II
- Anatomy and Physiology II Lab
- Elements of Biochemistry (116/260)
- Chemical Concepts & Application (Chemistry 115/117)
- Chemical Concepts Lab
- Introduction to Microbiology
- Introduction to Microbiology Lab

Failure of the student to complete the requirements will result in the inability of the student to progress in the Professional Nursing Major.
CHP 190 is required for all students who enter NDSU with less than 24 semester hours of credit. **This is not being waived on student’s advising reports.** The screen shot below is from a student who has a prior degree:

For purposes of admission to the nursing program, a selective GPA is computed using grades on courses which must be completed prior to admission to the nursing program (listed above).
<table>
<thead>
<tr>
<th>NDSU Policies and Procedures – Selected Websites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NDSU Mission, Values, Etc..</strong></td>
</tr>
<tr>
<td><a href="https://www.ndsu.edu/president/mission_and_vision/">https://www.ndsu.edu/president/mission_and_vision/</a></td>
</tr>
<tr>
<td><strong>Nondiscrimination Policy</strong></td>
</tr>
<tr>
<td><a href="http://www.ndsu.edu/policy/index_by_policy_number/">http://www.ndsu.edu/policy/index_by_policy_number/</a></td>
</tr>
<tr>
<td>Policy 100 – Nondiscrimination on the Basis of Disabilities</td>
</tr>
<tr>
<td>Policy 606-Guidelines for Student Requests for Accommodation</td>
</tr>
<tr>
<td><strong>Organizational Structure of NDSU</strong></td>
</tr>
<tr>
<td><a href="http://www.ndsu.edu/president/orgchart/">http://www.ndsu.edu/president/orgchart/</a></td>
</tr>
<tr>
<td><strong>ND State Board of Higher Education (SBHE)</strong></td>
</tr>
<tr>
<td><a href="http://www.ndus.edu/">http://www.ndus.edu/</a> (otherwise referred to as NDUS)</td>
</tr>
<tr>
<td><strong>NDSU Policy Manual</strong></td>
</tr>
<tr>
<td><a href="http://www.ndsu.edu/policy/">http://www.ndsu.edu/policy/</a></td>
</tr>
<tr>
<td>8 sections of policies ranging from Employment to Grants and Contracts Accounting</td>
</tr>
<tr>
<td><strong>NEWS Release Policy</strong></td>
</tr>
<tr>
<td><a href="http://www.ndsu.edu/ypur/resources/">http://www.ndsu.edu/ypur/resources/</a></td>
</tr>
<tr>
<td>University Relations – Provides guidelines re News Releases, logo, templates, graphics, etc.</td>
</tr>
<tr>
<td><strong>Human Resources (Payroll)</strong></td>
</tr>
<tr>
<td><a href="http://www.ndsu.edu/hr/">http://www.ndsu.edu/hr/</a></td>
</tr>
<tr>
<td>Provides portal to Campus Connection to Employee Profile</td>
</tr>
<tr>
<td><strong>Official Communication of the University</strong></td>
</tr>
<tr>
<td>NDSU E-mail address is official communication method for the University.</td>
</tr>
<tr>
<td><a href="https://www.ndsu.edu/its/email_services/">https://www.ndsu.edu/its/email_services/</a></td>
</tr>
<tr>
<td><strong>Staff Senate</strong></td>
</tr>
<tr>
<td><a href="http://www.ndsu.edu/staff_senate/">http://www.ndsu.edu/staff_senate/</a></td>
</tr>
<tr>
<td><strong>Campus Maps</strong></td>
</tr>
<tr>
<td><a href="http://www.ndsu.edu/facilities/campusmaps/">http://www.ndsu.edu/facilities/campusmaps/</a></td>
</tr>
<tr>
<td><strong>Tuition Waiver Form</strong></td>
</tr>
<tr>
<td><strong>Tuition Waiver FAQs</strong></td>
</tr>
<tr>
<td><a href="https://www.ndsu.edu/hr/empltoolbox/empfaqs/#c254683">https://www.ndsu.edu/hr/empltoolbox/empfaqs/#c254683</a></td>
</tr>
<tr>
<td><strong>Academic Freedom</strong></td>
</tr>
<tr>
<td><strong>Developmental Leave</strong></td>
</tr>
<tr>
<td><strong>Class Attendance Policy</strong></td>
</tr>
<tr>
<td><strong>Code of Conduct for Students</strong></td>
</tr>
<tr>
<td><a href="https://www.ndsu.edu/reslife/publications/code_of_student_behavior/">https://www.ndsu.edu/reslife/publications/code_of_student_behavior/</a></td>
</tr>
<tr>
<td><strong>Faculty Senate</strong></td>
</tr>
<tr>
<td><a href="https://www.ndsu.edu/facultysenate/">https://www.ndsu.edu/facultysenate/</a></td>
</tr>
<tr>
<td><strong>FMLA</strong></td>
</tr>
<tr>
<td><a href="https://www.ndsu.edu/hr/benefits/leave/fmla/">https://www.ndsu.edu/hr/benefits/leave/fmla/</a></td>
</tr>
<tr>
<td><strong>Student Complaint Policy</strong></td>
</tr>
<tr>
<td><a href="https://bulletin.ndsu.edu/student-resources-policies/grievance-complaints/">https://bulletin.ndsu.edu/student-resources-policies/grievance-complaints/</a></td>
</tr>
</tbody>
</table>
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 Mission, Vision and Core Values _______       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_______
SSC Training ________

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 ______
Incomplete Grade__________  Course Evaluation________
APA Format__________  Libraries______
Skills Lab _______  Assessment Lab______
Instructional Technology  Sunshine Fund________
  PowerPoint______  Safety Policies____
  Elmo _________
  AV__________
  BlackBoard____
  Docu-Cam____

-------------------------------------------------------------------------------------------------------------------------

**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 Mission, Vision, and Core Values/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.
Introduction
The mission of the NDSU College of Health Professions is to educate students and advance research and professional service in pharmacy, nursing, allied sciences, and public health. The College has established professionalism and ethics as two of its core values.

Pharmacists, nurses, allied health care professionals, public health professionals, and pharmaceutical scientists must live up to the high ideals of their profession. Their lives must be guided by the principles of honesty and integrity, in order to ensure that the public can regard their words and actions as unquestionably trustworthy.

To develop an understanding of and respect for these principles of honesty and integrity as applied to the academic work of pharmacy, nursing, allied science, and public health students, the College of Health Professions has developed this student conduct policy. This policy is applicable to anyone enrolled as a student in the College, including those in the pre-professional, professional, and graduate programs. This policy also applies to any student taking a course for credit in the College. Acceptance of this policy is required as a condition of admission to the College.

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 re-admittance 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, Allied Sciences, and Public Health 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/healthprofessions/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.

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:

**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 student 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.

**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.

**Reporting Process**

**Academic Misconduct**
1. Students are required to report any academic misconduct to the Senior Associate Dean within 7 days of the occurrence. Failure of the student to report violations within the required time could result in immediate expulsion from the College and/or its programs. Graduate students must also report to the Department Chair of the graduate program.
2. The course instructor who suspects that academic misconduct has occurred in their course or other instructional context has an initial responsibility to: a) inform the student(s) involved of his/her suspicion and the suspicion’s grounds; b) allow a fair opportunity for the student to respond; and c) make a fair and reasonable judgment as to whether any academic misconduct occurred.
3. The course instructor will report academic misconduct violations to their Department Chair within 7 days of the occurrence or discovery of the misconduct.
4. The Department Chair will report the academic misconduct to the Senior Associate Dean.

**Professional Misconduct**
1. Students are required to report any professional misconduct to the Associate Dean for Student Affairs and Faculty Development within 7 days of the occurrence. Failure of the student to report violations within the required time could result in immediate expulsion from the College and/or its programs.
2. Faculty members are required to report unprofessional conduct within the classroom setting. Similarly, other College personnel are required to report professional misconduct issues as they arise and which directly affect their daily professional activities.
3. The faculty member/College personnel will report professional misconduct violations to their Department Chair within 7 days of the occurrence or discovery of the misconduct.
4. The Department Chair will report the professional misconduct to the Associate Dean for Student Affairs and Faculty Development within 7 days of the discovery of the misconduct.
5. If a faculty member is aware that a student has violated the Conduct Policy outside of the classroom, he/she should remind the student of the policy and direct the student to self-report any professional misconduct violations to the Associate Dean for Student Affairs and Faculty Development within 7 days of the occurrence.

**Disciplinary Sanctions**

**Academic Misconduct**
1. The course instructor is responsible for determining the sanction for academic misconduct in the course. Sanctions may include, but are not limited to, failure for a particular assignment, test, or course.
2. The course instructor will inform the student of the sanction in writing by completing the Student Academic Misconduct Tracking Form as per University Policy 335 and submitting it to the student and the Department Chair.
3. The Department Chair will submit a copy of the form to the Senior Associate Dean.
4. The Senior Associate Dean will submit the form to the Registrar and Provost/VPAA in accordance with University Policy 335. In the case of graduate student academic misconduct, the Dean of the College of Graduate & Interdisciplinary Studies must also receive a copy of the completed Student Academic Misconduct Tracking form.

5. A copy of the Student Academic Misconduct Tracking Form will be placed in the student's academic file.

**Professional Misconduct**

1. Professional misconduct issues may be more likely to happen outside of the classroom and have broader implications for the well-being of students, faculty, and staff in the College. Hence, the Associate Dean for Student Affairs and Faculty Development has the initial and primary responsibility for administering and enforcing professional misconduct issues.

2. The Associate Dean for Student Affairs and Faculty Development will work collaboratively with the Department Chair (and where appropriate, individual instructors) to resolve professional misconduct issues.

**Department and College Related Sanctions**

Additional academic and/or professional disciplinary sanctions for the department/program may be assigned by the Department Chair depending upon the circumstances and nature of the misconduct. The Department Administrator will notify the student in writing of the sanction and rights to due process and forward a copy to the Senior Associate Dean &/or Associate Dean for Student Affairs and Faculty Development.

The Senior Associate Dean may impose additional disciplinary sanctions for the College and will notify the student in writing and the Dean of the College of Graduate and Interdisciplinary Studies (if a graduate student involved). Disciplinary action for academic and professional misconduct will depend based upon the seriousness of the misconduct. In general, sanctions may include, but are not limited to, any of the following:

- Probation
- Supervised probation
- Suspension from the College.
- Termination from the College. (Termination from the College of Health Professions 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.)

In cases of particularly egregious or multiple instances of academic/professional misconduct, the Dean of the College may also recommend expulsion from the university.

**Student’s Right to Appeal**

Students sanctioned for violations of the College Student Academic and Conduct Standards Policy have the right to appeal. Student appeals must follow the appeal procedure outlined below. Graduate student appeals of sanctions involving academic misconduct must be filed in accordance with the Graduate Student Appeals policy described in the NDSU Graduate Bulletin.

**Pre-professional/Professional Student Appeals Procedure**

1. If the student chooses to appeal a course instructor's sanction, it must be pursued in the following sequence: course instructor, Department Chair, Associate Dean for Student Affairs and Faculty Development or Senior Associate Dean, and Dean.

2. Department and College related sanctions may be appealed to the Associate Dean for Student Affairs and Faculty Development (Professional Misconduct), Senior Associate Dean (Academic Misconduct), followed by the Dean.

3. In cases of sanctions involving College suspension or termination, the appeal will follow the process outlined in University Policy 335: Code of Academic Responsibility and Conduct.

4. An appeal for any sanction must be made in writing within 15 business days of the sanction letter. The date of the letter shall be the date the letter is postmarked. If hand-delivered, a notation of that date will be made in the student's file.

5. Appeal letters must specify in detail one or more of the following bases of appeal:
   a. the sanction was too severe for the offense;
   b. the decision for non-action/action/sanction was made in an arbitrary or capricious manner;
   c. the finding of the Student Academic and Conduct Standards Policy having been violated was not substantiated by evidence, and/or
   d. the student's/student organization's rights were violated (specify those rights believed to have been violated).
Appeal Review Process (Pre-professional and Professional Students)

1. Appeals made to the Senior Associate Dean or Associate Dean for Student Affairs and Faculty Development will be reviewed by the Academic Affairs Committee or Student Affairs Committee of the College depending upon the conduct violation in question.

2. The Academic Affairs/Student Affairs Committee will review the written letter of appeal from the student/organization and the materials from the original adjudication process. After reviewing these materials, the committee may decide to do one of the following:
   a. issue a decision based solely on the written materials;
   b. issue a decision based on a review of written materials and discussion with the involved principals;
   c. recall one or more witnesses;
   d. refer the decision to the full faculty for action;
   e. return the case for reconsideration of the decision and/or sanctions.

3. The Academic Affairs/Student Affairs Committee may uphold or lessen the original decision/sanction but not increase the sanctions/actions imposed by other persons or bodies.

4. The decision of the committee will generally be issued within 15 working days of the receipt of the appeal letter, but may take longer during University recesses, or in the event of complex cases.

5. The Registrar will be advised of the results of the appeal.

Unresolved Appeals
After the College appeals process has been completed, if the student/organization is not satisfied with the appeal decision, the student/organization has the right to appeal the decision to the Provost. The Provost will make the final decision on any appeals.

Incomplete Disciplinary Process
Students with pending disciplinary or legal actions, with sanctions for which an appeal has been submitted but not resolved, or whose sanctions have not been successfully fulfilled, will not be allowed to graduate from NDSU with a degree, major, or program of study offered by the College of Health Professions. In such cases, the College reserves the right to place a hold on a student’s graduation until the case has been successfully resolved and the sanctions have been successfully fulfilled.
Annual Pledge and Signature

I have read and understand the above policy and I agree to accept and abide by this Student Academic and Conduct Standards Policy of the College of Health Professions. I understand that violations of this policy and sanctions imposed, as well as information used to substantiate violations (i.e., criminal background checks), may be shared with College affiliated educational training programs. I am also aware of and assume responsibility for following other College and Department policies as stated in the student handbook.

Please indicate your major:

_______ Medical Laboratory Science – Pre-professional
_______ Medical Laboratory Science: Year 1
_______ Nursing – Pre-professional
_______ Nursing: Year 1 2 3
_______ Nursing – LPN – BSN
_______ Nursing – RN – BSN
_______ Nursing – MS
_______ Nursing – DNP
_______ Pharmaceutical Sciences – MS
_______ Pharmaceutical Sciences – Ph.D.
_______ Pharmacy – Pre-professional
_______ Pharmacy – Pharm.D.: Year 1 2 3 4
_______ Public Health – MPH/Certificate
_______ Radiologic Sciences – Pre-professional
_______ Radiologic Sciences: Year 1 2
_______ Respiratory Care – Pre-professional
_______ Respiratory Care: Year 1 2

Date:__________________________________________

Printed Name:____________________________________

Signature:________________________________________

Source: Faculty Meeting Minutes

________________________________________________________________________________________

I have read and understand the content in the current handbook for the Pre-Licensure BSN Program posted on the NDSU Nursing website for this academic year.

Date:__________________________________________

Printed Name:____________________________________

Signature:________________________________________
Student Academic Misconduct Tracking Form

This form shall be filled 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  Date  Instructor's Printed Name

(original signature required)

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/VPAA. In a 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
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 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

<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>
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<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>
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<tr>
<td>4.</td>
<td>Agency personnel are receptive to working with students.</td>
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<tr>
<td>5.</td>
<td>The agency provides access to clinical records.</td>
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<tr>
<td>6.</td>
<td>Agency personnel are available to the student as resource persons.</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>
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<tbody>
<tr>
<td>Student (cohort % correct)</td>
<td>_________</td>
<td>_________</td>
</tr>
<tr>
<td>Normed % correct</td>
<td>_________</td>
<td>_________</td>
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</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>
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<tbody>
<tr>
<td>Topic Title____________________</td>
<td>National results_____</td>
<td>Cohort results_____</td>
</tr>
<tr>
<td>1. Topic Title____________________</td>
<td>National results_____</td>
<td>Cohort results_____</td>
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<tr>
<td>National results_____</td>
<td>Cohort results_____</td>
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<td>2. Topic Title____________________</td>
<td>National results_____</td>
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<td>3. Topic Title____________________</td>
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<td>4. Topic Title____________________</td>
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<td>5. Topic Title____________________</td>
<td>National results_____</td>
<td>Cohort results_____</td>
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<tr>
<td>National results_____</td>
<td>Cohort results_____</td>
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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?
**Faculty Peer Evaluation Tool**

Date: _______________  
Course Name and Number:  
Faculty being evaluated: _______________________  
Evaluator: ________________________  
Circle mode of delivery:  
Online  
Face-to-face

<table>
<thead>
<tr>
<th>(Please check one for each topic)</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Presentation, organization, and relevance of subject matter</strong></td>
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<td>2. Clarity and adherence to stated learning objectives</td>
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<td>3. Enthusiasm for teaching</td>
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<td>4. Engagement of learners in the educational process</td>
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<tr>
<td>5. Instruction at appropriate level of learner</td>
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<td>6. Professional behaviors when interacting with learners and responsiveness to questions</td>
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<tr>
<td>7. Effectiveness of instructional methods</td>
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General Comments:
_____________________________________________________________________________________
_____________________________________________________________________________________

Strengths:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Suggestions for Improvement:
_____________________________________________________________________________________
_____________________________________________________________________________________
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?