

NORTH DAKOTA STATE UNIVERSITY
COLLEGE OF HEALTH AND HUMAN
SCIENCES

SCHOOL OF NURSING

FACULTY HANDBOOK

2024-2025

The School of Nursing Faculty Handbook is a supplement to:

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

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SCHOOL OF NURSING DIRECTIONAL STATEMENTS

Policy 1.43 MISSION, VISION, CORE VALUES, AND DEFINITIONS

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

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

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

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

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

BACCALAUREATE PROGRAM OUTCOMES

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

Clinical Competence

- Synthesize and apply theoretical and empirical knowledge from the nursing, behavioral, social and natural sciences, and the arts and humanities **Domain 1: Knowledge for Nursing Practice**
- Engage in the quality improvement of care to enhance safe, quality, and cost-effective healthcare **Domain 5: Quality and Safety**

Clinical Judgment

- Demonstrate systems thinking for decision-making within complex health care systems **Domain 7: Systems-Based Practice**
- Evaluate and utilize research findings and clinical practice guidelines in the performance of evidence-based nursing practice **Domain 4: Scholarship for Nursing practice**

Communication

- Provide compassionate, person-centered care to individuals, families, and communities to promote wellness, accelerate healing, and prevent disease in all stages of life **Domain 2: Person-Centered Care**
- Implement information and healthcare technologies to manage and deliver safe, quality, and efficient healthcare **Domain 8: Informatics and Healthcare Technologies**

Professionalism

- Exhibit professionalism in the delivery of comprehensive, evidence-based care that embraces the diversity and uniqueness of others **Domain 9: Professionalism**
- Demonstrate leadership, innovation, and accountability to promote self-care and to foster lifelong professional development **Domain 10: Personal, Professional, and Leadership Development**

Leadership

- Advocate for accessible, equitable population health outcomes through incorporation of professional values, ethical principles, and legal principles **Domain 3: Population Health**
- Lead interprofessional collaborations effectively to optimize health outcomes **Domain 6: Interprofessional Partnerships**

NDSU SON Statement on Equity, Diversity, and Inclusivity

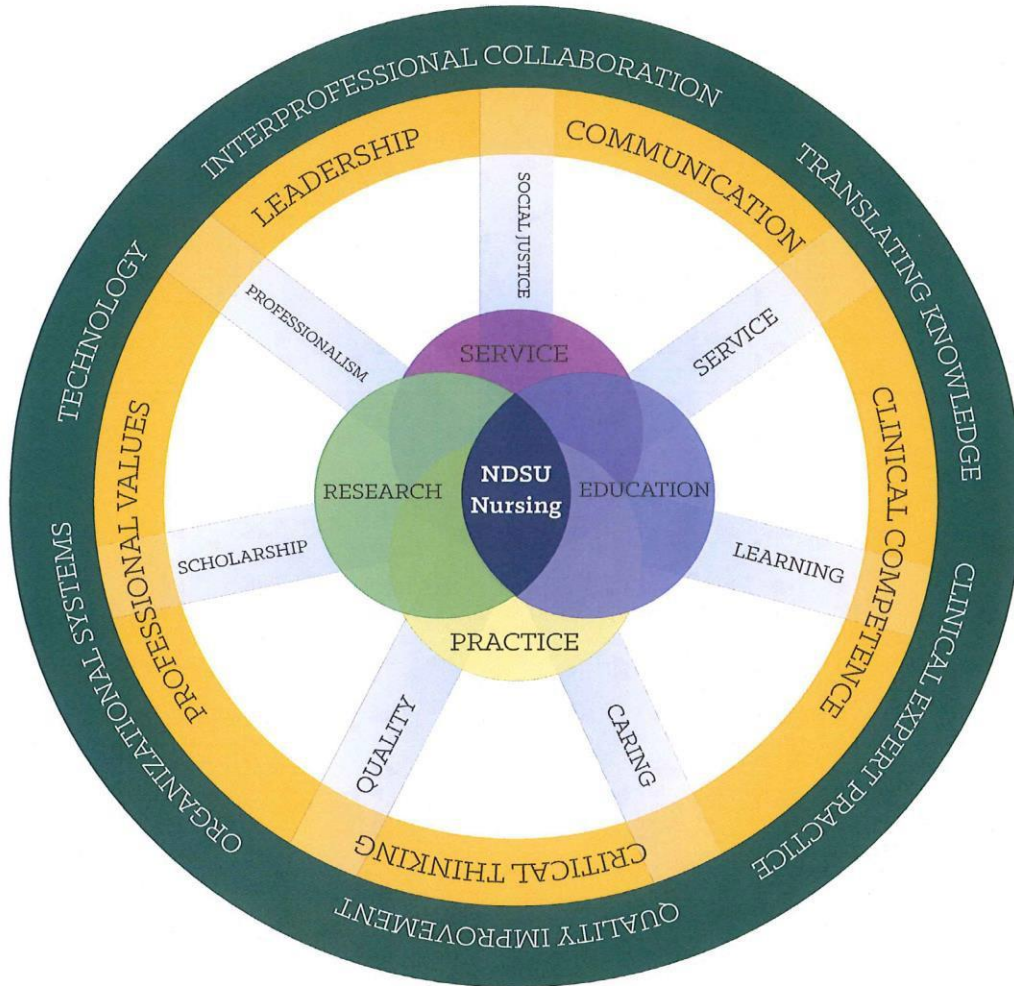
The NDSU School of Nursing stands in commitment to diverse students, faculty, staff and community members to take action to address social and health injustices by addressing discrimination in our environment. As an anti-racist and inclusive School of Nursing we vow to purposefully identify and challenge intentional and unintentional issues that threaten equity, diversity and inclusivity and the impact(s) on our organizations, systems, and people.

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.** Translate knowledge and ways of knowing from nursing science, ethics, social, biological, and other sciences to benefit practice effectiveness and the health of individuals, families, communities, organizations, and populations. (Domain 1: Knowledge for Nursing Practice)
- 2.** Demonstrate clinically expert, evidence-based practice that focuses on person-centered, holistic, and individualized care to improve the health of individuals, families, communities, and populations. (Domain 2: Person-Centered Care)
- 3.** Collaborate with stakeholders to influence population health through prevention, health promotion, and disease management. (Domain 3: Population Health)
- 4.** Understand, apply, and evaluate scholarship and evidence-based best practices and methodologies. (Domain 4: Scholarship for Nursing Discipline)
- 5.** Design, manage, and evaluate systems for quality and safety to improve delivery of healthcare. (Domain 5: Quality and Safety)
- 6.** Collaborate with other health disciplines and stakeholders to increase accessibility to healthcare, work toward the elimination of health disparities, and optimize health outcomes. (Domain 6: Interprofessional Partnerships)
- 7.** Appraise complex systems and healthcare resources to influence innovation, equity, and effectiveness. (Domain 7: Systems-Based Practice)
- 8.** Use technology and informatics (information and patient care) to enhance nursing practice for improvement of quality and efficiency of care. (Domain 8: Informatics and Healthcare Technologies)
- 9.** Cultivate students' professional and ethical identity that accounts for diversity, equity, and inclusion that supports and reflects nursing's characteristics and values. (Domain 9: Professionalism)
- 10.** Integrate strategies to foster personal and professional resilience, capacity for leadership, and lifelong learning. (Domain 10: Personal, Professional, and Leadership Development)

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 *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021) (<https://www.aacnnursing.org/Education-Resources/AACN-Essentials>), *Quality and Safety Education in Nursing* (AACN, 2009) (<http://qsen.org/competencies/pre-licensure-ksas/>), *Core Competencies for Interprofessional Collaborative Practice* (Interprofessional Education Collaborative/ IPEC, 2016) (<https://www.ipecollaborative.org/ipec-core-competencies>) and National Academy of Medicine's *The Future of Nursing 2020-2030* report. The curriculum follows state requirements of the North Dakota Board of Nursing. The curriculum is continuously reviewed to align with changes in nursing practice, as well as revisions made to professional nursing standards and guidelines.

**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 School of Nursing and the following professional guidelines:

1. The Essentials: Core Competencies for Professional Nursing Education (AACN 2021)
2. Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2022)
3. The Code of Ethics with Interpretive Statements (American Nurses Association, 2015)
4. Scope and Standards of Advanced Practice Registered Nursing (2015). The North Dakota Board of Nursing Rules and Regulations
6. Nurse Practitioner Core Competencies (NONPF 2022)

NDSU SCHOOL OF NURSING PROGRAM ASSESSMENT AND EVALUATION PLAN

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

The assessment and evaluation plan is designed using the CCNE Standards for Accreditation. The plan comprehensively and systematically, over a two-and-one-half 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 the 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.

BYLAWS OF SCHOOL OF NURSING

Article I. Name and Purpose

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

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

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

Section 2.2. To actualize nursing education at the University;

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

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

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

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

Article II. Organization and Administration

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

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

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

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

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

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

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

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

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

Section 3.7. To participate in research, grants, and other scholarly activities;

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

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

Article III. Membership and Voting

Section 1. **Membership**.

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

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

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

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

Article IV. Meetings and Parliamentary Procedure

Section 1. **Meetings**.

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

Section 1.2. Regular meetings shall be held monthly during the academic year.

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

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

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

Section 2. **Parliamentary Procedure.**

Section 2.1. Decisions shall be made by a simple majority vote.

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

**Article V.
Committees**

Section 1. **Membership.**

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

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

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

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

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

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

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

Section 1.8. New committee members shall begin service at the beginning of the academic year. Committee members filling vacancies shall begin serving immediately.

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

Section 1.10. The Associate Dean and the Bismarck site Program Director are ex-officio members of all committees.

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

Section 2. **Chair(s).** Each committee shall have a chairperson or co-chairpersons.

Section 2.1. A committee chairperson is appointed by the members of the committee to serve a three year term.

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

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

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

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

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

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

Section 3.1.2.2. Recommend to the Associate Dean and Program Directors' students for admission to the Nursing major.

Section 3.1.2.3. Address issues of progression and graduation requirements.

Section 3.1.2.4. Evaluate recruitment needs and recommend recruitment efforts.

Section 3.1.2.5. Designate an ad-hoc committee to assist in the selection of students for awards and scholarships based on established criteria.

Section 3.1.2.6. Student members of the committee may be recused during any discussions of individual students.

Section 3.1.2.7. A member of this committee shall serve on the College Scholarship Recognition Committee.

Section 3.1.2.8. The committee co-chairs shall prepare and submit an annual report to the Associate Dean by May 20th of each year.

Section 3.1.2.9. Participate in the SON's assessment and evaluation plan.

Section 3.2. **Undergraduate Curriculum Committee**

Section 3.2.1. **Membership.** The Curriculum Committee shall consist of at least three members of the Nursing Faculty from each site and one student from each site, in addition to one student from each undergraduate program.

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

Section 3.2.2.1. Review foundational documents (mission, vision, core value statements, and program outcomes) every three years and recommend revisions to the Nursing Faculty.

Section 3.2.2.2. Review curricular documents and evaluation data and recommend revisions of the curriculum to the Nursing Faculty.

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

Section 3.2.2.4. The committee co-chairs shall prepare and submit an annual report to the

Associate Dean by May 20th of each year.

Section 3.2.2.5. Participate in the School's assessment and evaluation plan.

Section 3.3. **Graduate Council**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 3.4.2.6. The co-chairs or chairperson shall prepare and submit an annual report to the Associate Dean by May 20th of each year.

Section 3.5. **Promotion, Tenure and Evaluation Committee.**

Section 3.5.1. Membership.

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

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

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

Section 3.5.2. Responsibilities.

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

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

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

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

Section 3.6 **Nursing Research and Scholarship Committee.**

Section 3.6.1 Membership. The Nursing Research and Scholarship Committee shall consist of at least 3 members from the Nursing Faculty from each site.

Section 3.6.2 Responsibilities. The responsibilities of the Nursing Research and Scholarship Committee shall be to:

Section 3.6.2.1 Assess faculty research and scholarship productivity and assess faculty needs related to research and scholarship.

Section 3.6.2.2 Develop and recommend to the Nursing faculty services and training opportunities to support faculty research and scholarship.

Section 3.6.2.3 Work with the Associate Dean to create and sustain an environment that supports and encourages faculty research and scholarship.

Section 3.6.2.4 Work collaboratively with the Promotion, Tenure and Evaluation Committee to review policies and workloads related to faculty research and scholarship.

Section 3.6.2.5 The committee shall prepare and submit an annual report to the Associate Dean by May 20th of each year.

Section 4. **Ad Hoc Committees.**

Section 4.1. Ad hoc committees may be established.

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

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

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

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

**Article VI.
Amendments**

Section 1. **Review of the Bylaws.** These Bylaws shall be reviewed by the Faculty every 5 years.

Section 2. **Amendments With Notice.**

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

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

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

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

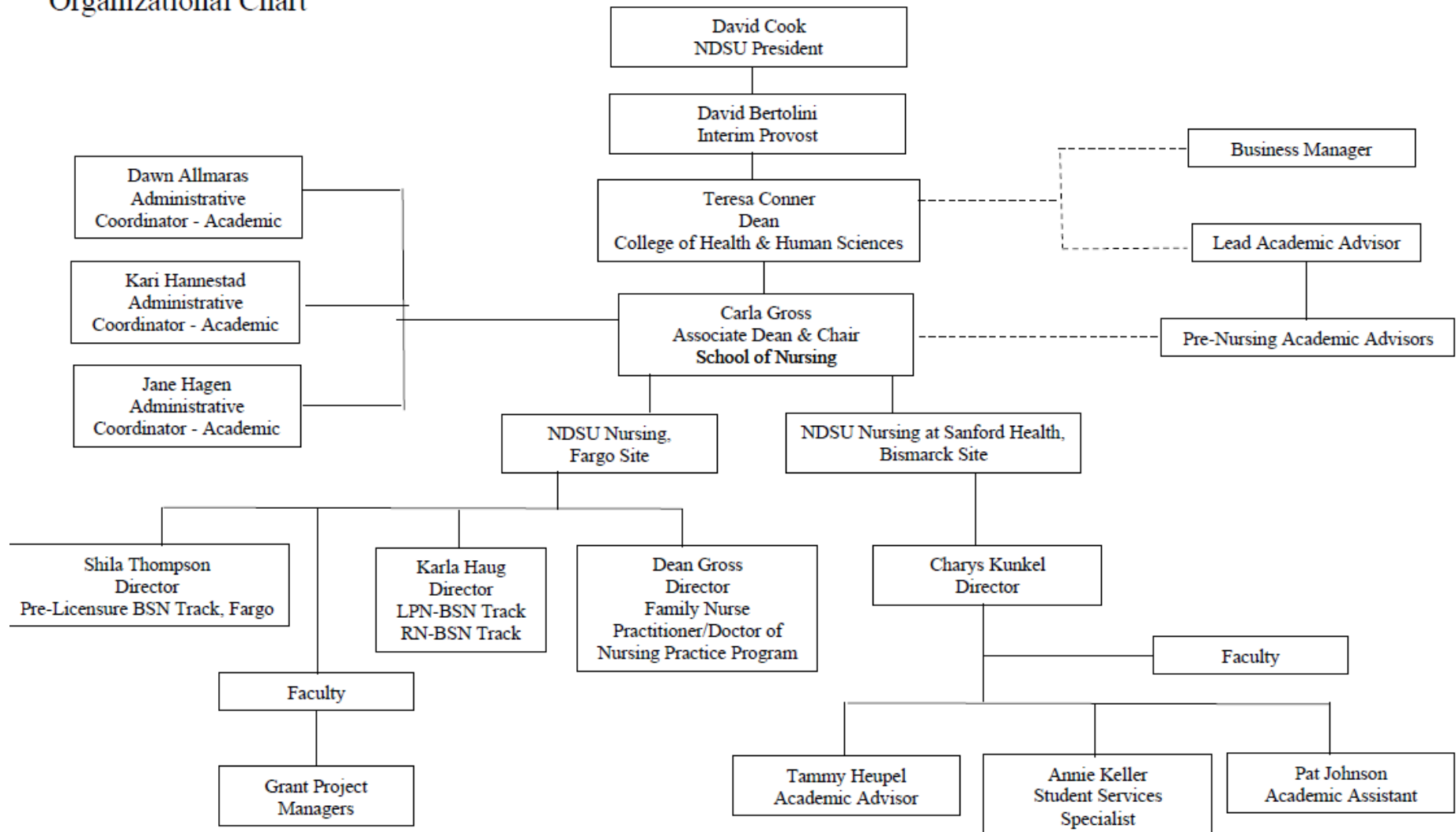
Approved: 12-13-2010

Revised: 2-6-2012; 8-18-2014; 2-21-2018; 3-21-2018; 12-2-2020; 1-6-2021

Reviewed: 5-3-2023

Documentation: Faculty Meeting Minutes

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



EVALUATION AND PROMOTION CRITERIA FOR PRACTICE

Differentiation of Practice Positions

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

instructional programs evidenced by 2 of the following:	instructional programs evidenced by 2 of the following:	programs evidenced by 2 of the following:	instructional programs evidenced by 2 of the following:
<i>Contribute to the curriculum development, evaluation and revision</i>	<i>Contribute to the curriculum development, evaluation and revision</i>	<i>Provide leadership for curriculum development, evaluation and revision</i>	<i>Leads the development, evaluation, revision, and benchmarking of the curriculum</i>
<i>Involvement in the development of clinical preceptor and clinical agency relationships</i>	<i>Assist in the development of clinical preceptor and clinical agency relationships</i>	<i>Facilitate and develop clinical preceptor and clinical agency relationships</i>	<i>Develop new and innovative clinical preceptor and clinical agency relationships</i>
<i>Attends continuing education offerings that enhance teaching/professional competence</i>	<i>Attends continuing education offerings that enhance teaching/professional competence</i>	<i>Participates in continuing education offerings that enhance teaching/professional competence</i>	<i>Develops continuing education offerings that enhance teaching/professional competence</i>
*Provides effective advising and mentoring of undergraduate and/or graduate students evidenced by the following:	*Provides effective advising and mentoring of undergraduate and/or graduate students evidenced by the following:	*Provides effective advising and mentoring of undergraduate and/or graduate students evidenced by the following:	*Provides effective advising and mentoring of undergraduate and/or graduate students evidenced by the following:
<i>Provides effective and timely academic advising</i>	<i>Provides effective and timely academic advising</i>	<i>Evaluated as a helpful and conscientious advisor by students and peers</i>	<i>Demonstrates outstanding advising skills and mentors junior faculty advisors</i>
Scholarship:	Scholarship: Must meet all criteria	Scholarship: Must meet all criteria	Scholarship: Must meet all criteria
	*Participates in publishing a manuscript(s) in a professional journal every other year	*Contributes independently or collaboratively to publishing a manuscript(s) to a professional journal every other year	*Demonstrates a consist record of leadership (first author) in collaborative publications

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

Approved by Nursing Faculty 11-13-2013

EVALUATION AND PROMOTION CRITERIA FOR TENURE-TRACKED AND TENURED FACULTY

Differentiation of Tenure Positions

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

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

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

Approved by Nursing Faculty 11-13-2013
Revised 5-1-2019

NURSING SYLLABUS TEMPLATE – MINIMUM REQUIRED INFORMATION

This template reflects NDSU Policy 331.1 Course Syllabus and University Senate Academic Affairs Committee Minimum Information for Syllabi Accompanying Course Proposals (<http://www.ndsu.edu/univsenate/acadaffairs/syllabi/>). Additional elements required by the College of Health and Human Sciences are also included. Syllabi requirements are reviewed by program directors each semester. Syllabi changes are communicated to faculty and template changes are stored on the School of Nursing shared drive.

ATI TESTING INSTRUCTIONS

All students have purchased ATI to assist them in preparing for completion of the NCLEX ® Exam after graduation. For each course there are a variety of scheduled Practice and Proctored Assessments identified in the syllabus. Points will be given after the Assessments are completed with the required remediation.

The comprehensive ATI review program offers the following to students:

- *An assessment-driven comprehensive review program designed to enhance student NCLEX success ®*
- *Multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Additionally, online tutorials, online practice tests, and proctored tests are provided and span major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.*

Review Modules/eBooks:

- ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work and reading. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

Tutorials:

- ATI offers unique Tutorials that are designed to teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. **Nurse Logic** is an excellent way to learn the basics of how nurses think and make decisions. **Learning System** offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide are embedded throughout the Learning System tests to help students gain an understanding of the content.

Assessments:

- There are practice assessments available to the student **with some being required in specific courses and proctored assessments that are required assignments in specific courses.** These assessments will help the student to identify what they know as well as areas requiring remediation called Topics to Review.

Focused Reviews/Active Learning/Remediation:

- Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in courses and on the NCLEX®. The student's individual assessment report will contain a listing of the Topics to Review. It's highly recommended to remediate using the Focused Review after completion of any practice/proctored tests, which contains links to ATI eBooks, media clips, and active learning templates.

The instructor has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students can provide documentation that required ATI work was completed using the "My Transcript" feature under

“My Results” of the ATI Student Home Page or by submitting written Remediation Templates as required.

On the day of the proctored Test, students must bring a laptop computer to class to complete the proctored Test. 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 Test for Wi-Fi connection.

**NDSU COLLEGE OF HEALTH AND HUMAN SCIENCES SERVICES WORKLOAD GUIDELINES
2017 - Present**

TEACHING Minimum Expectations NTT: 50-80% TT: 25-60%	Teaching Load is based on academic credit hours where 1 credit = 15 hours student contact time and includes the sum of: 1) Didactic and clinical/practicum instruction, 2) Graduate student research/scholarship supervision, and 3) Undergraduate student advising. A 50% workload effort in teaching is equivalent to, on average, 20 hours per week (based upon a 40-hour workweek).			
	9 Month Faculty		12 Month Faculty	
	% Teaching	Teaching Load	% Teaching	Teaching Load
30%	9 credits = 135 hrs	30%	10 credits = 150 hrs	
40%	12 credits = 180 hrs	40%	13 credits = 195 hrs	
45%	14 credits = 203 hrs	45%	15 credits = 225 hrs	
50%	15 credits = 225 hrs	50%	16 credits = 240 hrs	
55%	17 credits = 255 hrs	55%	18 credits = 270 hrs	
60%	18 credits = 270 hrs	60%	20 credits = 300 hrs	
65%	20 credits = 300 hrs	65%	22 credits = 330 hrs	
70%	21 credits = 315 hrs	70%	23 credits = 345 hrs	
75%	23 credits = 345 hrs	75%	25 credits = 375 hrs	
80%	24 credits = 360 hrs	80%	26 credits = 390 hrs	
85%	26 credits = 390 hrs	85%	28 credits = 420 hrs	
90%	27 credits = 405 hrs	90%	30 credits = 450 hrs	
<i>Classroom Contact Time Equivalencies</i>	1 hr Classroom Contact time = 1 hr Discussion = 1 hr Seminar = 1 hr Recitation = = 2 hr of assistance with required curriculum or co-curriculum experiences/simulations (ex. IPE simulation, immunization assessment, etc.) 0.75 hr Classroom Contact time = = 1 hr Nursing Skills/Assessment Lab Public Health Poster Mentor = 1 hr/poster group + 2 hr 0.8 credits = 1 week of leading content in Concept Pharmacy 0.35 credits = 1 week of assisting with content in Concept Pharmacy			
<i>Qualifiers*</i> <i>* Max: 2 x credit</i>	Large (>65) Face-to-Face Class or New Course (1 st time taught) = 1.5 x credit Online course = 1.5 x credit			
<i>Clinical / Practicum Instruction</i>	Pharmacy: • IPPE I = 0.75 credits / rotation • IPPE II = 1 credit / rotation • APPE = 1.5 credits / rotation; International APPE = 2 credits / rotation • NDSU Pharmacy Resident Rotation/Project Preceptor = 0.5 credit / rotation	Nursing: • DNP = 1 credit/rotation • Clinical Supervision - Patient / Population care: 1 hr = 0.75 hr classroom contact time • Nursing Clinical Coordinator 1 credit • Nursing Practicum Preceptor = 1 credit / student group	Allied Sciences: • Coordinator for Allied Sciences Internships = 1 credit/semester	
<i>Student Research / Scholarship Supervision</i>	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
<i>Advising</i>	0 - 40 advisees: 1.5 credits /academic yr. 81 -120 advisees: 4.5 credits /academic yr.	41 – 80 advisees: 3 credits /academic yr. > 120 advises: 6 credits /academic yr.

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

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

Administration	Program Specific Credits (Offsets teaching , research &/or service)	% Administration
<i>Pharmacy</i>	Senior Associate Dean	75%
	Associate Dean for SA&FD	75%
	PSCI Department Chair (11 month)	30%
	PPRAX Department Chair (12 month)	50%
	PPRAX Vice Chair (12 month)	20%
	Experiential Outreach/Assess Director	60%
	APPE Director	75%
	IPPE Director	60%
<i>Nursing</i>	Associate Dean	75%
	Bismarck Site Director	75%
	DNP Director	25%
	RN to BSN Director	25%
	LPN to BSN Director	25%
	Pre-Licensure BSN Director	25%
<i>Allied Science</i>	RC, RS, MLS Program Director	50%
<i>Public Health</i>	Public Health Department Chair (12 month)	40%
	Public Health Department Vice Chair (12 month)	40%

UNDERGRADUATE STUDENT ADVISING GUIDELINES

- ✚ Courses which must be finished prior to 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 250 / HDFS 230
 - 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.

Philosophy 257 is recommended as a quantitative reasoning requirement.

- ✚ NURS 150 is required for all students who enter the NDSU Fargo site 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 admission to the nursing program (listed above).

NDSU Policies and Procedures – Selected Websites

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

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 _____

Bison Advise 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_____

Syllabi_____

Testing_____

Computer grading_____

SCES_____

Clinical Orientation_____

Grading Scale_____

Incomplete Grade_____

APA Format_____

Skills Lab_____

Instructional Technology

PowerPoint_____

AV_____

BlackBoard_____

Docu-Cam_____

YuJa_____

Zoom_____

ATI_____

Instructional Design_____

Clinical Evaluation_____

Clinical Site Evaluation_____

Program Assessment_____

Key Elements_____

Essentials_____

Committee Roles_____

Grade Change _____

Course Evaluation_____

Libraries_____

Assessment Lab_____

Sunshine Fund_____

Safety Policies_____

Kitchenette_____

.....
Graduate Faculty:

Graduate Student Handbooks_____

NDSU Graduate Office_____

Processes for Disquisitions_____

NDSU IRB_____

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

name

date

CLINICAL INSTRUCTOR ORIENTATION

Faculty _____

Address _____

Home Phone Number & E-mail address _____

Date of Hire _____ Clinical Agency _____

Initial and date as completed with lead course instructor or designee

Program 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 _____

SCES _____

Student Evaluation _____

Grading Scale _____

Other:

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

Introduction

The mission of the NDSU School of Nursing (SON) is to advance nursing knowledge and develop dynamic nurse leaders who improve the health of all people. Professionalism is one of the ten domains and ethical practice is one of the key concepts of the NDSU nursing curricula.

Nurses 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.

The student conduct policy was developed to ensure nursing students understand and respect the principles of honesty and integrity, as applied to academic work. This policy is applicable to anyone enrolled as a student in the SON including those in the pre- professional, professional, and graduate programs. This policy also applies to any student taking a course for credit in the SON. Acceptance of this policy is required as a condition of admission to the SON.

Academic Standards

The academic standards of the School of Nursing 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 Catalog for university information on academic deficiencies).

Students within the School of Nursing are expected to remain in good academic standing per the University's and SON's undergraduate and/or graduate policies. Any student who fails to meet or exceed these standards may be placed on academic alert/probation, continued alert/warning, academic suspension, or termination. The SON strictly upholds NDSU Policy 335 related to academic misconduct. Procedures will follow the three-phase process as outlined in NDSU Policy 335.

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 SON in a positive, professional manner. Students participating in 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.

Students are encouraged to contact the Associate Dean or Program Directors with any questions regarding academic or professional conduct standards.

Examples of academic misconduct include but are not limited to:

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 SON 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 kept by the instructor and are handed out in class only for review purposes.
 - e. Knowingly submitting a paper, report, presentation, examination, or any altered or corrected class assignment, 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, in part or in whole, not entirely in 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 Institutional Review Board and/or University research processes.

Examples of professional misconduct include but are not limited to:

1. Violation of conduct described in course policies or articulated by the instructor in writing.
2. Violation of ANA Code of Ethics and/or ANA Professional Nursing Standards
3. Contributing to, or engaging in, any activity which disrupts or obstructs the teaching, research, or outreach programs of the SON, 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 SON.
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 SON, or while an active member of the SON's academic programs.
10. Unauthorized accessing or revealing of confidential information about faculty, staff, or students of the SON, College and University.
11. Violation of patient respect, privacy, and confidentiality in any practice/learning setting.
12. Theft, damaging, defacing, or unauthorized use of any property of the SON, 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 SON.
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 SON Associate Dean or the Bismarck Site Director and the College Director of Student Affairs within 7 days of the occurrence. Failure of the student to report violations within the required time could result in immediate expulsion from the SON. Graduate students must also report to the SON Director of the graduate program.
2. The course instructor who suspects academic misconduct, or academic misconduct has been reported, 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, in writing; 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 d) inform the student of the judgment and/or penalty from the SON and University level, if any, and the student's right to appeal the penalty.
3. The course instructor will report academic misconduct violations to the appropriate Program Director within 7 days of the occurrence or discovery of the misconduct.

Professional Misconduct

1. Students are required to report any professional misconduct to their course instructor, advisor, the appropriate Program Directors and/or Associate Dean, the within 7 days of the occurrence. Failure of the student to report violations within the required time could result in immediate expulsion from the SON.
2. Faculty members are required to report unprofessional conduct within the classroom, lab, and or/ clinical setting. Similarly, other SON personnel are required to report professional misconduct issues as they arise and which directly affect their daily professional activities.
3. The faculty member/SON personnel will report professional misconduct violations to their appropriate Program Director within 7 days of the occurrence or discovery of the misconduct.
4. The appropriate Program Director will report the professional misconduct to the College Director of Student Affairs 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, lab, and/or clinical setting, he/she should remind the student of the policy and direct the student to self-report any professional misconduct violations to the College Director of Student Affairs 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 appropriate Program Director.
3. 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 SON. Hence, the College Director of Student Affairs and SON Associate Dean and/or Bismarck site Director collaborate to administer and enforce professional misconduct issues.
2. The SON Associate Dean will work collaboratively with the appropriate Program Director (and where appropriate, individual instructors) to resolve professional misconduct issues.

SON Related Sanctions

Additional academic and/or professional disciplinary sanctions for the SON may be assigned by the appropriate Program Director or Associate Dean depending upon the circumstances and nature of the misconduct. The Associate Dean will notify the student in writing of the sanction and rights to due process and forward a copy to the Director of

Student Affairs.

Academic and/or professional disciplinary sanctions may be assigned by the College Director of Student Affairs, SON Associate Dean, or College Dean depending on the circumstances and nature of the misconduct.

The student will be notified 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:

1. Probation.
2. Supervised probation.
3. Suspension from the College.
4. Termination from the College. (Termination from the College of Health & Human Sciences 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 professional conduct violations have the right to appeal. Student conduct appeals must follow the appeal procedure sequence and be in alignment with NDSU policy 335:

1. Appeals will be reviewed by the Director of Student Affairs and the College Academic Affairs Committee.
2. 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 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).
2. The College Academic 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 those involved
 - c. Recall one or more witness
 - d. Return the case for reconsideration of the decision and/or sanctions
3. The College Academic Affairs Committee may uphold or lessen the original decision/sanction but not increase the sanctions/actions imposed.
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 SON & 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 and Human Sciences. 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.

Right to Terminate Enrollment

The School of Nursing reserves the right to terminate the enrollment of any student at any time, if the student demonstrated they are unsuited for a professional career and its inherent responsibilities and obligations. Circumstances that may lead to student termination include, but are not limited to, violation of state or federal statutes or regulations.

Annual Pledge, FERPA Notification, and Signature

I have read and understand the above policy. I agree to accept and abide by this Student Academic and Conduct Standards Policy of the College of Health and Human Sciences. I understand that possible violations of this policy and sanctions imposed, as well as information used to substantiate violations (including, but not limited to, criminal background checks and drug screens), may be shared with College affiliated educational training programs, clinical sites at which I may complete program-specific experiential requirements, licensing and/or certification boards relevant to my program of study, clinical sites at which I work for non-academic reasons (i.e., for pay or to volunteer), and other faculty, staff or administrators within the College of Health and Human Sciences and North Dakota State University who have a legitimate interest in my education. I understand that I have the right to revoke the College of Health and Human Sciences' ability to share this information at any time. Should I revoke the ability of the College of Health and Human Sciences to share relevant information with the aforementioned parties, I also understand that I am immediately ineligible to complete a degree offered within the College of Health and Human Sciences, and I voluntarily (and immediately) withdraw from my major or program of study within the College. I understand that withdrawing from a major or program of study within the College of Health and Human Sciences does not prevent me from pursuing another major at North Dakota State University. I am also aware of and assume responsibility for following other College and Department policies as stated in my major or program of study's 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 - DNP
- Pharmaceutical Sciences – MS
- Pharmaceutical Sciences – Ph.D.
- Pharmacy – Pre-professional
- Pharmacy – Pharm.D.: Year 1 2 3 4
- Public Health - Certificate
- Public Health - MPH
- Radiologic Sciences – Pre-professional
- Radiologic Sciences: Year 1 2
- Respiratory Care – Pre-professional
- Respiratory Care: Year 1 2

Date: _____

Printed Name: _____

Signature: _____

Revised: May 14, 2008, April 15, 2009, April 21, 2011, October 7, 2013, April 29, 2015, October 31, 2018, Jan. 2, 2019 _____

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.

PRINT Name: _____

Signature: _____

Date: _____

RISK AWARENESS STATEMENT

“I understand that the healthcare career I have chosen comes with certain risks that could expose me to potential hazards to my health as a result of working in a healthcare workforce environment including but not limited to hazardous substances, dangerous equipment and supplies, mentally and physically ill patients, and possible exposure to blood and body fluids which may result in exposure to and/or contraction of an infectious disease. I fully understand these risks and accept them as a condition of being a student enrolled in a healthcare field like the BSN Nursing program. I understand that any medical expenses incurred as a result of the clinical education portion of the BSN program especially in the healthcare workforce environment, are my responsibility. I also understand that it is my personal responsibility to practice good accident and injury prevention measures to reduce my risk of injury or illness including following all prevention and safety guidelines recommended by the College, the healthcare facility, and the Center for Disease Control.”

PRINT Name: _____

Signature: _____

Date: _____

ACADEMIC HONESTY AND INTEGRITY TRACKING FORM

In instances where a penalty is imposed by the instructional staff member, the instructional staff member must contemporaneously complete the following Tracking Form:

https://studentadmin.connectnd.us/psc/NDCSPRD/EMPLOYEE/SA/c/G3FRAME.G3SEARCH_FL.GBL?G3FORM_FAMILY=NDSU&G3FORM_TYPE=76_AM&G3FORM_CONDITION=Default&G3FORM_TASK=ADD

and submit it to the Office of the Provost. The Office of the Provost shall submit copies of the Tracking Form to the student, the Dean of the student's primary major, the Office of Registration and Records and, if applicable, the Dean of the College of Graduate and Interdisciplinary Studies

PROFESSIONALISM MISCONDUCT REPORTING FORM

Professionalism Misconduct Reporting Form NDSU School of Nursing College of Health and Human Sciences

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

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

Document Observed Behavior

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

Student's name Date of Incident

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

COURSE & CLINICAL EVALUATION

Course Number/Title:

Yr/Term:

Course Coordinator:

Date:

Please review course objectives, and student and peer feedback prior to completing this form.

1. Describe any planned, anticipated, or suggested changes for this course. Please provide rationale for your response.

2. Are there any circumstances which affected the course this year? Please describe.

Clinical facility evaluation – based on the following criteria

- The agency provides experiences that promote attainment of objectives of the course.
- Variety and number of client situations are sufficient for clinical experience.
- The agency permits appropriate autonomy for students.
- Agency personnel are receptive to working with students.
- The agency provides access to clinical records.
- Agency personnel are available to the student as resource persons.

Name and location of facility	Highly recommended	Recommended with considerations (include explanation)	Not recommended (include explanation)

Describe any planned or anticipated changes in clinical sites and/or experiences based on evaluation data. If none, please provide rationale.

ATI Proctored Assessment: _____

Fall Cohort

- Compare overall adjusted group score _____ with group national _____ and program mean score _____
- Compare group performance in the Major Content Areas to NDSU benchmark of 50%.

Safety and Infection Control Group Score_ _____
Health Promotion and Maintenance _____
Basic Care and Comfort _____

Pharm and Parenteral Therapies _____
Reduction of Risk Potential _____
Physiological Adaption _____

- List up to 10 topics to review for topic areas below 40% of students answering the item correctly

1. Content Area _____
% _____, and topic to review _____
2. Content Area _____
% _____, and topic to review _____
3. Content Area _____
% _____, and topic to review _____
4. Content Area _____
% _____, and topic to review _____
5. Content Area _____
% _____, and topic to review _____
6. Content Area _____
% _____, and topic to review _____
7. Content Area _____
% _____, and topic to review _____
8. Content Area _____
% _____, and topic to review _____
9. Content Area _____
% _____, and topic to review _____
10. Content Area _____
% _____, and topic to review _____

Spring Cohort

- Compare overall adjusted group score _____ with group national _____ and program mean score _____
- Compare group performance in the Major Content Areas to NDSU benchmark of 50%.

Safety and Infection Control Group Score_ _____
Health Promotion and Maintenance _____
Basic Care and Comfort _____

Pharm and Parenteral Therapies _____
Reduction of Risk Potential _____
Physiological Adaption _____

- List up to 10 topics to review for topic areas below 40% of students answering the item correctly

11. Content Area _____
% _____, and topic to review _____
12. Content Area _____
% _____, and topic to review _____
13. Content Area _____
% _____, and topic to review _____
14. Content Area _____
% _____, and topic to review _____
15. Content Area _____
% _____, and topic to review _____
16. Content Area _____
% _____, and topic to review _____
17. Content Area _____
% _____, and topic to review _____
18. Content Area _____
% _____, and topic to review _____
19. Content Area _____
% _____, and topic to review _____
20. Content Area _____
% _____, and topic to review _____

3. Have there been any identifiable trends? No _____ Yes _____ Please explain.

4. Are there any factors that may have contributed positively or negatively to the results of this Proctored Assessment for your cohort of students (Spring, Fall, or both)?

5. Based on the above ATI information, are there any planned modifications to this course?

FACULTY PEER EVALUATION TOOL

Date: _____

Course Name and Number: _____

Faculty being evaluated: _____

Circle mode of delivery:

Evaluator: _____

Online Face-to-face

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

General Comments:

Strengths:

Suggestions for Improvement:

End of Year _____ Committee Report

Committee Goals for 20_____

Were the goals achieved?

Actions / Work done:

Major Motions:

Recommendations:

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