

NORTH DAKOTA STATE UNIVERSITY  
COLLEGE OF HEALTH PROFESSIONS

**SCHOOL OF NURSING**

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**POLICIES AND GUIDELINES**

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**SCHOOL OF NURSING**

**POLICIES**

## **BYLAWS OF SCHOOL OF NURSING**

### **Article I. Name and Purpose**

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

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

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

Section 2.2. To actualize nursing education at the University;

Section 2.3. To implement the belief and directional statements of the 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 20<sup>th</sup> 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 20<sup>th</sup> 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 20<sup>th</sup> 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 20<sup>th</sup> 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 20<sup>th</sup> 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 20<sup>th</sup> 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 annually.

Section 2. **Amendments With Notice.**

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

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

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

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

Approved: 12-13-2010

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

Documentation: Faculty Meeting Minutes

## **MISSION, VISION, CORE VALUES, AND DEFINITIONS**

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

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

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

- **Professionalism** – We are committed to professionalism as foundational to nursing practice. Professional nursing encompasses integrity, respect, collegiality, autonomy, interprofessional 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, regional, 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 and fairness, reducing health disparities, 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, innovative educational environments and experiences.

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

## **FACULTY CLINICAL PRACTICE**

Full time faculty appointed in the School of Nursing can participate in external professional activities as outlined in NDSU policy 152. Faculty may participate in clinical practice to further develop their clinical expertise. Advanced practice faculty are required to practice in their specialty area in order to maintain their certification. It is recommended that clinical practice be conducted in the specialty area in which the advanced faculty member has teaching responsibilities.

The purpose of clinical practice is to sustain or enhance clinical expertise that will connect education and scholarly activity to improve health care. In addition, clinical practice will:

- Foster a collaborative relationship between the School of Nursing faculty and individuals in the practice setting.
- Increase opportunities for collaboration between education and clinical agencies such as the application of research findings, participation on research and evidence-based practice teams, and sharing of clinical knowledge via publications and presentations.
- Support clinical practice requirements for faculty to maintain certification in their specialty area.
- Support students in applying nursing theory to clinical practice.

Each faculty member will adhere to the NDSU policy 152. Faculty clinical practice is not a component of the faculty workload unless requested by the faculty member. Refer to NDSU policy 152 for other external professional activities e.g. consultation and expert testimony.

Approved: 11-8-2010

Revised: 2-6-2011; 11-15-2017

Source: Faculty Meeting Minutes

## **ALUMNI STUDENT FILES**

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

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

- Student's picture, if available.
- Final transcript.
- Correspondence with the student.
- Clinical Evaluations as designated by programs.

Paper or electronic copies of files will be stored in the SON.

Approved: 11-8-2011

Revised: 2-3-2012; 10-18-17

Documentation: Faculty Meeting Minutes

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

**Introduction**

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

Decisions at NDSU concerning appointment, promotion and tenure are based on three criteria: quality of teaching, quality of scholarship, and quality of service. Evaluation of the candidate's performance shall be based on the individual's contributions to teaching, research, and service, on and off campus in regional, national, and international activities. The quantity and quality of contributions in all three areas will be considered, but faculty members are not expected to exhibit equal levels of accomplishment in all areas.

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

**Section I: Promotion**

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

The performance record of a candidate for promotion will be evaluated in terms of the following criteria as they apply to the proposed rank: Teaching, Advising, and Curriculum Development; Research, Creative, and Professional Activities; and Service.

**Criteria for Promotion**

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

Teaching, Advising and Curriculum Development

Teaching includes all forms of instruction both on-and off-campus. The School of Nursing values teaching that involves the transfer of the science and art of nursing from the expert to the novice, building bridges between the teacher's understanding and the student's learning (Boyer, 1999). A faculty member who excels at teaching implements evidence-based educational strategies that promote critical thinking and clinical decision-making, evaluates teaching strategies and student learning outcomes, incorporates instructional technology, values interprofessional education, keeps

informed about new knowledge in his or her specialty field and related fields, and continuously broadens and deepens his or her knowledge and understanding of the discipline. The faculty teaching role also includes effective advising and mentoring of undergraduate and graduate students, as well as participating in continuous improvement of courses, professional programs, and curriculum development. Teaching effectiveness includes evaluation of delivery of instruction by faculty as documented by student and peer evaluations (AACN, 2018).

### Research, Creative, Scholarly and Professional Activities

As a practice discipline, the School of Nursing equally values the scholarship of discovery, practice, teaching, and healthcare policy. Nursing scholarship is defined as “the generation, synthesis, translation, application, and dissemination of knowledge that aims to improve health and transform health care” (AACN, 2018, p. 2). Excellence in nursing scholarship is demonstrated by continuity, focus, and quality of work and cumulative impact of scholar’s work on the field of nursing and health care.

According to the AACN (2018), “nursing scholarship informs science, enhances clinical practice, influences policy, and impacts best practices for educating nurses as clinicians, scholars and leaders” (p. 2). It is preferred to recognize faculty who are “scholars in research, practice, policy, and/or education,” with the scholarship of policy incorporated into the scholarship of research, practice and education.

*Scholarship is the communication of knowledge generated through multiple forms of inquiry that inform clinical practice, nursing education, policy, and healthcare delivery. Scholarship is inclusive of discovery, integration, application, and teaching (Boyer, 1999). The hallmark attribute of scholarship is the cumulative impact of the scholar’s work on the field of nursing and health care. (AACN, 2018, p. 2)*

The scholarship of discovery or scientific inquiry includes primary empirical research, analysis of large data sets, theory development and testing, methodological studies including implementation science, health services research, and philosophical inquiry and analysis. The scholarship of discovery or scientific inquiry results in new knowledge, builds upon existing knowledge, and is translatable into practice. Nursing inquiry takes place in multiple settings including laboratories, communities and with individuals using qualitative, quantitative and community-based approaches (AACN, 2018).

The scholarship of practice is critical to bridge the gap between nursing theory and practice (Boyer, 1990). Practice scholarship applies evidence to practice guided by diverse, innovative methods of inquiry with the aim of improving and transforming health care delivery and patient outcomes. Practice scholars apply and integrate evidence to and from clinical practice and conduct quality improvement using methodologies to improve care processes (AACN, 2018).

The scholarship of teaching focuses on understanding, describing, and teaching endeavors, assessing student learning outcomes, and disseminating results. Teaching scholarship involves scholarly inquiry and must contribute to new knowledge (AACN, 2018).

The scholarship of healthcare policy includes “problem identification, problem analysis, stakeholder engagement, policy development, policy enactment (designing programs, influencing rules and regulations), policy implementation, policy/program evaluation, and the dissemination of evidence-based best practices” (AACN, 2018, p. 3).

### Service

Service consists of public service, service to the university, college, and department, and service to the profession.

AACN. (2018, March 26). Defining scholarship for academic nursing. Task Force consensus position statement. Retrieved from <https://www.aacnnursing.org/Portals/42/News/Position-Statements/Defining-Scholarship.pdf>

### **Supporting Evidence for Promotion by Rank for Probationary (Tenure Track) Faculty**

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

1. Terminal degree.
2. Evidence of effective teaching and curriculum implementation through student and peer evaluations.
3. Demonstrates use of evidence-based practice findings and/or application of clinical expertise in teaching.
4. Demonstrates use of assessment and/or evaluative information in reviewing and revising curriculum content and/or teaching approaches.
5. Demonstrates mentorship of graduate and/or undergraduate students engaged in scholarly projects.
6. Evidence of continuous development and an ongoing program of research/scholarship.
7. Demonstrates ability to disseminate research or evidence-based findings primarily through peer-reviewed publications and regional, national or international presentations. Secondly, non-peer reviewed publications and creative activities may be considered pursuant to specific scholarly focus areas.
8. Evidence of grant proposal submission and/or funding in support of a program of research/scholarship.
9. Assumes leadership in service on departmental, college, and/or university committees.
10. Evidence of involvement, contributions, and leadership in professional activities, clinical practice, or public service activities external to the college and university.

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

1. Terminal degree.
2. Evidence of high quality teaching.
3. Evidence of use of assessment information in reviewing and revising curriculum content and/or teaching approaches.
4. Demonstrates mentorship of graduate students engaged in research/scholarly projects.
5. Evidence of a sustained program of research/scholarship.
6. National recognition of scholarship is primarily determined through dissemination of findings through peer reviewed publications, and presentations at national or international research conferences. Secondly, non-peer reviewed publications and creative activities may be considered pursuant to specific scholarly focus areas. Also, secondarily, fellow status in a professional organizations, appointments to regional, national, and/or international advisory boards/committees and study sections, invited publications or editorialship, lectureship, and or chairing of meeting sections especially at the national and international level, activity related to the review of manuscripts or grant proposals, consultantships may also be used to demonstrate national recognition.



7. Demonstrates procurement of extramural funding for research efforts.
8. Demonstrates leadership on department, college, or university committees.
9. Evidence of involvement, contributions, and leadership in professional activities, clinical practice, or public service activities external to the college and university.

## **Guidelines for promotion or appointment for non-tenure track faculty**

### **Special Appointments (non-tenure track)**

Lectureship appointments, are for performance of specifically assigned academic duties only, without general faculty responsibilities.

Lecturers provide the services defined in the letter of appointment, which are generally limited to teaching specific courses or advising a certain number of students; participation in faculty governance is not provided for. These appointments are compensated and may be for one or two semesters at a time. Full-time lectureship appointments are considered temporary. Service beyond a total of six consecutive years requires a written justification by the department and approval by the Dean and the Provost.

A Senior Lecturer appointment is also available for academic staff of distinguished merit and ability when a probationary faculty appointment is either inappropriate or unavailable. Factors to be considered in awarding a Senior Lecturer appointment include the academic degree and years of experience of the candidate, as well as the level of courses taught and the quality of instruction. Although Senior Lecturers may be expected to participate in College activities and committees, they are not eligible for governance activities or committee assignments provided for the University's faculty by its Constitution or Bylaws.

Senior Lecturers shall be appointed annually (or for a longer period with the approval of the Provost at a salary appropriate for their qualifications, responsibilities and department.

Notice of termination of a Senior Lecturer appointment must be given by March 1 of the first full year of academic service, or by December 15 of the second or subsequent year of service, in order for the termination to be effective as of the end of that fiscal year of service.

### **Professor of practice (non-tenure track)**

The designation of professor of practice shall be for faculty members whose primary function is to teach in their academic discipline and clinical expertise, as well as, carry out responsibilities in scholarship and service. Professors of practice are not eligible for tenure. Appointments are at the Instructor, Assistant, Associate, and Full Professor of Practice and are based on academic qualifications as described below.

- 1) **Instructor.** Appointment as Instructor should be used for the faculty member who does not possess the terminal degree in their discipline but who is contributing in the areas of teaching, scholarship (research and discovery), and service. This rank may also be used for the faculty member possessing a terminal degree in their field with limited post graduate experience.
- 2) **Assistant Professor of Practice.** For appointment as Assistant Professor of Practice, candidates must have a terminal degree or equivalent professional experience, and demonstrated professional or industrial/business experience. The requirement of a terminal degree can be waived for a faculty member able to document significant professional accomplishments in any of the three academic endeavors, i.e. teaching, scholarship, and service. The equivalent professional experience may include years of experience, accomplishments, certifications, and/or demonstrated leadership or excellence. The length of appointment may be 1-3 years, renewable every year upon satisfactory performance of assigned responsibilities, the majority of which will be instructional activities and practice. Candidates

may be reappointed for an additional terms as an Assistant Professor of Practice based on satisfactory performance of assigned responsibilities.

- 3) Associate Professor Practice.** For appointment as Associate Professor of Practice, candidates must have a terminal degree or equivalent professional experience, and demonstrated professional or industrial/business experience. The requirement of a terminal degree can be waived for a faculty member able to document significant professional accomplishments in any of the three academic endeavors, i.e. teaching, scholarship, and service. The length of appointment may be 1-4 years, renewable every year upon satisfactory performance of assigned responsibilities, the majority of which will be in instructional activities and practice. Candidates may be reappointed for an additional terms as an Associate Professor of Practice based on satisfactory performance of assigned responsibilities.

Promotion or appointment to Associate Professor will be based on clear and demonstrable evidence that the candidate has, by independent effort, developed a program of teaching, service/clinical practice, or scholarship that is recognized by local/regional peers as high quality. If teaching is the primary criterion for promotion, the candidate should have a demonstrated understanding of pedagogy and show evidence for assessment and achievement of high-quality student outcomes. If clinical practice is the primary criterion for promotion, the candidate must have developed unique clinical services that have achieved local/regional recognition for contributions to patient care. In addition, the candidate must be recognized by peers, students, and members of the health care team for the high quality of their clinical practice skills. When evaluating scholarship (research and discovery), the candidate must show independent, sustained, high-quality scholarship (research and discovery) recognized by peers as significant contributions to the field.

- 4) Professor of Practice.** For promotion to or appointment as Professor of Practice, candidates must have a terminal degree or equivalent professional experience, evidence of contributions to advancing learning in the field (i.e., national visibility in dissemination of instructional methods and/or materials, successful grant funding for instructional activities/innovations, leadership in professional organizations). The length of appointment may be 1-5 years, renewable every year upon satisfactory performance of assigned responsibilities, the majority of which will be in instructional activities and practice. Candidates may be reappointed for additional terms as a Professor of Practice based on satisfactory performance of assigned responsibilities.

Promotion or appointment to Professor requires academic maturity and evidence that the candidate has achieved national recognition as an authority in his or her area of excellence. If teaching is the primary criterion for promotion, the candidate should have a superior understanding of pedagogy and demonstrate evidence for assessment and achievement of superior student outcomes. If clinical practice is the primary criterion for promotion, the candidate must have developed unique clinical services that have achieved national recognition for contributions to patient care. In addition, the candidate must be recognized by peers, students, and members of the health care team for outstanding clinical practice skills. If scholarship is the primary criterion, the candidate must show independent, sustained, high quality scholarship recognized nationally by peers as significant contributions to the field. In general, faculty with professor of practice appointments will be evaluated according to the same standards and timelines as tenure-track faculty, with the caveat that the evaluation criteria will be adjusted for the difference in teaching, research and service responsibilities between tenure-track and practice faculty.

- 5) General Considerations.** For promotion of faculty on special (clinical) appointment, the candidate must demonstrate significant and sustained contributions, competence, and independence in teaching, service, and scholarship (proportional to their job description), and demonstrate excellence in at least

one of these areas. Faculty members on special appointments (non-tenure track) are expected to demonstrate a minimum of 10% commitment toward scholarship activities. The area(s) of excellence must be specified in the promotion application. To be considered for promotion, the candidate will normally have served at least six years at the previous rank.

## **6) Criteria for Evaluation**

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

### **Teaching**

The School of Nursing values effective interaction with students to create professionalism and higher level thinking. A faculty member who excels in teaching is a person who engages students to learn; guides students to think purposely, independently, and critically; keeps informed about new developments in their specialty and related fields; strives continuously to broaden and deepen their knowledge and understanding; and continually contributes to improving the methods of teaching their subject matter. Both classroom and clinical instruction are valued. **Peer evaluations of classroom teaching content and methods are required.**

Principal criteria for the assessment of teaching quality are:

a. Evidence of positive impact on student learning, including effective mentoring and advising of students, as revealed by annual supervisor evaluations, Student Course Experience Survey, student evaluations of clinical instruction, and peer evaluations (note that student ratings of instruction, by themselves, are insufficient evidence of teaching effectiveness).

Positive impact may be documented through evidence for:

1. Mastery of the subject matter
2. Innovation and creation of new pedagogical approaches
3. Evidence of continued quality improvement
4. Responsiveness to student needs

b. Degree of responsibility; scope of teaching, importance of teaching duties with regard to the mission of the College; exceptional responsibilities undertaken, assigned or voluntary; size and level of teaching load; participation in continuing education and/or distance education programs of the College.

### **Service (General)**

The School of Nursing values service to the community in all forms including:

- a. Leadership positions in professional or University organizations and committees
- b. Significant participation in professional organizations or University committees
- c. Demonstrated quality in advising student organizations
- d. Consulting in a professional capacity, including reviewing for journals and reviewing grant proposals.
- e. Election to Fellow status in professional societies
- f. Appointments to regional, national and/or international advisory boards/committees.

g. Invited editorials or presentations, particularly at the national and international levels.

### **Clinical Practice**

Clinical practice is a subset of service, applicable to most but not all nursing practice faculty. It is expanded upon here to clarify the definition of excellence. Expectations for clinical practice are to establish, maintain, or support a high-level practice that supports teaching and offers opportunities for scholarship. The candidate demonstrates excellence through the criteria listed below. Evaluation of excellence may be strengthened by evaluations of, or recognition by, peer clinical practitioners outside the College.

Examples of excellence as a practitioner may include, but are not limited to:

- a. establishment of a new and innovative practice
- b. provision of quality patient care services with demonstrable positive effects on health care outcomes of the served population
- c. service that increases the quality of clinical education
- d. serving as a consultant in areas of recognized clinical expertise
- e. active involvement, and leadership, in professional organizations
- f. awards or recognition for service by organizations of peers

### **Scholarship**

The School of Nursing values the scholarship of discovery, teaching, application, and integration equally. Scholarship that improves the nursing practice has equal value with discovery. Excellence in scholarship is shown by continuity, focus, and quality of work.

**Continuity of the candidate's scholarship would be reflected by 2 peer-reviewed publications and 2 peer-reviewed presentations in a six-year period for candidates with a 10% allocation of effort toward scholarship.**

Quality is represented by publications in peer reviewed sources and presentations at professional meetings, especially with the candidate being a major contributing author. These may include journals, books or book chapters, continuing education modules, technical reports, web publications, and other work that has undergone peer review.

Examples of scholarship that may be supplementary to a candidate's peer-reviewed publications are:

- a. Grantsmanship, especially competitive extramural grants
- b. Publications in non-peer reviewed sources.

### **Promotion versus Tenure**

Promotion is available to all department faculty, regardless of tenure-track or nontenure track appointment. Promotions are based on meritorious fulfillment of the faculty member's job description. Tenure, when the candidate is on a tenure track appointment, is based on overall merit, a sustained record in scholarship (with a minimum of 25% effort commitment), and commitment to the maintenance of high standards of performance in teaching, service, and scholarship.

Faculty members may request a change in appointment (i.e. changing from non-tenure track to tenure-track appointment and vice versa). The request must be made by the faculty member in writing and forwarded and reviewed sequentially with recommendation by the chair, dean, and Provost/VPAA who will make the final decision on approval or denial of the request. Non-tenure track faculty can request a

change in appointment at any time; however, tenure-track faculty must request a change in appointment no later than the completion of their third probationary year of employment.

At any time during the probationary period but prior to the sixth year (when the portfolio is due), a tenure-track faculty member may request an extension of the probationary period not to exceed three years based on exceptional personal or family circumstances. Faculty given promotion and tenure credit are eligible for this extension. The request must be made by the faculty member in writing and forwarded and reviewed sequentially with recommendation by the chair, dean, and Provost/VPAA to the President who will make the final decision on approval or denial of the request. Denial of an extension may be appealed pursuant to Policy 350.4 of the University Policy Manual.

## **Section II. Criteria for School of Nursing Tenure**

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

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

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

### **Criteria for the Awarding of Tenure**

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

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

#### **A. Annual performance and mid-tenure reviews**

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

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

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

When requested by any party to the tenure or promotion process, including the candidate, formal feedback shall be provided to the individual by the Department PTE Committee, department

chair, dean, College PTE Committee, and the provost. The Department PTE Committee and College PTE Committee shall conduct a mid-tenure track review according to the College Policy 1.03.1 Mid-Tenure Track Review, for each tenure track candidate to provide feedback on the candidate's progress toward achieving promotion and tenure within the department.

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

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

3. The faculty being reviewed shall have 14 calendar days to respond in writing to the written assessment of performance. The written report of the annual performance by the chair and any written response from the faculty member shall become part of the faculty member's official personnel file.
4. For probationary faculty (tenure track), at the completion of the sixth year of service, the faculty member shall be notified in writing that he or she will either be awarded tenure or a one-year terminal contract for the seventh year of service.
5. A new faculty member with previous tenure relevant experience will normally undergo a review with respect to tenure in the final year prior to the end of his or her probationary period at the university. At the completion of the probationary period, the faculty member will be notified in writing that he or she will either be awarded tenure or a one-year terminal contract at the conclusion of the probationary period.
6. Promotion and tenure are two separate considerations. For example, a person may be eligible and acceptable for promotion and eligible but not acceptable for tenure. Circumstances may be such that a recommendation for postponing the granting of tenure may be in order. In such a case, the faculty member will be recommended for a special appointment position according to the guidelines of the SBHE and NDSU. The department chair and dean should meet with the candidate to discuss the basis of such a decision. This decision must be made before the process is initiated to evaluate the candidate's credentials for promotion and tenure.

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

## B. Submission of portfolio

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

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

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

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

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

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

outlined in the current edition of NDSU Guidelines for Promotion and Tenure (Office of the Provost, Annual Distribution).

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

### C. Letters of Evaluation from Outside Reviewers

Letters of evaluation from outside North Dakota State University are not required but may be considered. The purpose of seeking such letters is to accumulate credible documented evidence of a faculty member's qualifications and contributions to the profession related to their position responsibilities. Such letters should be objective evaluations from well qualified individuals. Solicited outside letters should provide specific evidence of achievement or competence by the candidate in a specific area, but should not include a recommendation for or against promotion and/or tenure.

Solicited outside letters should be limited to evaluation from leaders in the field and from scholars at comparable universities. No more than three letters are accepted for consideration. Letters should not be solicited from co-authors, co-principal investigators, former professors/advisors, co-workers, or former students. Letters should generally be from tenured professors or individuals of equivalent stature outside of academia who are widely recognized in the field. The following process must be followed for soliciting letters of evaluation from outside reviewers:

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

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

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



circumstances, policies and procedures under which a faculty (tenured or otherwise) member may be terminated.

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

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

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

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

Adopted by Nursing Faculty: 11/13/2013

Revised 5/1/2019

Documentation: Faculty Meeting Minutes

Approved by Dean of the College: 8/29/2007

Approved by Provost of the University: 11/20/2007

## COMMUNITY OF INTEREST GUIDELINES

The School of Nursing utilizes a variety of Community of Interest groups in order to obtain feedback from stakeholders for ongoing assessment and improvement of program quality and student outcomes. The collective groups have an interest in the mission, goals, and expected outcomes of the programs within the SON and our effectiveness in achieving them. This input is particularly appropriate since the SON is an integral part of the state's land grant university and is dedicated to serving North Dakota citizens.

In Fargo, the Associate Dean and program Directors are members of the Fargo-Moorhead Clinical Sites/Academic Nursing Programs Collaborative. This group meets three times per year to discuss issues related to nursing education and nursing practice. The Collaborative includes representatives from all the nursing programs who have clinical experiences in the Fargo-Moorhead area and representatives from the various acute care, long-term care, public health and community clinical agencies. The Collaborative provides a valuable arena to obtain information and feedback regarding current clinical practice, issues challenging nursing education programs, performance of new graduates, and updates on clinical facilities and education programs.

In Bismarck, the Director and faculty meet with the managers and the Chief Nursing Officer at Sanford Health twice a year. Sanford Health is the Bismarck affiliating clinical facility that provides fully integrated healthcare system experiences for students at the SON's Bismarck site. The biannual manager/faculty meeting also provides a valuable approach to obtain feedback regarding current clinical practice, performance of new graduates, updates to the facility, and issues surrounding health care at state and national levels.

The Associate Dean and Bismarck Director plan and coordinate an employer focus group every three years to assess the performance of the BSN graduates. The focus group is conducted by a group facilitator either outside of the SON or outside the program site. Key nursing leaders from health care organizations who most often employ our new graduates are invited to attend. Prior to the session, participants are provided with the questions that will be assessed with the expectation that they will gather information from the managers at their facility who have hired NDSU BSN graduates and report this information to the focus group. Feedback is obtained on employer expectations of new graduates, what NDSU graduates do well in clinical practice, and possible areas for improvement. The feedback will then be tied back to assess how well the BSN graduates demonstrate meeting the BSN program outcomes.

The SON also conducts focus group sessions with FNP/DNP alumni every three years. The focus group is conducted by a group facilitator outside of the SON. Feedback is collected from focus group participants on whether or not the program helped them to accomplish each of the programs outcomes and how well the program prepared them to perform as a FNP/DNP in clinical practice.

Approved: 12-13-2010  
Revised: 2-6-2012; 12-10-14; 2-21-2018  
Documentation: Faculty Meeting Minutes

## NDSU NURSING SCHOOL ALUMNI ADVISORY BOARD GUIDELINES

### College Description

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

### Nursing Alumni Advisory Board

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

#### I. Purpose/ Function:

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

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

#### II. Governance

The Advisory Board shall conduct nominations and elections for the Advisory Board Chair. Under the leadership of the SON Associate Dean the Advisory Board Chair will assist in directing and over-seeing the activities and meetings of the Advisory Board.

### **III. Membership and Responsibilities**

#### **Membership:**

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

The Advisory Board will consist of a minimum of eight and a maximum of twelve members. Members will serve three-year terms with a maximum of three terms renewed. Every attempt will be made to have the membership represent of the programs within the SON and include the College Dean and SON Associate Dean serving as ex-officio members.

#### **Membership Responsibilities:**

1. Share in the vision, mission, and core values of NDSU, the College of Health Professions, and the SON.
2. Commit to advancing the School and College.
3. Attend semi-annual Advisory Board meetings, as well as those called upon by the request of members of the Advisory Board, SON Associate Dean, or College Dean.
4. Maintain correspondence as needed with the Advisory Board Chair, other board members, the College Dean and SON Associate Dean.
5. Positively communicate the needs, plans, and goals of the School and College to broader constituencies.
6. Exhibit willingness to solicit meaningful gifts from prospective SON donors.
7. Participate in ad hoc committees of the Advisory Board as requested.
8. The Nursing Alumni Advisory Guidelines shall be reviewed a minimum of every three years and may be amended as needed at any time.

#### **Emeritus Members**

The Associate Dean may confer Emeritus Status to certain members as a deserved honorary title after completing his/her term(s) on the Advisory Board. The considerations and decision to award this honor to retiring members is based on the following:

1. A dedication and exemplary service to the School of Nursing and the SON Alumni Advisory Board.
2. Demonstrated excellence in practice, teaching/research and/or community service to humankind.
3. The acceptance of Emeritus Status by the nominee.

The Emeritus Member shall receive all agendas and minutes of Advisory Board proceedings and may attend meetings of the Advisory Board and participate in discussions. The Emeritus Member is a non-voting member.

#### **Chair Responsibilities:**

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

#### **IV. Meetings**

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

Approved: 10-5-2013, 9-30-2016; 4-19-2018; 10-11-19

Documentation: School Meeting Minutes

## 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
<b>Teaching: *Required criteria to be met annually</b>	<b>Teaching: *Required criteria to be met annually</b>	<b>Teaching: *Required criteria to be met annually</b>	<b>Teaching: *Required criteria to be met annually</b>
<b>*Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidenced by 3 of the following:</b>	<b>*Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidenced by 3 of the following:</b>	<b>*Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidenced by 3 of the following:</b>	<b>*Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidenced by 3 of the following:</b>
<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>

<b>*The continuous improvement of courses or instructional programs evidenced by 2 of the following:</b>	<b>*The continuous improvement of courses or instructional programs evidenced by 2 of the following:</b>	<b>*The continuous improvement of courses or instructional programs evidenced by 2 of the following:</b>	<b>*The continuous improvement of courses or instructional programs evidenced by 2 of the following:</b>
<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>
<b>*Provides effective advising and mentoring of undergraduate and/or graduate students evidenced by the following:</b>	<b>*Provides effective advising and mentoring of undergraduate and/or graduate students evidenced by the following:</b>	<b>*Provides effective advising and mentoring of undergraduate and/or graduate students evidenced by the following:</b>	<b>*Provides effective advising and mentoring of undergraduate and/or graduate students evidenced by the following:</b>
<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>

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



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

## EVALUATION AND PROMOTION CRITERIA FOR TENURE-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
<b>Teaching: *Required criteria to be met annually</b>	<b>Teaching: *Required criteria to be met annually</b>	<b>Teaching: *Required criteria to be met annually</b>
<b>*Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidenced by 2 of the following:</b>	<b>*Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidenced by 2 of the following:</b>	<b>*Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidenced by 2 of the following:</b>
<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>

<b>*The continuous improvement of courses or instructional programs evidenced by one of the following:</b>	<b>*The continuous improvement of courses or instructional programs evidenced by one of the following:</b>	<b>*The continuous improvement of courses or instructional programs evidenced by one of the following:</b>
<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>
<b>*Provides effective advising and/or mentoring of undergraduate and/or graduate students evidenced by the following:</b>	<b>* Provides effective advising and/or mentoring of undergraduate and/or graduate students</b>	<b>* Provides effective advising and/or mentoring of undergraduate and/or graduate students</b>
<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>
<b>Scholarship: Must meet * required criteria and 1 additional criteria</b>	<b>Scholarship: Must meet * required criteria and 1 additional criteria</b>	<b>Scholarship: Must meet * required criteria and 1 additional criteria</b>
<b>*Submission of research findings to peer reviewed journals (Average one per year).</b>	<b>*Acceptance research manuscripts in peer reviewed journals (Average one per year).</b>	<b>*Demonstrated record of research publications in peer-reviewed journals</b>
<b>*Presentation of original scholarly work at local or regional conferences</b>	<b>*Presentation of original scholarly work at regional, state, or national conferences</b>	<b>*Presentations or original scholarly work at state, national, or international conferences.</b>
<b>*Write and submit for extramural funding to support program of research/scholarship evidenced by the following:</b>	<b>*Write and submit for extramural funding to support program of research/scholarship evidenced by the following:</b>	<b>*Extramural funding to support program of research/scholarship evidenced by the following:</b>
<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>

<b>Service: Must meet all criteria</b>	<b>Service: Must meet all criteria</b>	<b>Service: Must meet all criteria</b>
<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  
Documentation: Faculty Meeting Minutes

**UNDERGRADUATE PROGRAM**

**POLICES**

## **ADMISSION TO THE PRE-LICENSURE BSN PROFESSIONAL PROGRAM**

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

1. Pre-licensure students are admitted to the nursing major for a fall semester and spring semester start each year. The application deadline for the Fargo site is April 20 for both fall and spring start. The application deadline for the Bismarck site (NDSU Nursing at Sanford Health) is April 20 for fall semester start and October 20 for spring semester start.
2. A minimum cumulative GPA of 2.75 is required for application to the pre-licensure nursing program and to begin nursing coursework
3. Criminal background check (See College of Health Professions Policy 3.08). (fee paid by the student; school designated vendor)
4. The selective GPA, which is calculated using the pre-requisite courses below, contributes to the admission decision. A grade of a C or greater must be earned in each of these courses. Pre-requisite courses must be completed by the end of spring semester for students applying April 20<sup>th</sup>. For applications in the fall, all pre-requisite courses must be completed or in-progress at the time of application on September 20<sup>th</sup>.
  - English 120: College Composition II – 3 credits
  - Communication 110: Fundamentals of Public Speaking – 3 credits
  - Psychology 111: Intro to Psychology – 3 credits
  - Sociology 110: Intro to Sociology – 3 credits *or*
  - Anthropology 111: Intro to Anthropology – 3 credits

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

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

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

5. Students may apply to the pre-licensure BSN professional program a maximum of 2 calendar years which is defined as:
  - a. 2 application cycles in Fargo
  - b. 4 application cycles in Bismarck

\* Comparable courses may be substituted at the discretion of the Admissions and Progression Committee

Approved: 12-10-2003

Revised: 2-6-2012; 9-24-14; 9-20-17; 11-7-18; 02-03-21

Documentation: Faculty Meeting Minutes

## **DIRECT ADMISSION TO THE PRE-LICENSURE BSN PROFESSIONAL PROGRAM**

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

### **Selection Criteria**

Requirements to be considered for direct admission include:

1. Admission to the University:
  - a. For Bismarck site: Be admitted to an NDUS College or University as a first-time freshman following a Pre-Nursing/Associate of Science
  - b. For Fargo site: Be admitted to NDSU as a first-time freshman pre-nursing major
2. Complete the Direct Admission Nursing application
3. High School GPA of 3.5 or higher
  - a. High schools with no recorded GPA will be considered on a case by case basis

The deadline for incoming freshman to apply for the Direct Admit program for fall semester is February 1<sup>st</sup>. Students will be notified of acceptance to the Direct Admit program by April 1<sup>st</sup>

### **Progression Criteria**

Direct Admit students are provisionally admitted to the professional nursing major. Requirements to maintain direct admission standing and eligibility for full admission to the professional program include:

1. Enrolled in at least 12 credits each semester
2. Maintain a cumulative GPA of 3.5 or higher in all coursework in both the fall and spring semester of first year
3. Earned a minimum grade of B or higher in all pre-requisite/core pre-nursing courses
  - a. English 120: College Composition II
  - b. Communication 110: Fundamentals of Public Speaking
  - c. Psychology 111: Intro to Psychology
  - d. Sociology 110: Intro to Sociology or Anthropology 111: Intro to Anthropology
  - e. Sciences completed from the list of required sciences (minimum of 8 credits):
    1. Chem 117/L: Chemical Concepts and Applications and Lab OR Chem 115/L Introduction to Chemistry and Lab
    2. Bioc 260: Elements of Biochemistry OR Chem 116: Introduction to Organic and Biochemistry
    3. Micro 202/L: Intro to Microbiology and Lab
    4. Biol 220/ L: Human Anatomy and Physiology I and Lab
    5. Biol 221/L: Human Anatomy and Physiology II and Lab
4. No withdrawals (after the no record drop date as posted by Registration and Records) or repeats will be allowed in any nursing pre-requisite coursework
5. Meet with academic adviser(s) 2 times per semester
6. Join and be an active member of Student Nurses' Association (SNA)
  - a. At the Fargo site: At the start of Freshman year, first semester
  - b. At the Bismarck site: At start of professional nursing program

If a Direct Admit student does not maintain eligibility for admission, the student can apply via the standard application process. (see Policy 2.40)

Approved: 12/4/19

Revised: 10/6/21

Documentation: Faculty Meeting Minutes

## ENGLISH PROFICIENCY REQUIREMENTS FOR PRE-LICENSURE BSN PROFESSIONAL PROGRAM

The National Council of State Boards of Nursing (NCSBN) recommends inclusion of English proficiency as criteria for applicants to help ensure the applicant's ability to sufficiently use and comprehend spoken and written English for entry into practice. Based on this, proficiency in English is required for NDSU Nursing for academic success in nursing as well as for patient safety.

The Admissions and Academic Progression Committee evaluates applicants for admission to the pre-licensure professional nursing program and determines which applicants will be accepted for enrollment in the program. In order that all applicants are treated fairly and equally, the SON has written guidelines to aid in the determination of proficiency in the English Language for those applicants whom English is not their native language (including international and/or U.S. residents) or who have not attended 4 years of US high school and achieved a HS minimum GPA of 3.0.

Applicants must meet proficiency requirements outlined below to be admitted into the School of Nursing at NDSU. **The Admissions and Academic Progression Committee will evaluate English proficiency based on the following criteria.**

Each applicant is evaluated individually.

1. A prior college degree from an institution in which English was the language of instruction **and/or**
2. College Composition I and College Composition II, or equivalent courses completed, with a grade of 'A' or 'B' from a regionally accredited U.S. postsecondary college and/or university **and/or**
3. The Test of English as a Foreign Language (TOEFL), with a minimum internet-based test (iBT) **cumulative score of: 86**. Additionally, combined AND Minimum Individual Scores of: **26 in Speaking, 20 in Reading, 20 in Listening, and 20 in Writing**.

The TOEFL test is the most widely respected English language test in the world recognized by more than 10,000 colleges, universities and agencies in more than 130 countries. Information on the TOEFL test can be obtained by going to the TOEFL website [https://www.ets.org/toefl/ibt/register/centers\\_dates](https://www.ets.org/toefl/ibt/register/centers_dates).

Applicants are allowed to take the TOEFL exam a maximum of two (2) times with a wait time of four (4) weeks (28 days) between each attempt. If applicants have taken the TOEFL within the past 3 years, and have met the required combined and individual scores, those scores will be used to consider admission into the School of Nursing.

Applicants will be required to provide the School of Nursing Admissions and Academic Progression Committee with their TOEFL or other exam scores.

If an applicant has already taken the Michigan English Language Assessment Battery (MELAB) and has met benchmarks in ALL categories, those results may be used in lieu of the TOEFL exam. The MELAB measures grammar, reading/comprehension, vocabulary, and writing. **A Michigan score of an 80 or greater and a Writing score of 85 or greater** is required for results to be used in lieu of the TOEFL exam. Discretion is with the Admission and Academic Progression Committee.

The student applicant is responsible to submit test scores to the School of Nursing with the cost of any/all required testing to be the sole responsibility of the student applicant.

Approved: 3-21-2018

Revised: 10-7-2020

Documentation: Faculty Meeting Minutes



### **ADMISSION TO THE LPN-BSN PROFESSIONAL PROGRAM**

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

1. LPN-BSN students are admitted to the nursing major for a spring semester start each year. The application deadline is October 15<sup>th</sup>.
2. Graduate with an Associate of Arts, Associate of Science Degree, or a Diploma in Nursing with completion of 60 or more university credits.
3. The completion of the following courses with a “C” or higher are required for admission:
  - Biology 220/220L & 221/221L: Anatomy and Physiology I and II with lab
  - Microbiology 202/202L: Introduction to Microbiology
  - English 120: College Composition II
  - Communications 110: Fundamentals of Public Speaking
  - Psychology 250: Developmental Psychology
  - Sociology 110: Introduction to Sociology
4. The applicant must have a current unencumbered nursing license as a Licensed Practical Nurse in any state or must be eligible for licensure (must obtain license by May and will be admitted on probation pending licensure).
5. Cumulative GPA of a 2.75 or greater and a Nursing GPA of 3.0 or greater.
6. Criminal background check (See College of Health Professions Policy 3.08). (fee paid by the student; school designated vendor)
7. Completion of the NLN NACE II (RN-BSN) Exams in the areas of Adult Health, Mental Health, Care of the Child, Care of the Client during Childbearing with a passing score determined by exam normed data.

Approved: 4-15-2015

Revised: 9-20-17

Documentation: Faculty Meeting Minutes

### **ADMISSION TO THE RN-BSN PROFESSIONAL PROGRAM**

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

1. Accepted to NDSU (recommend deadline of application to NDSU is July 1<sup>st</sup>)
2. RN-BSN students are admitted to the nursing major for a fall semester start each year. The application deadline is August 1<sup>st</sup>.
3. Graduate of an accredited diploma or associate degree program.
4. Submission of all college transcripts.
5. Evidence of unencumbered Registered Nurse license.
6. Cumulative GPA of 2.75 or higher.
7. Completed NDSU RN to BSN nursing application (with designated application fee).
8. Interview (by invitation).
9. Current CPR certification at health provider level.
10. Criminal background check (See College of Health Professions Policy 3.08). (fee paid by the student; school designated vendor).
11. Online applications will be made available in late February.

Approved: 9-20-17

Documentation: Faculty Meeting Minutes

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

Nursing students must maintain certification for basic cardio-pulmonary resuscitation from the time clinical experiences begin in the pre-licensure BSN program and from the time of admission to the LPN-BSN and RN-BSN Program through graduation.

CPR Certification must include: Adult – 2 person, child, and infant for the Health Care provider.

Basic Life Support (BLS) for Healthcare Providers from the American Red Cross or the American Heart Association meet this requirement.

Each student is responsible for securing certification and for submitting verification of certification to the program.

Approved: 3-30-1988

Revised: 12-8-1999; 4-18-2018

Reviewed: 2-6-2012

Documentation: Faculty Meeting Minutes

**COURSE CHALLENGE - UNDERGRADUATE**

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

Approved: 1-26-1988

Revised: 12-8-1999; 2-6-2012; 9-20-17

Documentation: Faculty Meeting Minutes

**PRE-REQUISITE COURSE PROGRESSION FOR THE  
PRE-LICENSURE BSN PROGRAM**

Pre-requisite courses provide a foundation for the nursing courses. 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
- 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.

Approved: 4-12-2000

Revised: 2-6-2012; 9-24-2014; 4-25-2018

Source: Faculty Meeting Minutes

## **UNDERGRADUATE GRADING SYSTEM**

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

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

A = 92 – 100%

B = 84 – 91%

C = 75 – 83%

D = 67 – 74%

F = 66% or less

In all courses, a student is required to achieve an average of 75% or higher on course exams and quizzes. Courses may be exempt from this standard if exams/quiz points are less than or equal to 25% of the total course points. In all courses, students are required to achieve a cumulative course score of 75% or higher to pass the course. In the event that a student does not achieve an average of 75% or higher on course exams and quizzes, the average score on exams and quizzes will determine the grade assigned in the course.

Approved: 12-10-1997

Revised: 12-8-1999, 2-6-2012, 2-21-2018, 9-5-2018

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

Documentation: Faculty Meeting Minutes

## **COURSE GRADE REQUIREMENTS: UNDERGRADUATE PROGRAM**

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

1. A required nursing course must receive a grade and not be on a pass/fail basis.
2. Undergraduate students must achieve a minimum grade of C in each of the nursing courses required in the major.
3. A grade of D or less is unacceptable, and the course must be repeated. The course may be repeated only once if the student wishes to progress in the program. For approval to repeat the course, refer to the Readmission to Progression in the Undergraduate Program - Policy 3.46.
4. A student who withdraws (W) from a nursing course must reapply for readmission (refer to Readmission to Progression in the Undergraduate Program - Policy 3.46).

The procedure for enforcing the minimum nursing course grade is:

1. Course coordinators/instructors will notify the Chair(s) of the Nursing Admission and Progression Committee and the Director(s) of the student's grade of D or less prior to or at the time the grades are due.
2. The Director(s) will notify the student of Policy 3.46, Readmission to Progression in the Undergraduate Program and direct the student to the Admissions & Academic Progression Readmission Request form.

Approved: 1-21-1987

Revised: 5-11-94; 4-12-2000, 9-5-2018

Documentation: Faculty Meeting Minutes

**GRADE APPEAL IN THE NURSING PROGRAMS**

The undergraduate or graduate nursing student who wishes to appeal a grade must follow the University Grade Appeals policy (section 337).

Approved: August 1987

Reviewed: 2-6-2012

Revised: 9-20-2017

Documentation: Faculty Meeting Minutes



## **READMISSION TO PROGRESS IN THE UNDERGRADUATE PROGRAM**

A student who has failed a nursing course or has withdrawn from the program will need to seek readmission prior to progressing in the Professional Nursing Program. A student who has failed a nursing course or withdrawn from the program and wishes to be readmitted must submit the attached readmission request to the Nursing Admissions and Academic Progression Committee. Knowing that students withdraw for various reasons, each request for readmission will be considered on an individual basis with consideration given to prior academic and clinical performance and/or professional conduct. Enrollment in undergraduate nursing courses is limited by availability of clinical sites and other resources. Students who do not progress as anticipated with their admission cohort must obtain approval to enroll in needed courses on a space available basis.

### **Procedure:**

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

Approved: 1-21-1987

Revised: 4-12-2000; 2-6-2012; 2-17-2016; 1-24-2018; 10-3-2018; 5-6-2020

Documentation: Faculty Meeting Minutes

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

(Please print all information)

Name of Student: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_ E-mail address: \_\_\_\_\_

Name of  
Advisor: \_\_\_\_\_

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

- I withdrew from the Professional Nursing program and I am requesting for permission to resume my enrollment in the program.
- I have failed to achieve a grade of C or better in the following nursing course

\_\_\_\_\_ and wish to attempt this course again. I understand that inability to achieve a C or better on the second attempt will result in dismissal from the Professional Nursing major. I also understand that any additional course failures in future courses (D or less) will result in dismissal from the Professional Nursing major.

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

- Discuss the barriers which prevented you from completing the course successfully.
- Outline a specific plan to be successful in the nursing program.

Student Signature/Date: \_\_\_\_\_ Advisor Signature/Date: \_\_\_\_\_

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

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

Student Name: \_\_\_\_\_

Committee Decision: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Bismarck Program Director/Associate Dean's Decision: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Letter/E-mail sent to student & Copy placed in Student File: \_\_\_\_\_

If needed: meeting date for development of progression plan: \_\_\_\_\_

Committee Co-Chair/Program Director Signatures/Date: \_\_\_\_\_

Bismarck Program Director/Associate Dean Signature/Date: \_\_\_\_\_

## **PROFESSIONAL APPEARANCE POLICY**

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

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

### **Personal Appearance/Professional Dress General Guidelines**

- The Agency's guidelines will be followed. Students are required to follow facilities' policies regarding appearance and dress.
- The course instructor is responsible for sharing the appearance and dress expectations with clinical instructors and student during clinical orientation.
- The overall appearance will convey an image of professionalism.
- The NDSU pre-licensure student nurse uniform consists of:
  - A green uniform top with NDSU Nursing embroidery and green uniform pants. Uniforms must be purchased from White Banner (Fargo) and Uniform Center (Bismarck). The student may wear a white long- or short-sleeved top under the scrub top. No visible writing is allowed on undershirt.
  - Shoes must be clean, closed-toed, closed-back, and supportive. Neutral color with white soles.
  - The approved personal identification name badge.
  - Laboratory coat.
  - Pant length should be  $\frac{3}{4}$  to 1 inch from the floor to avoid hem dragging on the floor. Socks or stockings should not be visible.
- Fingernails will be unaugmented (i.e., no acrylic or gel nails), short, and without enamel.
- Jewelry will be minimal such as watch, wedding ring, engagement ring, no dangling jewelry.
- Strong odors including, but not limited to, perfumes, colognes, aftershaves, or cigarette smoke are not permitted (this includes strongly scented lotions).
- Tattoos may need to be covered per facility policy.
- Gum chewing is not appropriate in the clinical site, the classroom, or other places in which one is in a nursing role.

## **Specific Situations.**

1. **Visiting an agency for purposes other than giving or supervising care of clients.**  
Students wear the NDSU Nursing polo with a lab coat and the approved institutional identification name badge worn on the upper chest area of the lab coat. Jeans, shorts, sweats, low-cut tops, and sandals are not appropriate attire and cannot be worn to the clinical site.
2. **Supervising or providing care to clients in clinical or community settings.**  
Students in traditional in-patient settings on clinical units, where nursing staff wear uniforms, will wear the complete NDSU pre-licensure student nurse uniform, without modification, unless approved by the course instructor.

Students in specialty units within institutional settings wear the identification name badge portion of the student uniform with attire that meets the specifications of the unit. For example, the NDSU Nursing polo with or without a lab coat may be worn with the approved institutional identification name badge on the upper chest area in hospital and community facilities unless directed otherwise; hospital-issued clothing may be worn in areas where required.

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

## **Sanctions:**

The student who does not adhere to the personal appearance/professional dress guidelines in a clinical area will receive a warning for the first violation. A second offense may warrant dismissal from the clinical area for the day with the published corresponding effect on his/her course grade.

Approved: 8-1987

Revised: 1-9-91; 12-8-1999; 12-3-2003; 4-19-2011; 2-6-2012, 2-21-2018

Documentation: Faculty Meeting Minutes

## **CLINICAL EXPERIENCES**

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

Approved: 4-8-1987

Revised: 4-12-2000; 2-6-2012, 2-21-2018

Documentation: Faculty Meeting Minutes

## **DISMISSAL FROM THE NURSING PROGRAM**

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

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

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

Approved: December 3, 2003

Reviewed: 2-6-2012

Documentation: Faculty Meeting Minutes

## **REPETITION OF PRE-NURSING CORE COURSES**

Selective GPA contributes to the admission decision in the pre-licensure BSN program. Students could be retaking courses over a number of times in an effort to increase selective GPA. In this case, the selective GPA may not accurately reflect the student's ability to be successful in the nursing program.

Courses used for Selective GPA:

- English 120: College Composition II
- Communication 110: Fundamentals of Public Speaking
- Psychology 111: Intro to Psychology
- Sociology 110: Introduction to Sociology OR Anthropology 111: Introduction to Anthropology
- Chemistry 115/117 and 115L/117L: Chemical Concepts and Applications and Lab
- Biochemistry 260/Chemistry 116/116L: Elements of Biochemistry
- Microbiology 202 and 202L: Intro to Microbiology and Lab
- Biology 220 and 220L: Human Anatomy and Physiology I and Lab
- Biology 221 and 221L: Human Anatomy and Physiology II and Lab

### **Procedure/Guidelines:**

1. No pre-nursing pre-requisite course in which a grade has been issued may be repeated more than once. The grade received during the student's second attempt will be used in evaluation for admission.
  - a. Students who have repeated a course more than twice are required to submit a letter with the application explaining the rationale for the repeated courses and will then be evaluated on a case by case basis.
2. The number of pre-nursing pre-requisite courses which may be repeated shall be limited to three. A maximum of three pre-requisite courses can be repeated.
  - a. Students who have repeated more than three courses are required to submit a letter with the application explaining the rationale for the repeated courses and will then be evaluated on a case by case basis.
3. A course in which a grade was not received is not considered an attempt (such as Advance Placement Exams).
4. A course taken at another University and then retaken at NDSU is considered a repeated course. The grade received at NDSU will be used in evaluation for admission.

Approved: 2-6-2012; 3-25-2015; 4-18-2018  
Documentation: Faculty Meeting Minutes



## **UNDERGRADUATE PRECEPTOR POLICY**

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

Qualifications. Preceptors must be licensed registered nurses and have demonstrated competences that are appropriate for the student's learning experience. Education, at the BSN level, is preferred. Preceptors are identified by their supervisors as good role models for professional nursing practice.

### Responsibilities of the Preceptor.

A preceptor provides direct supervision of a nursing student's Preceptor involvement in the student's learning experience is under the direction of the faculty member (s) responsible for the course in which the student is enrolled. Preceptors may supervise no more than one student at one time. The preceptor has the following responsibilities:

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

### Responsibilities of the Faculty Member Working with the Preceptor.

The faculty member's primary responsibility is to facilitate student learning. The following are specific responsibilities:

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

### Evaluation of Preceptors

1. At the end of each clinical experience with a preceptor, students will complete an evaluation of the preceptor.
2. All preceptor evaluations will be reviewed by course faculty.
3. Annually, a summary statement of preceptor evaluations will be submitted with course evaluations from any course utilizing preceptors.

Approved: 2-6-2012

Reviewed: 4-15-2015

Revised: 4-18-2018

Documentation: Faculty Meeting Minutes

## STUDENT COMPLAINT PROCEDURES

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

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

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

### ***Student Complaints Regarding Grades***

#### ***University Grade Appeal Policy***

NDSU has an established policy regarding complaints about grading, otherwise known as "grade appeals". The full grade appeal policy (section 337), which includes hearing procedures, is available at [www.ndsu.edu/fileadmin/policy/337.pdf](http://www.ndsu.edu/fileadmin/policy/337.pdf).

#### ***Non-Grade Student Complaints***

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

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

using steps one through three outlined above, except the written complaint would be addressed directly to the Provost, rather than the Dean, and would provide evidence substantiating the claim of unfair treatment at prior procedural levels.

Approved: 12-10-2014

Revised: 4-18-2018

Source: Faculty Meeting Minutes

**PRE-LICENSURE STUDENT PORTFOLIO SUBMISSION POLICY**

The Pre-Licensure Student Achievement Portfolio is a collection of student work demonstrating academic and professional development. The portfolio is a tool for documenting continuous progress toward program outcomes. The portfolio is used for both enhancement of student learning and demonstration of the Nursing program effectiveness.

Students are required to maintain their portfolios with evidence of academic, nursing practice, volunteer, and community experiences. The collected work creates an evidential history of the student's learning progress and development as a professional. This is a requirement for progression. Please refer to the student handbook.

Approved: October 3<sup>rd</sup>, 2018  
Documentation: Faculty Meeting Minutes

**GRADUATE PROGRAM  
POLICIES**

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

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

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

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

**Procedure:**

1. The applicant is referred to the NDSU graduate school website for policies and requirements for admission to and progression in graduate school [NDSU Graduate School | North Dakota State University](#) and the SON website for the DNP (BSN applicant) requirements [Doctor of Nursing Practice | School of Nursing | NDSU](#)

The applicant must submit a completed application to graduate school. Application and directions are at [Apply to Graduate School | North Dakota State University \(ndsu.edu\)](#)

2. A subcommittee of the SON Graduate Committee reviews the application materials and makes recommendations for an admission interview.
3. The applicant schedules an interview with a subcommittee of the SON Graduate Committee in the spring semester of each year for fall admission.
4. The Graduate Council votes on recommended candidates.
5. The Academic Assistant for the SON DNP program will inform the NDSU Graduate School of the selected candidates for admission.
6. Prior to course enrollment, the following needs to be submitted to the Academic Assistant for the DNP program by the date indicated in admission letter:
  - Documentation of health status including immunizations.
  - Acceptable criminal background checks.
  - Documentation of health insurance.
  - Documentation of current BCLS/ACLS certification.
  - Signature form for College of Health Professions student conduct policy.
  - Adhere to other current SON policies.

Approved: 12-13-2010

Revised: 1-23-2012; 3-21-2018

Documentation: Faculty Meeting Minutes

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

DNP students must be certified in Health Care Provider Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) prior to participation in clinical activities with patients.

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

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

**Procedure:**

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

Approved: 12-13-2010  
Revised: 1-23-2012; 3-21-2018  
Documentation: Faculty Meeting Minutes



## **GRADUATE STUDENTS HEALTH STATUS**

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

1. General health status.
2. Tuberculin test (PPD) annually. A two-step skin tuberculosis testing or blood test for tuberculosis is required prior to the second semester in the program. A one-step skin test is required annually thereafter; provided, however, the test is administered no later than exactly one year after the last TB test was administered.
3. MMR immunization or proof of immunity through serum rubella screening for antibodies. (MMR not necessary if student's birth year is prior to 1956).
4. Completion of Hepatitis B series, documented immunity through serum Hepatitis B screening for antibodies or declination.
5. Tetanus diphtheria (acellular) pertussis immunization (Tdap) within the last ten (10) years.
6. Varicella. Proof of immunity is preferred. Student may also show proof of the series of vaccinations.
7. Current Influenza vaccination by October 31<sup>st</sup>, annually.

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

### **Procedure:**

1. The student is responsible to have his or her health care provider complete the Health Record and return the completed form to the Academic Assistant prior to beginning the Graduate nursing program.
2. The student must resubmit a health care status report as necessary during their program of study if any changes in health status should occur that could affect performance as a student.
3. The student is required to submit proof of current: tuberculosis status (PPD or blood test); Hepatitis B immunity or Hepatitis B immunization; measles/mumps/rubella (MMR) immunity or immunization; Tdap immunization; and influenza immunization.
4. When health requirements of a clinical agency exceed NDSU graduate nursing requirements, the student will be advised of additional information or immunization requirements prior to the start of clinical experience in that agency. The student will be responsible for providing the required additional information to the Academic Assistant prior to starting clinical experience at that agency. The Academic Assistant will assure that the agency has the required information prior to student placement in that agency.
5. The student is responsible to inform the program Director of any changes in health status while they are a student at NDSU.

Any student not meeting health status reporting requirements will not be permitted to begin classes, attend clinicals, and/or continue in the program until proof of health care status is received.

Approved: 11-22-2010  
Revised: 1 -23-2012; 3-21-18  
Documentation: Faculty Meeting Minutes

## **FACULTY/GRADUATE STUDENTS RATIO IN CLINICAL AREAS**

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

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

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

Approved: 12-13-2010

Reviewed: 1-23-2012

Revised: 3-21-2018

Documentation: Faculty Meeting Minutes

### **GRADUATE CREDIT ALLOCATION**

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

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

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

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

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

Approved: 12-13-2010  
Reviewed: 1-23-2012  
Revised: 4-18-2018  
Documentation: Faculty Meeting Minutes

**GRADUATE COURSE GRADING SCALE**

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

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

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

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

Approved: 12-13-2010

Reviewed: 1-23-2012

Revised: 4-18-2018

Documentation: Faculty Meeting Minutes

### **CURRENT STUDENTS REQUESTING TO CHANGE TRACKS**

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

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

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

Approved: 12-13-2010

Reviewed: 1-23-2012

Documentation: Faculty Meeting Minutes

## **GRADUATE NURSING PROGRAM: PRECEPTOR POLICY**

At the graduate level, preceptors are utilized in all of the DNP practicum courses, and optionally in the 830 Clinical Applications course. Any accredited healthcare agency has the potential to be a clinical site for graduate nursing students. The preceptor assignment process and criteria are located in the handbook.

The graduate preceptor policy is as follows:

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

**Qualifications.** Preceptors must be a master's or doctoral degree prepared healthcare provider or must have demonstrated competencies that are appropriate for the student's learning experience. Preceptors must practice in their respective discipline and have sufficient knowledge and expertise in their specified area to be recognized by peers as clinically expert. They are identified by their supervisors as good role models as an educator and/or practitioner. The individual selected must have a positive attitude toward nursing, the educational process, and students as evidenced by willingness to be a preceptor and by dialogue with the instructor. Preceptors must have the following qualifications:

Criteria for preceptors in DNP clinical courses:

1. Nurses: Master's degree or higher in nursing from an accredited university or must have demonstrated competencies that are appropriate for the student's learning experience; current license in the state where the student will engage in clinical experiences; authorization to practice as an advanced practice nurse in the state in which they practice; and practicing in the advanced nursing role.
2. Physicians: Doctor of Medicine, Podiatry, or Osteopathy from an accredited university and currently licensed and practicing.
3. Physician Assistants supervised by Doctor of Medicine or Osteopathy from an accredited university and currently licensed and practicing; authorization to practice in the state in which they practice; and practicing in the physician assistant role.
4. Other healthcare provider who can offer an enhanced understanding of a specialty topic through an observational experience (ie. Diabetes Educator, Physical Therapy, etc.)
5. Area of practice must be relevant to the educational clinical practice component.
6. Able to provide adequate supervision, teaching, and provide feedback to students regarding their achievement of clinical objectives and learning needs.
7. Able to facilitate active participation of students in the delivery of health care.
8. Commitment to the concept of advanced practice nursing.

Criteria for preceptors for graduate students in DNP courses not considered NP practitioner clinical courses:

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

**Responsibilities of the Preceptor.** A preceptor provides direct supervision of a graduate nursing student's practicum or practice experience after the student has received clinical and didactic instruction in foundational courses. Preceptor involvement in the student's learning experience is under the direction of the faculty member responsible for the course in which the student is enrolled. Preceptors may supervise no more than one student simultaneously in a clinical setting (1:1 ratio). The preceptor has the following responsibilities:

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

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

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

The preceptor assignment process proceeds as follows:

1. In consultation with faculty, the student may identify a preceptor and institution desired for the preceptorship experience.
2. The faculty member verifies that NDSU has a clinical experience agreement with the identified institutions. If no agreement is in place, one is initiated.
3. The faculty member contacts the education director or other identified agency liaison about student(s) request(s).
4. The agency liaison or preceptor determines the availability for the requested experience.
5. The faculty and agency liaison confer regarding experience, availability, and credentials of possible preceptors. Course faculty and agency liaison or preceptor mutually agree on the student/preceptor dyad.
6. The preceptor is presented with the overall purpose and expectations of the experience by the student or faculty member. The preceptor is provided with access to preceptor handbook or packet as a reference for the clinical experience.
7. The student is informed of the designated preceptor and is given preceptor contact information.
8. The student contacts the preceptor and arranges a clinical schedule
9. A signed agreement/contract between the agency and School of Nursing must be completed prior to the student beginning clinical hours.
10. A signed agreement between the student and preceptor must be completed and submitted to faculty prior to the student beginning clinical hours.
11. Each semester, the student submits documentation of clinical hours signed by the preceptor to the course faculty member for review. Students complete a preceptor and clinical site evaluation at the end of each rotation.
12. The faculty confers with the preceptor and/or student every semester in person, via telephone, video conference or email as indicated during the experience.
13. The student may meet with faculty for evaluation that is based on: a) written assignments, b) self-evaluation and, c) preceptor evaluation.
14. Student performance evaluations are completed by preceptor for all rotations.

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