CAPITAL UNIVERSITY

DEPARTMENT OF NURSING FACULTY HANDBOOK

Educating professional nurse leaders for lives of service promoting health and healing within our diverse community.

Updated August 2017
preface

The Department of Nursing Handbook contains policies, procedures and communications that are specific to the Department of Nursing. This handbook is designed to supplement the Capital University Faculty Handbook, Capital University Staff Handbook, and Capital University Administrative Handbook. Each of these is located online through the Office of Human Resources web page. Provisions in the University handbooks take precedence in the event of discrepancy.

Policies and procedures include dates of approval by the appropriate Department of Nursing Committees such as, but not limited to, the Faculty Organization of the Department of Nursing.

The review and preparation of this document takes considerable faculty and staff time to produce. Appreciation is extended to all who provided support to the work associated with the publishing of this document.

Ann R. Peden
Dean of Nursing
### Table of Contents

I. Mission, Philosophy, Conceptual Framework and Goals .................................................. 5

II. Structure and Governance ................................................................................................. 19

   A. Capital University Table of Organization ........................................................................ 19
   B. Department of Nursing Table of Organization .............................................................. 20
   C. Bylaws of the Department of Nursing ........................................................................... 21
   D. Comprehensive Evaluation Plan .................................................................................... 33
   E. Communications ............................................................................................................ 48

III. Employment in the Department of Nursing ...................................................................... 52

   A. Qualifications for Appointment ..................................................................................... 52
   B. Faculty Appointment, Promotion, Tenure, and Termination Policies ............................... 53
   C. Nursing Rubric for Promotion and Tenure ..................................................................... 68
   D. Vitae Format .................................................................................................................. 72
   E. Orientation of New Faculty ............................................................................................. 73
   F. Position Descriptions ..................................................................................................... 77

      1. Administration ............................................................................................................ 77
         a. Dean ......................................................................................................................... 77
         b. Associate Dean Pre-Licensure Programs ................................................................. 79
         c. Associate Dean Post-Licensure Programs ............................................................... 81

      2. Faculty ......................................................................................................................... 83
         a. Full-Time Faculty ........................................................................................................ 83
         b. Seventy-Five Percent Time Course Faculty .............................................................. 86
         c. Adjunct Course Faculty ............................................................................................ 89
         d. Teaching Assistant ..................................................................................................... 92
         e. Course Coordinator .................................................................................................... 99
         f. Laboratory Manager .................................................................................................. 101
         g. Preceptor Experience Policy ..................................................................................... 104

      3. Staff ................................................................................................................................. 107
         a. Senior Administrative Assistant (Dean) ...................................................................... 107
         b. Senior Administrative Assistant (Student Services) ................................................. 108

      4. Guidelines for Visiting Scholars .................................................................................. 110

      5. Guest Speaker Policy ................................................................................................... 112

      6. Student Laboratory Assistant ...................................................................................... 113

   G. Faculty Workload ........................................................................................................... 114

   H. Student Feedback on Faculty Teaching ........................................................................... 117

   I. Statement on Scholarship ............................................................................................... 118

   J. Fiscal Procedures ............................................................................................................ 120

      1. Statement on Reimbursement on Clinical Travel ......................................................... 120
      2. Travel Funding Guidelines Faculty Development ....................................................... 121
## IV. Teaching and Advising

- Standards ................................................................. 122
- Advising Guidelines .................................................. 123
- Course Syllabus Guideline ........................................... 124
- Variance Report and Forms .......................................... 127
- Unusual Incidents ....................................................... 134
- Clinical Evaluation Tool .............................................. 138

## V. Health and Safety Policies

- Policy Regarding Health Care Requirements for Faculty ......... 142
- Faculty Drug Testing ...................................................... 143
- Policy and Guidelines for Occupational Health .................. 151
- Policy Regarding Health Care Requirements for Faculty ........ 152
- OSHA Policy ................................................................. 153
- Exposure Control Plan ................................................... 154
- Guidelines for Caring for Persons with Known Contagious Diseases ............. 156
- Infection Control ........................................................ 157
- Policy and Procedures on Exposure to Contaminated Fluids ........ 158
- Policy and Procedure on Criminal Record Check ................. 159
- Privacy Policies HIPAA & FERPA .................................. 160
- Simulation Policy ........................................................ 161
- Policy on Records Retention .......................................... 162

## VI. Frequently Used Forms and Guides

- Colleague Faculty Classroom Evaluation .......................... 164
- Evaluation of Faculty Advisor .......................................... 166
- Evaluation of Faculty Member – Course Peer/Associate Dean/Coordinator ...... 167
- Evaluation of Faculty Committee Work ................................ 169
- Evaluation by Chairperson of Faculty Committee Work ............ 170
- Evaluation of the Associate Dean Pre-Licensure Programs .......... 171
- Evaluation of the Associate Dean Post-Licensure Programs .......... 173
- Faculty Annual Report .................................................... 175
- Release Form for Student Work Samples ........................... 177
- Release Form for Photography / Videography ....................... 178
- Travel Expense Report Form .......................................... 179
I. Mission, Philosophy, Conceptual Framework and Goals

NURSING PROGRAM MISSION

Educating professional nurse leaders for lives of service to promote health and healing within our diverse community.

Capital University students will develop skills in:
- thinking critically,
- reasoning logically and
- communicating clearly.

Students also will be encouraged to:
- develop their leadership and service potentials
- become independent, lifelong learners
- develop a sense of values that guides personal decision-making and
- develop intercultural competencies and the ability to work in diverse groups.

PHILOSOPHY

Capital University is a comprehensive, private, church-related university philosophically committed to providing a liberal arts education within a caring environment. Based on the University’s fundamental commitment to its Lutheran heritage, the Department of Nursing encourages the development of the total person: intellectual, physical, psychosocial, moral, ethical, and spiritual. Recognizing the unique worth of each student, the faculty support individualized attention to assist students as they develop and work toward the attainment of their individual learning goals. Faculty fosters a personal commitment to the education of professional nurses to promote health and well-being within the context of culture, the health care system, and professional nursing practice. Through collaborative experiences, students participate actively in the learning process in a caring culture that values self-care.

The faculty of the Department of Nursing embraces the core values of holistic nursing as the fundamental tenets within the discipline of nursing. The goal of holistic nursing is whole person healing. Holistic nurses recognize the totality of the human being - the interconnectedness of body, mind, emotion, spirit, social/cultural, relationship, context, and environment. The holistic nurse is an instrument of healing and a facilitator in the healing process. Holistic nurses assist individuals and groups to obtain or maintain optimum levels of health using the clinical reasoning process. Professional nurses enter into therapeutic partnerships with individuals and groups and incorporate nursing roles such as clinician, educator, advocate, leader, consultant, role model. Holistic nurses support people in finding balance, harmony, and peace throughout their experience.

Professional education is geared toward the attainment of a specialized body of knowledge pertaining to a discipline through commitment to the social, ethical, and scholarly standards of the profession. It fosters the acceptance of responsibility for critical thinking, clinical
judgment, and decision making congruent with the level of practice. Nursing education develops students who provide culturally sensitive, evidence-based, ethically, and spiritually appropriate health care services. The practice of holistic nursing requires nurses to integrate self-care, self-responsibility, spirituality, and reflection in their own lives. The pre-licensure nursing programs provide opportunities for the development of creativity, maturity, and the growth of intellectual and cultural perspectives. The post-licensure graduate programs extend the development of these qualities in both depth and scope.

Nursing knowledge is acquired through empirical, personal, ethical, aesthetic, and social knowing. Education occurs in an environment of scholarly inquiry and is dedicated to preparing students to care about and for individuals through the lifespan. Preparation for baccalaureate professional nursing practice is based on a program of studies that includes nursing science, physical and behavioral sciences, and the humanities. Synthesis of theories, principles, and research from nursing and related disciplines enhances nursing’s specialized body of knowledge. Preparation for graduate professional nursing practice is based on a program of studies that includes the application of theories, research, and advanced clinical skills within a multidisciplinary context and develops awareness and the ability to provide leadership for the profession of nursing. Within nursing coursework, students become competent with a variety of skills, learn to make clinical judgments based on analysis of empiric data and the individual context for each patient. They also develop respect for the inherent worth of every human being, reflect upon personal values and attitudes, and demonstrate commitment to lifelong learning and to the profession. In addition to creatively using knowledge from the sciences and liberal arts, nurses produce knowledge that contributes to a distinctive science of nursing.

Rev 1/14; FO Approved 1/14; Adopted 8/14

CONCEPTUAL FRAMEWORK

Health is the central concern of nursing and therefore is the core concept of the conceptual framework for the curriculum of the Capital University Nursing Program. The Conceptual framework is further organized around six additional concepts that guide professional nursing practice. Two of these concepts, culture and systems, are referred to as healthcare context concepts because the professional nurse functions within a variety of healthcare systems and with diverse populations. The four remaining concepts including critical thinking/clinical judgment, caring, communication, and transitions, are professional nursing practice concepts. These interrelated and interacting concepts are evident in the practice of professional nursing as it seeks to promote the optimal health of individuals, groups, families, communities, and populations. As students progress through the curriculum, they seek to master the abilities of critical thinking/clinical judgment, caring, communication and transitions by applying these abilities with self, individuals, groups, populations, interprofessional and/or intraprofessional teams to deliver patient centered nursing care to clients in the context of culture and healthcare systems.

The Capital University Nursing Conceptual Model provides a visualization of a conceptually based framework that is both dynamic and structured so as to adapt to varying and diverse situations in healthcare. The concepts in the model provide a structure to organize further
sub-concepts for the content of the nursing curriculum. The ultimate purpose of the conceptual framework is to enable nurses to holistically facilitate health across the lifespan, through integrative nursing care practices in health promotion, disease prevention, risk reduction, care of illness, rehabilitation, and palliation. Ultimately, the essence of holistic nursing practice is seen in the unique blending of these concepts and patterns of nursing interactions with individuals, families, groups, communities and populations.

CORE CONCEPT

HEALTH is a state of well-being that is culturally defined, valued, and practiced, encompassing the interconnected biophysical, psychological, social, and spiritual domains. As a state of well-being, health is not merely the absence of disease or infirmity (WHO 2012/1948). Health is also determined by the environment and situations as individuals, groups, families, and populations travel along a wellness continuum (Healthy People, 2020). The aim of nursing is to holistically facilitate health across the lifespan, through integrative practices in health promotion, disease prevention, care of illness, risk reduction, rehabilitation, and palliation. Sub-concepts related to health include:

Biophysical Domain – Development & Functional Ability
Across the Lifespan

Homeostasis & Regulation
- Fluid & Electrolyte
- Acid/Base Balance
- Thermoregulation
- Glucose Regulation
- Cellular Regulation
- Intracranial Regulation
- Glucose Regulation
- Nutrition/Ingestion/Digestion
- Elimination
- Metabolism/Energy Balance
- Death & Dying

Oxygenation & Hemostasis
- Gas Exchange
- Perfusion
- Clotting

Protection
- Immunity
- Inflammation
- Infection
- Tissue Integrity
Sensation/Perception/Movement
- Sensory Perception
- Pain / Comfort
- Mobility

Sexuality & Reproduction
- Reproduction
- Sexual health

Psychological Domain – Development & Functional Ability Across the Lifespan
- Stress/Coping
- Grief and Loss
- Mood and Affect
- Cognition
- Maladaption

Social & Spiritual Domains – Development & Functional Ability Across the Lifespan
- Family Dynamics
- Motivation
- Adherance
- Spirituality
PROFESSIONAL NURSING PRACTICE CONCEPTS

CARING is the “nursing activities that create a compassionate, supportive, and therapeutic environment for patients and staff, with the aim of promoting comfort and healing and preventing unnecessary suffering” (AACN, 2011). Caring is an essential dimension of nursing that embraces the art and science of transpersonal interaction with individuals, families, communities, and the world (Watson, 2007; 2012). Caring behaviors are demonstrated in actions such as those that comfort, nurture, and value the self and others, including, for example: openness to people’s experiences; unconditional, positive regard; respect for human dignity and wholeness; and sensitivity to diverse cultural and spiritual dimensions (Watson, 2007; 2012) as the professional nurse engages in care-giving interventions and complimentary/alternative healing modalities integrated with the use of self as an instrument of healing. Nursing sub-concepts related to care-giving include:

- Self care
- Patient Centered Care
- Complementary / Integrative Therapies
- Holistic nursing interventions of Health Promotion, Risk Reduction, Illness Care, Rehabilitation
- Palliation
- Therapeutic Environment
- Carative Factors / Behaviors
- Intention / Honor / Hope

CRITICAL THINKING and CLINICAL JUDGMENT are elements of the overall process of clinical reasoning in professional nursing practice. Critical thinking is a purposeful, cognitive, empirical, intuitive, and reflective process. The process is directed at identifying clinical problems, questions, or issues and at interpreting observations, experiences, data or evidence in order to answer, impact, or resolve clinical problems, questions, or issues. Critical thinking in nursing is situated in nursing science and is further characterized by the use of relevant theory, experience, standards, principles, or models from the liberal arts and the biologic and behavioral sciences as frameworks for interpretation and clinical judgment. The professional nurse engages in critical thinking, grounded in the context of the values and beliefs of particular individuals, families, communities, populations, and healthcare systems and directed at delivering safe, competent, and holistic care to impact and improve health. (Elders, 2005; Benner, Tanner, & Chesla, 2009; Benner, Sutchen, Leonard, & Day, 2010; Hawkins, Elder, & Paul, 2010). Sub-concepts related to critical thinking and clinical judgment include:

- Holistic Assessment
- Clinical Judgment
- Expected Patient Outcomes
- Evidence-Based Practice
- Standards of Care
- Care Bundles
COMMUNICATION is a verbal and physical interactive process. Through this process, information is exchanged and meaning is shared among individuals and groups through the use of symbols, signs, or behaviors. Holistic communication incorporates the process of therapeutic communication within a framework that acknowledges the infinite and spiritual nature of being. Holistic communication emphasizes deep listening, the importance of intention, self-knowledge, transcendent presence, and intuition in interactions (Dossey & Keegan, 2013). It is important for the professional nurse to engage in holistic communication to promote compassionate care. In professional nursing, six domains of communication are used: Intrapersonal, interpersonal, transpersonal, intra/interprofessional, small group, and public. It is further recognized that in the healthcare context, inter/intraprofessional communication and patients' health literacy play a strong role in protecting the safety of patients and in promoting the quality of care (Joint Commission, 2007; IOM 2001; 2004). It is also, then, the responsibility of the professional nurse to use standardized frameworks of professional communication and to use patient-centered communication approaches to promote safe and quality healthcare. Nursing sub-concepts related to communication include:

- Intra/Inter Professional Communication (verbal, non-verbal, written, safety & handoff frameworks)
- Intra/Interpersonal and Transpersonal Communication
- Therapeutic Communication
- Standardized nursing language and classification systems
- Documentation
- Health Education: Teaching & Learning
- Health Literacy
- Delegation

TRANSITIONS are the passages or movements from one state, condition, or place to another that occur at the individual, family, or organizational level. Universal properties of transitions are process, direction, and change in fundamental life patterns (Schumacher & Meleis, 1994). Transitions may be multiple or complex. Types of transitions include developmental, health and illness, situational and organizational (Meleis, Sawyer, Im, Messias, & Schumacher, 2000). Transitions between states may cause disharmony (Watson, 2012) disorientation, disruption (Kralik, Visentin & vanLoon, 2006) or instability within the health domains of individuals, families, groups, or organizational systems. The role of the professional nurse encompasses the holistic facilitation of transitions among self, individuals, families, groups, populations, or organizational systems to promote optimum adaptation, change, growth, self-identity, health, and well-being. An essential component of transitions is also the valuing and the practice of life-long learning. Sub-concepts related to transitions include:

- Professionalism
- Leadership
- Accountability
- Advocacy
- Ethics
- Change Management
HEALTHCARE CONTEXT CONCEPTS

CULTURE is the learned, shared, and transmitted values, beliefs, norms, and life ways of a particular group that guides their thinking, decisions, and actions in patterned ways. (Leininger, 1995). Cultural competency in relation to the professional nursing role is seen as a process or journey organized around the five inter-related cultural concepts (Campinha-Bacote, 1998; 2007). Nursing sub-concepts related to culture include:

- Cultural awareness
- Cultural knowledge
- Cultural skill
- Cultural encounter
- Cultural desire

SYSTEMS are composed of interrelated, interacting, and interdependent parts. The whole is greater than the sum of the parts of the system. Systems occur at various levels. Biological and psychosocial systems may be open or closed and are in constant dynamic interaction with the environment (von Bertalanffy, 1968). The professional nurse functions in a variety of healthcare delivery systems. The professional nursing role within healthcare organizations includes attributes and behaviors that facilitate quality and safety in healthcare. Sub-concepts related to the professional nursing role in healthcare delivery systems include:

- Populations
- Health Care Organizations
- Health Policies
- Healthcare Economics
- Collaboration and Teamwork
- Informatics & Technology
- Safety
- Healthcare Quality
Capital University Nursing Conceptual Model

Holistic Health Promotion / Disease Prevention / Risk Reduction / Illness Care / Rehabilitation / Palliation

Professional Nursing Practice
- Critical Thinking / Clinical Judgment
- Caring
- Communication
- Transitions

Health
- Development & Functional Ability across the lifespan.
- Biophysical Domain
- Psychological Domain
- Social Domain
- Spiritual Domain

Healthcare Context
- Culture
- Systems

Environment

DON 12/17/98; 2/8; 4/10, 8/10; Revised PLCC: 1/14; FO Approved 1/14; Adopted 8/14
Goals and Outcomes of the Pre-Licensure Program Curriculum.

In addition to the competencies of the General Education Goals of the University, the goals/outcomes/competencies of the prelicensure programs are based on the philosophy and the conceptual framework of the undergraduate curriculum of the Capital University Department of Nursing. The curriculum concepts are designed to prepare entry-level generalist and professional practitioners in nursing, who practice from an evidence base and provide holistic, safe, quality care to individuals, families, groups, communities, and populations.

Health is the central concern of nursing and is the core concept of the conceptual framework for the prelicensure curriculum. The conceptual framework is organized around six additional concepts. These concepts include four professional nursing practice concepts: Critical Thinking / Clinical Judgment, Caring, Communication, and Transitions. The framework also includes two concepts that comprise the context of nursing practice: Culture, and Systems.

Graduates of the prelicensure nursing programs will demonstrate standards of professional nursing practice while:

**Using Critical thinking and clinical judgment in the process of clinical reasoning to answer, impact, or resolve clinical problems, questions, or issues.**

*Competencies demonstrating critical thinking/clinical judgment include the ability to:*

- Apply relevant knowledge, theory, experience, standards, principles, or models from the liberal arts, biological, behavioral, and nursing sciences as a framework for interpretation.

- Utilize cognitive, empirical, intuitive, and reflective processes for clinical reasoning.

- Holistically collect and purposefully analyze data to identify clinical problems, questions, or issues among individuals, families, groups, and communities.

- Appraise and acknowledge salient factors to determine the level of health and well-being present.

- Develop a prioritized plan of care based on effective decision making and grounded in theory, experience, standards of care, and/or care bundles.

- Deliver safe, competent, and effective, holistic nursing care based on cognitive, psychomotor, and affective knowledge and skills with individuals, families, groups, communities, and populations.

- Analyze and apply levels of evidence to develop a professional practice that reflects best evidence based practices in patient care management.
• Evaluate the efficiency, effectiveness, and quality of the care provided in relation to expected patient outcomes or benchmarks.

• Explain how the interrelationships among individuals, families, groups, environment, and factors among professional nursing practice, and the healthcare context influence health and well-being as well as healthcare.

**Demonstrating the holistic caring practice of professional nursing.**

*Competencies demonstrating caring include the ability to:*

• Use cognitive, psychomotor and/or affective therapeutic interpersonal processes to comfort, value, nurture, and facilitate health and well-being of individuals, families, groups, communities, and populations.

• Convey unconditional, positive regard, honor, intention, respect, and hope to clients, intraprofessional and interprofessional team members.

• Practice holistic carative behaviors that enhance both patient care and self care.

• Provide safe, skilled, nursing care interventions in accordance with standards of practice.

• Incorporate complimentary and alternative health modalities and holistic healing interventions in nursing practice.

• Provide patient-centered care in the context of holistic health promotion, disease prevention, risk reduction, holistic illness care, rehabilitation and palliation.

**Communicating effectively to collaborate with clients, and inter/intraprofessional teams.**

*Competencies demonstrating effective communication include the ability to:*

• Use appropriate written, verbal, and nonverbal communication skills.

• Develop and demonstrate the effective communication abilities of presence, intention, centering, professionalism, active listening, and interpersonal/transpersonal connection when working with clients, faculty, peers, and members of the healthcare team.

• Use principles of therapeutic communication in the delivery of nursing care.
• Acknowledge and use the contributions of clients and members of the health care delivery systems.

• Demonstrate communication behaviors that facilitate and maintain patient safety and quality care.

• Document nursing care according to current professional, ethical, and legal guidelines.

• Recognize and utilize standard nursing language systems.

• Delegate tasks to others in accordance with professional, ethical, and legal standards.

• Represent the Department of Nursing and affiliating agencies with respect and dignity.

• Advocate for safe, quality, nursing care.

• Demonstrate effective teaching/learning principles & strategies in the classroom and in the healthcare setting taking into consideration level of knowledge, literacy, culture, readiness, and ability.

Facilitating transitions for self and clients.

*Competencies demonstrating transitions include the ability to:*

• Facilitate and advocate for clients through the life span and health continuum recognizing patterns and salience of transition indicators, facilitators and inhibitors,

• Incorporate the Patient Bill of Rights and Professional Organization Standards in client care situations.

• Demonstrate personal responsibility and accountability for professional behaviors.

• Transition to the professional role from classroom, lab, and theory to professional clinical practice.

• Transition from knowledge and practices of self-care to the care of individuals, to clients, clients and their families, to multiple individuals, and to the community and population arenas.

• Develop principles of leadership and professionalism during the transition to the role of the beginning professional nurse.

• Integrate principles of change theory while navigating transitional conditions in the education process and within healthcare environments.
Demonstrating cultural competence.

*Competencies demonstrating cultural competence include the ability to:*

- Develop cultural awareness, knowledge, and skill, toward the desire to work holistically with clients from diverse backgrounds.

- Be sensitive to and respect the beliefs, values, norms, lifeways, and health care practices of individuals and groups from diverse backgrounds.

- Acquire knowledge about a client and/or cultural group and practice skills of cross-cultural communication, cultural assessment, cultural interpretation, and intervention when providing care.

- Engage effectively in cross-cultural encounters in the educational or healthcare setting.

Functioning within a variety of systems.

*Competencies demonstrating ability to function within healthcare systems include the ability to:*

- Provide for care coordination and continuity across health care settings.

- Involve clients, their support systems, and other health care professionals when providing and managing nursing care in a variety of settings.

- Function effectively in intra/interprofessional collaboration and teamwork.

- Analyze safety and quality concerns in health care systems.

- Demonstrate competent skills with clinical information systems and clinical technologies with regard for human-machine interactions and latent effects.

- Adopt and comply with ethical and legal principles related to professional nursing practice.

- Recognize the influence of health policy and economics on the healthcare system and on health outcomes.
Goals and Outcomes of the Post-Licensure Graduate Programs

At the completion of MSN graduate program, the student will be prepared to accomplish the following behaviors and achieve the related outcomes:

**Goal 1: Analyze the theoretical foundations of nursing and related science relevant to advanced holistic nursing practice / education / administration.**
Outcomes: Design direct care/ educational or other programming for individual and community populations based on social determinants of health, and sciences relevant to specific concentrate of study (caring, organizational, educational, other); and Apply appropriate theory and frameworks to guide practice.

**Goal 2: Demonstrate leadership of Interprofessional teams to plan, implement and evaluate system initiatives that improve clinical, educational or organizational outcomes.**
Outcomes: Identify problems relevant to area of practice/ concentrate; Synthesize and communicate current research and practice evidence / knowledge related to identified problems; Use a team based approach to program development and implementation as appropriate; Apply leadership principles to implement changes that improve quality of clinical and educational outcomes; and Demonstrate behavior that is culturally responsive, safe, timely, effective, efficient, equitable, and patient / student centered.

**Goal 3: Use the best available evidence to guide practice decisions.**
Outcomes: Actively and ethically participate in research to improve area of clinical / practice expertise; Address social determinants of health to plan and evaluate health care/ educational interventions as appropriate; Evaluate ethical implications of evidence based practice decisions for individual clients / aggregate populations and recommended program changes; Identify specific databases and current research relevant to a defined clinical / educational / organizational problem; Perform rigorous critique of current research and disseminate meaningful evidence to improve practice outcomes; and Apply holistic framework when evaluating research and clinical evidence to implement practice changes within concentrate of study.

**Goal 4: Apply the concepts of information exchange, nursing informatics and systems theory to the advanced practice role.**
Outcomes: Analyze databases to answer clinical / educational / administrative questions; Identify ethical principles for health information management systems and practices; and Integrate and coordinate current and emerging technologies to improve patient care systems and health education as appropriate to concentrate.

**Goal 5: Integrate health policy processes to promote safety and quality of health delivery systems and advocate for social issues of health disparity and equality.**
Outcomes: Participate in policy development at the institutional, local, state and/ or federal levels to improve health / educational outcomes related to discipline / practice of nursing and healthcare; Develop advocacy strategies to influence health care; Analyze how policies influence the structure and financing of health care practice and health outcomes; and Examine legal and regulatory processes related to individual and system practice that reflect ethics of caring.
Goal 6: Apply holistic philosophy to enact advanced practice role.
Outcomes: Value unitary science as foundational to development of advanced practice role; Identify the ethics of caring and its contribution to unity of self, others, nature and life forces as central to holistic nursing; Integrate ethical, aesthetic, empiric and personal ways of knowing into practice and educational decision-making; Explore and adopt holistic self-care practices to achieve balance in personal wellbeing and professional life; Participate in reflective practice to improve clinical practice, clinical leadership, learning and personal wellbeing; and Use selected integrative therapies in current practice/educational settings.

Approved October 2013, Post-Licensure Nursing Program Committee
II. Structure and Governance
Capital University Department of Nursing (2016-2018)
Organization Structure: Administrative, Faculty Governance, and Committee Reporting Relationships
CAPITAL UNIVERSITY
DEPARTMENT OF NURSING

FACULTY BYLAWS

ARTICLE I. The name of the organization shall be the Faculty of the Capital University Department of Nursing.

ARTICLE II. The members of the faculty shall consist of all persons appointed to the Department of Nursing faculty without regard for teaching load, rank or tenure.

A. Full time faculty (75% to 100%) will have vote on all issues and bylaws revisions or amendments.
B. Part-time faculty (less than 75%) will have voice but no vote on issues or bylaws revisions or amendments.
C. Adjunct faculty as fully qualified teaching faculty will have voice but no vote on issues or bylaws revisions or amendments.
D. A personnel file for each faculty member is kept in the Dean’s office.

ARTICLE III. The functions of the faculty shall be to:

A. Establish the philosophy and objectives of the Department of Nursing in keeping with the philosophy and objectives of Capital University.
B. Develop, implement, and evaluate the curriculum.
C. Approve policies regarding admission, continuation, dismissal, and graduation specific to students in nursing as they relate to acquisition and application of knowledge and skills for professional practice in nursing.
D. Act upon reports and recommendations from Standing Committees of the Department of Nursing and the Undergraduate Faculty, Ad Hoc Committees or individual faculty of the Department of Nursing.
E. Receive information relating to the University administrative policies and decisions.
F. Review and implement the Department of Nursing Evaluation Plan to reflect outcomes for program, resources, personnel, and students.
G. Make recommendations to the Dean, Provost, and President or other appropriate administrator.

ARTICLE IV. The Chairperson of the Faculty is the Dean of Nursing. The duties of the Chairperson shall be to:

A. Foster communication between faculty and administration.
B. Provide staffing for all courses and workload assignments.
C. Evaluate and advise faculty concerning teaching, scholarship, and service.
D. Request and manage human, fiscal, and space resources and provide stewardship over these resources to ensure accomplishment of University and programmatic mission.
E. Preside at and prepare an agenda prior to all regularly scheduled meetings.

F. Provide an operational base for implementing and promoting education, scholarship, and service programs of the Department.

G. Empower committees and individuals to assume responsibility and authority for decision-making.

ARTICLE V. Total Faculty Meetings

A. Meetings of the total faculty shall be held each month during the academic year or upon call of the Dean or upon the written request of five members of the Faculty.

B. The order of business shall be:

   Call to Order
   Review of the Distributed Minutes
   Report of Committees
   Unfinished Business
   New Business
   Report of the Dean
   Announcements
   Adjournment

C. Any item for vote at the Total Faculty Meeting must be distributed to faculty at least 10 working days prior to the scheduled meeting.

D. The minutes of the meeting of the Faculty shall be reported and distributed to the faculty. One copy of the minutes shall be placed on file in the Department of Nursing Office, an electronic copy will be archived, and additional copies distributed as deemed appropriate.

E. Minutes will be taken by the Dean’s administrative assistant.

F. A quorum is defined as a simple majority of the number of full-time faculty members.

ARTICLE VI. Standing Committees

A. A quorum for each committee shall be a simple majority of the faculty members on that committee.

B. Committee members shall serve from August through May. Committees may meet during the summer as needed.

C. The Chair of the standing committees shall be elected by and from the committee membership within one week after the annual May faculty meeting except for the Executive Committee, which will be chaired by the Dean and the program committees, which are chaired by the Program Associate Deans. In the event of a vacancy, the committee shall elect a new Chairperson from
among its membership.

D. The secretary of each standing committee will be appointed from the staff or committee members. The minutes are typed and one copy is placed in the committee notebook, and one copy is archived electronically by the Administrative Assistant.

E. All committees shall implement the evaluation responsibilities listed in the Department of Nursing Evaluation Plan and make recommendations to the faculty and administration as appropriate.

F. Each committee shall meet monthly during the academic year, and more if needed. Where appropriate, student representatives will be elected and asked to attend committee meetings.

G. At the end of the academic year, the committee Chair will submit an Annual Report that reflects the work of the committee. Included in this report will be the committee’s work related to the Department of Nursing Comprehensive Evaluation Plan.

H. Elected committee members may serve no more than two consecutive terms.

Standing committees are:

1. Executive Committee

   a. Membership

      The membership of this committee shall consist of the Dean, who shall act as Chairperson, Associate Deans, and the Chairs of the standing committees. Committee meets a minimum of one time each semester.

   b. Functions

      1. Serve in an advisory capacity to the Dean.
      3. Act for the Faculty when emergency decisions are necessary and during such periods when the Faculty are not meeting in regular session.
      4. Report actions directly to the Faculty at its next meeting or by E-mail when meetings are not being held. All actions are to be reviewed and incorporated in the minutes of the next regular Faculty meeting.
      5. Serve as the review body for decisions regarding formal written complaints about the Department of Nursing.
      6. Participate in on-going Department of Nursing strategic planning.
2. Pre-Licensure Program Committee

   a. The membership of the committee shall consist of all advisors in the Traditional Undergraduate and CNAP Programs and all faculty employed at least 75% and who teach in the Traditional Undergraduate Programs. Other faculty who teach in these programs are welcome to attend. Student members shall be selected by their representative class groups (one from each class year: freshman, sophomore, junior, and senior), elected each fall. The Associate Dean of the Pre-Licensure Program Committee is the chairperson and is appointed by the Dean.

   b. Functions

      1. Set annual goals according to the DON Evaluation Plan, Program Outcome Data and needs of Pre-licensure programs.
      2. Approve changes in curriculum, policies and procedures
      3. Participate in maintaining curricular integrity of Pre-licensing Programs.
          a. Maintain learning outcomes of Pre-licensing programs and courses.
          b. Maintain and revise syllabi standards as needed.
          c. Review curriculum evaluations by students and assessment data.
      4. Maintain effective communication among students and faculty.
          a. Interpret and orient students to overall changes and innovations in the curriculum.
          b. Review policies and revise the Department of Nursing Undergraduate Student Handbook as needed annually.
          c. Ensure student representation to DON committees
      5. Participate in enrollment management.
      6. Report to and recommend actions related to programs to the Faculty.
      7. Carry out activities related to strategic planning, program evaluation, curricular policies, and program assessment.
      8. Support student recruitment efforts and the Office of Adult and Graduate Education

3. Academic Affairs Committee

   a. Membership (three-year term)
   The membership of this committee shall consist of three elected members of faculty who teach in the Traditional Undergraduate Program and one ad hoc member from each of the CNAP, BSN-Completion and Graduate programs. The scope of an ad hoc committee member’s responsibility will be determined by the chair of
the Academic Affairs Committee. In order to allow for continuity of
the work of the committee, one new member shall be elected each year
and/or committee members may serve consecutive terms.

b. Functions

1. Establish yearly goals as criteria for evaluation of the
committee’s work.
2. Report all changes in policies and procedures to the faculty.
3. Assess the progress of nursing students at the end of each
academic term and notify in writing those students in academic
jeopardy.
4. Review student records, as needed, for patterns of problems in
the area of accountability, communication, nursing process,
safety, professional misconduct or personal misconduct upon
notification by faculty on Variance Reports. Based upon this
review and consultation with appropriate faculty, Dean, and/or
Program Associate Dean, the committee may make a
determination that further action is needed.
5. In cases of academic misconduct, professional misconduct or
behavior at variance with course, or department policies, the
Academic Affairs committee convenes, discusses the student’s
performance, and may determine sanctions. The committee’s
actions may include, but not be limited to, Warning,
Conditional Status I–Probation, Conditional Status II –
Suspension, or Recommendation for Termination from the
Nursing Program. Recommendations on Terminations are
subject to review and approval by the Dean.
6. Assign Sanctions in accordance with current Department of
Nursing Policies and communicate this in writing to the
student, the Dean, the student’s advisor, Program Associate
Dean, and other appropriate faculty in accordance with
University policies. A copy of this letter will be placed in the
student’s file.
7. Make determinations on academic or disciplinary termination
from the Nursing Program in consultation with the Program
Associate Dean and Dean. Communicate determinations on
academic or disciplinary terminations to the nursing faculty,
the student, the student’s adviser, the Program Associate Dean
and the Dean. Notifications to students regarding academic or
disciplinary termination shall be made jointly with the Dean.
8. Review requests/petitions for exception to academic policy.
Make determinations on requests/petitions for exception to
academic policy.
9. Review applications for readmission to the nursing programs.
Make decisions regarding readmission on consultation with the
Associate Dean of the program.
10. Evaluate and recommend changes to the faculty regarding academic and disciplinary Department of Nursing policies and procedures.

11. Consult with the faculty within the Department of Nursing regarding issues pertaining to academic disciplinary policies and procedures, and to develop new policies as needed.

12. Interface and coordinate with the University Committee on Academic Standing.

4. Post-Licensure Program Committee

   a. Members: This committee shall consist of all BSN-Completion and MSN faculty (employed 75% and who teach and advise one or both programs). Other faculty who sit on thesis committees are welcome. One student representative from the graduate program shall be elected each fall.

   b. The Post Licensure Associate Dean is the Chairperson and is appointed by the Dean.

   c. Functions

      1. Establish yearly goals for post-licensure program.
      2. Review and make decisions on all recommendations submitted by the departmental Academic Affairs Committee and the Post-licensure Curriculum Committee of the department.
      3. Admit students to the Program (delegate to 3 members)
      4. Evaluate student exit interview data recommendations changes to program, policies and administration as needed.
      5. Conduct annual program assessment and recommend changes to program as needed.
      6. Develop new policy and make decisions on student petitions requesting exception to post-licensure policy.
      7. Review national trends or reports affecting post-licensure education
      8. Provide input into annual Post-licensure budget
      9. Support student recruitment efforts and the Office of Adult and Graduate Education.

5. Pre-Licensure Curriculum Committee

   a. Membership (Two-year term)

      The membership of this committee shall consist of five elected faculty members from the Pre-Licensure Program. The Associate Dean of the Pre-Licensure Program is a non-voting ex-officio member of the
committee. Two senior student members, one each from TUP and CNAP, shall be elected by their respective class at the beginning of every fall semester.

b. Chairperson
   The Chair of this committee will be elected by the members of the committee.

c. Functions

   1. Establish yearly goals that are aligned with the goals of the Pre-licensure Program Committee, as criteria for evaluation of the committee's work.
   2. Annually review policies and procedures necessary to carry out committee functions.
   3. Coordinate all matters directly related to the curriculum of the Pre-Licensure program.
      a. Biennially (odd years) review and evaluate sequence/progression of concepts and content within the courses and make recommendations to faculty for improvement.
      b. Biennially (even years) review and evaluate 1) philosophy of the program, 2) program concepts and objectives, 3) overall curriculum framework and design, and 4) performance of graduates and make recommendations to faculty for improvement.
      c. Receive and review proposals for new courses and make recommendations to the pre-licensure faculty.
   4. Review OBN and CCNE documents, and recommend curriculum concepts as needed.
   5. Report and recommend all proposed changes in curriculum, policies and procedures to the pre-licensure faculty for vote of approval.
   6. Develop a plan for implementation of approved curriculum changes, policies or procedures.
   7. Forward any proposed pre-licensure program curricular changes one week before published meeting time to the Curriculum Committee of the College.
   8. Plan and implement a curriculum day each year, as necessary.

6. Post-Licensure Curriculum Committee

   a. Membership (Two-year term)
      The membership of this committee shall consist of one faculty representative from Department of Nursing graduate core courses; one representative from administration concentrate; one representative
from education concentrate; one representative from clinical concentrate; one representative of BSN-C program. Two student members, one from the graduate program and one from the BSN-Completion program shall be elected each fall. The Associate Dean of the Post-licensure Program is a non-voting ex-officio member of the committee. The Associate Dean may appoint another faculty if required for development of new programs.

If the membership of the Post-Licensure Curriculum Committee consists of the same number and composition as the Post-Licensure Program Committee, then the roles of the Curriculum Committee may be carried out through the Post-Licensure Program Committee at regular meetings.

b. Chairperson: Elected biannually by the members of the committee.

c. Roles

1. Establish yearly goals that are aligned with the goals of the Post-Licensure Program Committee.

2. Coordinate all matters directly related to the curricula of the post-licensure program.
   a. Biennially (odd) years review and evaluate sequence / progression of concepts and content within the courses and make recommendations to faculty for approval.
   b. Biennially (even) years review and evaluate 1) philosophy of the program, 2) program concepts and objectives, 3) overall curriculum framework and design, and 4) performance of graduates, and make recommendations to faculty for improvement.
   c. Review OBN, CCNE, and new curriculum concepts as needed.

3. Report and recommend all proposed changes in curriculum to post-licensure program committee for vote of approval.

4. Recommend changes in policy or procedures related to curriculum matters to post-licensure program committee for development and approval.

5. Recommend a plan for implementation of approved curriculum changes, policies or procedures to graduate faculty.

6. Forward any approved post-licensure program curricular changes to the College Curriculum committee at least one week prior to established meeting time.

7. Plan and implement a curriculum day each year as necessary.

8. Annually review policies and procedures necessary to carry out committee functions.
7. Faculty Affairs Committee

a. Membership (two-year term)
   The membership of this committee shall consist of three members.
   Two members shall be elected in the even years. One member shall be
elected in the odd years.

b. Functions
   1. Annually review policies and procedures necessary to carry
      out committee functions.
   2. Coordinate the annual review and revisions of the Bylaws of
      the Department of Nursing; ensure congruency with the
      Bylaws of the Faculty of Capital University.
   3. Submit amendments and/or revisions of the Bylaws of the
      Faculty of the Capital University Department of Nursing to the
      nursing faculty for action at least 10 working days prior to a
      meeting of the Department of Nursing faculty.
   4. Annually review, revise and implement, as necessary, the
      Capital University Department of Nursing Exposure Control
      Plan (OSHA).
   5. Document annual faculty review of HIPAA and FERPA
      regulations and related policies and procedures.
   6. Review and update the Department of Nursing Faculty
      Handbook as needed, maintaining this as a virtual document.
      The committee will assure that by-laws, updates and other
      documents are updated as changes occur.
   7. Renew and update the orientation procedure for new part-
      time and full-time faculty biennially (odd years).
   8. Plan and provide social opportunities for faculty.
   9. Annually collect funds from faculty members to cover the food
      expenses for opening and closing Faculty meetings, and card
      and gift distribution.
  10. Conduct annual elections for Department of Nursing and
      Undergraduate Faculty Committees at the March Faculty
      Organization meeting.
  11. Design and implement faculty development programs.
  12. Coordinate data collection about leadership roles of faculty on
      campus and in the community for the office of the Dean.
  13. Solicit information about faculty achievements related to
      credentials, leadership, scholarship, teaching excellence, and
      service for display on the faculty bulletin board and for
      reporting at Unified College Faculty meetings.
  14. Solicit nominations for the Sharon Coil Award in March.
      Select recipients of award with input from the Department of
      Nursing Dean. Award will be presented at the final F.O.
      meeting of the year.
8. Instructional Technology Committee

a. Membership (two-year term)
   The membership of the committee shall consist of three faculty members. One member shall be the current lab coordinator. One faculty member shall be elected in the odd year and two in even years. Two student representatives will be elected. Student input also will be sought at program committee meetings and class meetings.

b. Functions
   1. Establish yearly goals.
   2. Annually review Bylaws of the Department of Nursing necessary to carry out committee functions.
   3. Report the activities of the Learning Resources Committee to the faculty.
   4. Review faculty requests and coordinate the purchase of learning resources such as computer software, books, and audio/visual, laboratory and simulation equipment.
   5. Consult with the Dean of the Department of Nursing and Program Associate Deans in regard to finances and priorities for the purchase of learning resources for the Fuld Lab, Skills Lab and Simulation Labs.
   6. Consult with the Director of Library and the Assistant Director of the Library in regard to finances and priorities for the purchase of books, journals, software, and DVDs which will be housed in the Blackmore Library.
   7. Oversee the functioning and maintenance of hardware, software, instructional and simulation, technologies and resources in the Fuld Lab.
   8. Evaluate teaching/learning resources, instructional technologies and environment of Fuld Lab, Skills Labs and Simulation Labs for adequacy and appearance and make recommendations to the Associate Deans and Dean (annually).

9. Off-Campus Studies Committee

a. Membership (two-year term)
   The membership of this committee shall consist of three elected faculty members but any faculty members may participate in the work of the committee. Two elected in even years and one elected in odd years.

b. Functions:
1. Develop and revise policies and curriculum plan related to off-campus study.
2. Inform the Department Associate Dean regarding students who will study off campus and students studying here from other educational programs.
3. Review student applications/records and select students for off-campus study.
4. Oversee plans for students’ off-campus study in collaboration with the International Education Office as needed or appropriate.
5. Act as hosts to visitors and students from other countries.
6. Serve as a resource for marketing of study abroad program.
7. Promote off-campus study and experiences.
8. Oversee plans for visiting scholars in collaboration with the appointed faculty advisor.
10. Inform the student body about off-campus study opportunities, review and approve application for study off-campus, and provide orientation for and debriefing of the experience.
11. Evaluate off-campus study experiences.

10. Student Affairs Committee

a. Membership (two-year term)
   The membership of this committee shall consist of three faculty members. Two faculty members shall be elected in the odd year and one in the even year. Two student representatives will be invited to serve on this committee.

b. Functions of this committee shall:

1. Establish yearly goals.
2. Annually review Bylaws of the Department of Nursing to carry out the committee functions
3. Report the activities of the Student Affairs Committee to the faculty.
4. Serve as a channel of communication and social interaction between faculty and students as partially reflected in coordinating the Christmas and Senior Send-off parties.
5. Oversee the organizing and planning of the Department of Nursing pinning events.
6. Identify qualified candidates for the Department of Nursing scholarships, present the nominations to the faculty for input and vote and notify appropriate administrators of decisions.
7. Periodically review performance of the student uniform company in meeting its contractual agreement and make recommendations
to faculty.
8. Organize composite pictures for graduating students.
9. Develop and review in even years the Student Honor Code for the Department of Nursing

ARTICLE VII. Department of Nursing Advisory Board

The Department of Nursing Advisory Board is to provide advice and counsel to the Dean on matters for which external advice is critical. This may include long-range planning and philanthropic endeavors as well as advice on achieving the Department’s goals for excellence in teaching, scholarship, and service. An additional function of the Advisory Board is to increase awareness of the Department of Nursing in Ohio and across the region and to serve as an advocacy network and ambassadors for the Department of Nursing.

a. Membership

The membership of the Advisory Board shall include administrative and practice leaders, policy makers, alumni, emeriti and other related stakeholders drawn from the larger community and clinical agencies in which faculty and students practice. Membership should reflect the broad spectrum of settings where nurses practice. Membership shall be limited to eight community members and the Dean of the Department. Members will serve two-year terms and can be renewed based on continuing mutual interest.

b. Functions

1. Meet twice yearly and at other times when necessary.
2. Act as community advocates for the Department and provide feedback to the Dean and the Department related to various issues facing the nursing profession and Department of Nursing curriculum.
3. Fostering mutual understanding of emergent and ongoing matters that affect the delivery of quality health care and education is a primary function.

ARTICLE VIII. The Bylaws may be amended, repealed or new Bylaws adopted at any meeting of the Total Faculty by two thirds vote of the full-time faculty (excluding those on Leave/Sabbatical) with two (2) weeks prior notification.

# Capital University Nursing Comprehensive Evaluation Plan

Abbreviations: Commission on Collegiate Nursing Education (CCNE), Ohio Administrative Code (OAC), Ohio Board of Nursing (OBN), Faculty (FEC), Organization (FO), CU Department of Nursing (CU DON), Department of Nursing Comprehensive Evaluation Plan (DON-CEP), Faculty Evaluation Committee Learning Resources Committee (LRC), Center for Excellence in Learning and Teaching (CELT)

<table>
<thead>
<tr>
<th>Standard1</th>
<th>Key Element</th>
<th>Action/Evidence</th>
<th>Frequency</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCNE Standard I</td>
<td>1-A. Mission, goals, and expected student outcomes are congruent with those of parent institution and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.</td>
<td>1-A. Side-by-side comparison and analysis of the University and CU DON mission, goals, and expected outcomes in relationship to professional nursing standards and guidelines for the preparation of nursing professionals.</td>
<td>Every 5th year (2010; 2015; 2020) This review done in conjunction with CCNE accreditation reporting requirements.</td>
<td>Dean, Faculty Organization (FO)</td>
</tr>
<tr>
<td>Program Quality: Mission and Governance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUDON Strategic Plan2:</td>
<td>1. Recruit and Retain Excellence in Human Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Actualize Learner-Centered Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Enrich Physical and Human Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Foster the Development of Leadership in faculty and students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Establish a Climate that Values Diversity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Enhance Health and Healing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Foster the Development of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1-B. Mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect professional nursing standards and guidelines and the needs and expectations of the community of interest.</td>
<td>Every 5th year (2010; 2015; 2020)</td>
<td>Dean, FO</td>
</tr>
</tbody>
</table>

---

1. Standard
2. CUDON Strategic Plan
3. This review done in conjunction with CCNE accreditation reporting requirements.
Leadership in faculty and students

8. Establish a Climate that Values Diversity

<table>
<thead>
<tr>
<th>Leadership in faculty and students</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Establish a Climate that Values Diversity</td>
</tr>
<tr>
<td>• Minutes of program committee minutes</td>
</tr>
<tr>
<td>• Minutes of Faculty Organization (FO)</td>
</tr>
<tr>
<td>• Minutes of Board of Advisors Meeting</td>
</tr>
</tbody>
</table>

**Ohio Board of Nursing**

**Rules Compliance**:
- Rule 4723-5-09, OAC: Program organization and administration
- Rule 4723-5-12, OAC: Program policies
- Rule 4723-5-17, OAC: Program contractual agreements
- Rule 4723-5-21, OAC: Program records

<table>
<thead>
<tr>
<th>Ohio Board of Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules Compliance</td>
</tr>
<tr>
<td>• Rule 4723-5-09, OAC: Program organization and administration</td>
</tr>
<tr>
<td>• Rule 4723-5-12, OAC: Program policies</td>
</tr>
<tr>
<td>• Rule 4723-5-17, OAC: Program contractual agreements</td>
</tr>
<tr>
<td>• Rule 4723-5-21, OAC: Program records</td>
</tr>
<tr>
<td>Program contractual agreements are current, signed by legal signatories, and accurately and lawfully reflect the nature of the relationship between the Nursing program and the clinical facilities.</td>
</tr>
<tr>
<td>Contracts are reviewed at time of generation, renewal, and in the event of relevant change in the nurse practice act or administrative rules to assure that the role of the DON is student education and supervision, and the remaining roles are clear and appropriate.</td>
</tr>
<tr>
<td>Spreadsheet developed listing all DON contracts</td>
</tr>
<tr>
<td>On-going</td>
</tr>
<tr>
<td>Dean, DON Administrative Assistant</td>
</tr>
</tbody>
</table>

<p>| 1-C. Expected faculty outcomes are clearly identified by the nursing unit, are written and |
| Faculty Outcomes collected annually from Annual Reports and Faculty CV’s |
| Yearly as part of Annual reporting responsibilities. |
| Annual review by all faculty at annual Program Effectiveness Retreat |</p>
<table>
<thead>
<tr>
<th>1-D. Faculty and students participate in program governance.</th>
<th>1-D. CU DON faculty bylaws are reviewed and revised for clarity, accuracy, and appropriate participation of faculty and students. Committee minutes reviewed to assure student participation in governance.</th>
<th>Every even numbered year (2010; 2012; 2014)</th>
<th>FO, Faculty Affairs, and Associate Deans in accordance with by-laws. By-Laws are reviewed every two years by Faculty Affairs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-E. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.</td>
<td>1-E. Bulletins, student handbooks, and marketing materials are reviewed and edited. All media copy and websites.</td>
<td>Ongoing with annual updates of University Bulletin and Student Handbooks.</td>
<td>Associate Deans, DON Administrative Assistants, Academic Affairs</td>
</tr>
<tr>
<td>1-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected students outcomes of the program. These policies are fair and equitable; published and accessible; and are reviewed and revised as necessary to foster program improvement.</td>
<td>1-F. Review and revise policies to insure they are fair, equitable, and published accurately. Program committee minutes, CU Undergraduate Bulletin, Program Student Handbooks.</td>
<td>Ongoing</td>
<td>Dean, Associate Deans, Academic Affairs.</td>
</tr>
<tr>
<td>Rule 4723-5-21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CCNE Standard II</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Program Quality:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Institutional Commitment and Resources</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 2-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources modified as needed. | 2-A. Examples of evidence include operating budget, Capital Improvements budget, side-listed items, targeted donor gifts, grant awards, consultant reports, enrollment trends, faculty salary comparison. Ongoing monitoring of fiscal and physical resources evidence in FO, LRC, and Associate Deans meeting minutes. Program Review documents, Lab usage and classroom usage studies. | Annually | Dean, Associate Deans, FO, |

| All students at mid-program and end of program: TUP beginning of Jr. year CNAP beginning of Sr. year BSN-C & MSN when completed 50% of course work. Annual Advising Survey and Advising Snapshot. | | | |

| 2-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs. | 2-B. Ongoing Program specific student support services such as Academic Success, Tutoring Services, Evolve, Exit interviews/survey to evaluate support services from student perspective. Minutes reflect analysis of the data. | | Associate Deans consulting with LRC, Student Affairs, Administrative Assistant in Student Services manage data collection |

| 2-C. Chief Nurse Administrator (CNA) is a registered nurse, holds a graduate degree in nursing. | 2-C. The Dean of the CU DON meets the qualifications as set for by CCNE and OAC. Evidence includes CV and | On appointment or as change in qualifications occurs | Dean and Provost |


<table>
<thead>
<tr>
<th>faculty teaching nursing courses</th>
<th>holds a doctoral degree if the nursing unit offers a graduate program in nursing and is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes.</th>
<th>academic transcripts and position description. The Dean has and assumes authority and responsibility for the administration, planning, implementation, and evaluation of the nursing programs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rule 4723-5-20, OAC</td>
<td>CNA has a position description and qualifications that are inclusive of all criteria in OBN rules.</td>
<td></td>
</tr>
<tr>
<td>Responsibilities of professional staff in clinical setting</td>
<td>• Rule 4723-5-09-B, OAC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Rule 4723-5-10-A or B, OAC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2-D. Faculty members are sufficient in number to accomplish the mission, goals, and expected student and faculty expected outcomes; and academically prepared for the areas in which they teach; and experientially prepared for the areas in which they teach.</td>
<td>2-D. Faculty members meet guidelines for hire, promotion and tenure as published in the <em>CU DON Faculty Handbook</em>.</td>
</tr>
<tr>
<td></td>
<td>• Rule 4743-5-10-A, B, OAC</td>
<td>Enrollment trend data with faculty staffing ratios used to determine enrollment capacity and staffing assignments</td>
</tr>
<tr>
<td></td>
<td>• Rule 4723-5-19, 20, OAC</td>
<td><em>CU DON Faculty Handbook</em> contains policies related to appointment, promotion, and tenure. These policies are</td>
</tr>
<tr>
<td></td>
<td>2-D. On appointment or as prescribed in faculty review process. CVs &amp; Work Load updated annually. Licenses verified on hire and every 2 years on renewal.</td>
<td>2-D. On appointment or as prescribed in faculty review process. CVs &amp; Work Load updated annually. Licenses verified on hire and every 2 years on renewal.</td>
</tr>
<tr>
<td></td>
<td>Annually</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>Faculty Handbook updated every two years.</td>
<td>Dean, Associate Deans, Administrative Assistant, Faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dean, Associate Deans, and Provost</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dean, Faculty Affairs, Individual Faculty</td>
</tr>
<tr>
<td>2-E. When used by the program, preceptors, as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Rule 4723-5-20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-E. Preceptor qualifications verified prior to student assignments. Preceptor Data Form completed and filed. Documentation of Preceptor Experience located in CU DON Faculty Handbook.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field associates in MSN program provide license verification and CV.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upon completion of Preceptor Data Form. Preceptor Qualifications are verified each semester prior to clinical assignments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean, Associate Deans, Individual faculty, Course Coordinators, Clinical Liaison, Student Services Administrative Assistant.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2-F. Parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.

2-F. The extent of support is reviewed yearly during the yearly budget meetings. This includes CU DON operating budget allocations, university sponsored grants and external awards.

There are a variety of activities and documents that demonstrate that resources are allocated for faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected outcomes.

- Annual reports and vitae, FO minutes and Dean CU DON administrative staff meeting minutes.

<p>| Annually | Dean, Associate Deans, Faculty |  |</p>
<table>
<thead>
<tr>
<th>3-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program’s mission, goals, and with the roles for which the program is preparing its graduates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rule 4723-5-13 &amp; 19, OAC</td>
</tr>
<tr>
<td>3-B. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within expected student outcomes (individual and aggregate).</td>
</tr>
<tr>
<td>The baccalaureate curriculum incorporates knowledge and skills identified in <em>The Essentials of Baccalaureate Education for Professional</em></td>
</tr>
<tr>
<td>3-A. Curriculum for each of the nursing programs is published and available to all students in bulletins, website, and student handbooks.</td>
</tr>
<tr>
<td>Curriculum development and review is an ongoing process in each of the nursing programs. Evidence is located in committee minutes, CU Undergraduate Bulletin, CU DON student handbooks, course syllabi.</td>
</tr>
<tr>
<td>3-B. Curriculum development and review is an ongoing process in each of the specific nursing programs. List standards for periodic review and evaluation of each program’s curriculum in relationship to the following criteria:</td>
</tr>
<tr>
<td>• Ohio nurse practice act</td>
</tr>
<tr>
<td>Annually</td>
</tr>
<tr>
<td>Clinical courses reviewed odd numbered years and non-clinical courses reviewed in even numbered years.</td>
</tr>
<tr>
<td>Associate Deans, Faculty, Curriculum Committees</td>
</tr>
<tr>
<td>Curriculum Committees, Associate Deans, Pre-Licensure and Post-Licensure Programs, Annual Program Review and Outcomes Assessment work required by University</td>
</tr>
</tbody>
</table>
The master’s curriculum incorporates knowledge and skills identified in *The Essentials of Master’s Education in Nursing* (AACN, 2011).

- Rule 4723-5-13, OAC (in its entirety)
- Rule 4723-5-19, 20, OAC

*Nursing Practice* (AACN, 2008).

- AACN Essentials of Baccalaureate Nursing Education
- AACN Essentials of Master’s Education
- ANA standards for Professional Practice
- Specialty organization standards
- CCNE Standards
- Ohio Administrative Code 4723-5
- NCLEX-RN Examination detailed test plan

Expected student outcomes are reviewed.

- NCLEX-RN
- HESI Exit-RN
- CNS Certification
- Graduation Rates
- Employment Rates (including data

<table>
<thead>
<tr>
<th>Source</th>
<th>Frequency</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually</td>
<td>Academic Affairs, Associate Deans, FO</td>
<td></td>
</tr>
<tr>
<td>3-C. The curriculum is logically structured to achieve expected outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-D. Teaching-Learning practices and environment support the achievement of expected student outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-E. The curriculum includes planned clinical practice experiences that enable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 3-C. Curriculum review is an ongoing process in each of the specific nursing programs. A component of this is curriculum and teaching learning evaluation. Evidence is located in Program Committee minutes and course documents. |
| The following data are examples of evidence collected, analyzed, and used to support expected student outcomes: End of Program Surveys, current student surveys, course evaluations, classroom teaching evaluations, periodic review of faculty and curriculum. Graduation and retention data, NCLEX-RN and Certification pass rates, surveys of alumni and employer feedback. |
| 3-E. Faculty and Student Evaluation of Clinical Sites. |

| 3-C. Ongoing. Foundational courses, including pre-requisites reviewed every 4 years (2011;2015; 2019) |
| 3-D. Annually |
| Alumni data collected at 1 and 5 years post-program completion; employer feedback |

| 3-E. Ongoing |

| 3-C. Curriculum and Program Committees |

| Dean, Associate Deans, Faculty, Annual Program Review and Outcomes Assessment Faculty, Associate Deans, Dean, Clinical Liaison. Annual Summary of clinical evaluations completed by Clinical Liaison and reported to Faculty. |

<p>| Faculty, Dean, and Associate Deans |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3-F.</td>
<td>The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.</td>
<td>Internal Community of Interest: Students and Families, faculty, and CU Administration. External Community of Interest: Nursing Board of Advisors, OBN, Affiliating agencies and employers, prospective students and families, HLC, Ohio Board of Regents</td>
</tr>
<tr>
<td>3-G.</td>
<td>Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures are defined and consistently applied.</td>
<td>3-G. Evidence used in the process includes but is not limited to course requirements and guidelines for assignments, student products, student and faculty evaluations of clinical sites, student clinical performance and policies for the supervision of students in the clinical setting.</td>
</tr>
<tr>
<td>3-H. Curriculum and</td>
<td></td>
<td>NCLEX-RN and Certification passrates. Current student</td>
</tr>
<tr>
<td>Internal Community of Interest: Students and Families, faculty, and CU Administration.</td>
<td></td>
<td>Faculty, Associate Deans, Program and Curriculum Committees</td>
</tr>
<tr>
<td>External Community of Interest: Nursing Board of Advisors, OBN, Affiliating agencies and employers, prospective students and families, HLC, Ohio Board of Regents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3-F. Ongoing</td>
<td>3-G Ongoing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.

and alumni surveys. IDEA reports

3-H. Annually. Student evaluations of course and faculty are ongoing (IDEA)
<table>
<thead>
<tr>
<th>Standard</th>
<th>Key Element</th>
<th>Action/Evidence</th>
<th>Frequency</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCNE Standard IV PROGRAM EFFECTIVENESS:</td>
<td>Assessment and Achievement of Program Outcomes</td>
<td>4-A. A systematic process is used to determine program effectiveness. The process is written, ongoing, and exists to determine achievement of program outcomes. Is comprehensive (includes completion, licensure, certification, and employment rates, as required by the Department of Education; and other program outcomes). Identifies which data are collected to assess achievement of the program outcomes. Includes timeline for collection, review of expedited and actual outcomes, and analysis; and is periodically reviewed and revised as appropriate.</td>
<td>Survey annually at program mid-point and completion. Alumni at 1 and 5 post-graduation. Yearly review of survey data by faculty (May or August)</td>
<td>4-A. Dean, Associate Deans Student Services Administrative Assistant Faculty at annual Program Effectiveness Retreat, Dean, Associate Deans</td>
</tr>
<tr>
<td>Ohio Board of Nursing</td>
<td></td>
<td>4-A. The data collection focuses on students, alumni, health care agencies (employers), and exit interview/surveys. The DON collects, analyzes and evaluates data from the four programs. These data are reviewed annually to assess outcomes of students against expected student outcomes. All students are surveyed at mid-point and end of program. Alumni are surveyed at 1 and 5 years post-graduation. Other outcomes include Overall Satisfaction, Terminal Objectives, Critical Thinking, Cultural competencies, and HESI Version I and II Develop plan for collecting data from employers (Focus groups)</td>
<td>4-B. Ongoing</td>
<td>4-B. Dean, Associate Deans and Student Services Administrative Assistant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>An ongoing aspect of University Outcomes Assessment is yearly monitoring of completion rates. TUP completion rates calculation: entry into first semester Junior year to Graduation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-C. Licensure and certification pass rates demonstrate program effectiveness.</td>
<td>CNAP completion rates calculation: at beginning of 2nd year in program to Graduation. BSN-C and MSN completion rates calculation: once 50% of curriculum is completed.</td>
<td>An ongoing aspect of University Outcomes Assessment and Ohio Board of Nursing requirement is yearly monitoring of NCLEX-RN first time pass rates and certification of graduates of the Adult-Gerontology Clinical Nurse Specialist program.</td>
<td>4-C. Ongoing</td>
<td>4-C. Dean, Associate-Deans, and Faculty</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4-D. Employment rates demonstrate program effectiveness.</td>
<td>This is an ongoing aspect of University Outcomes Assessment that occurs yearly.</td>
<td>An ongoing aspect of University Outcomes Assessment that occurs yearly.</td>
<td>Annually</td>
<td>Eric Anderson’s office Student Services Administrative Assistant</td>
</tr>
<tr>
<td>4-E. Program Outcomes demonstrate program effectiveness.</td>
<td>Current Student, Alumni satisfaction; terminal objectives (learning outcomes); employer satisfaction; student and alumni achievement; HESI</td>
<td>4-E. Program Outcomes demonstrate program effectiveness.</td>
<td>Annually</td>
<td>4-E. Dean, Associate Deans and Faculty</td>
</tr>
<tr>
<td>4-F. Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness</td>
<td>Presentations, publications, awards, leadership, service to University and profession. Certifications; teaching evaluations</td>
<td>Presentations, publications, awards, leadership, service to University and profession. Certifications; teaching evaluations</td>
<td>Annually as part of Faculty Annual Reports</td>
<td>4-F. Dean, Associate Deans and Faculty, Administrative Assistants</td>
</tr>
<tr>
<td>4-G. The program defines and reviews formal complaints according to established policies.</td>
<td>4-G. Faculty and Student Handbooks reflect current policies and procedures for the grievance process for both students and faculty. The process for review of formal complaints and how that</td>
<td>4-G. Annually</td>
<td>4-G. Annually</td>
<td>Academic Affairs, Student Affairs, Academic Affairs, Dean, Associate Deans, CUDON Executive Committee.</td>
</tr>
<tr>
<td>• Rule 4723-5-12, OAC</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4-H. Data analysis is used to foster ongoing program improvement.</td>
<td>The DON collects, analyzes and evaluates data from the four programs. These data are reviewed annually to assess expected student outcomes. All students are surveyed at the mid-point and end of program. Alumni and their employers are surveyed at 1 and 5 years post-graduation. The outcomes data are used by each program to drive decision making processes. Outcomes of these analyses are documented in program committee meetings and Faculty Organization meeting minutes.</td>
<td>4-H. Annually at Outcomes-Focused Faculty meeting</td>
<td>Dean, Associate Deans, and University Office of Assessment.</td>
<td></td>
</tr>
<tr>
<td>Ohio Board of Nursing</td>
<td>CU DON comprehensive evaluation plan exists.</td>
<td>The comprehensive evaluation plan is periodically reviewed and revised as necessary.</td>
<td>Every 5 years or with major programmatic change (2003, 2008, 2013)</td>
<td>CU DON Executive Committee, Associate Deans, Department Dean</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>Rules Compliance not covered by CCNE process:</td>
<td>- Rule 4723-5-15, OAC</td>
<td>- Rule 4723-5-21, OAC</td>
<td>- Rule 4723-5-21, OAC</td>
<td>- Rule 4723-5-21, OAC</td>
</tr>
<tr>
<td>Evaluation Plan of the Program</td>
<td>All program records including those for student, graduates, faculty, instructional personnel, and program minutes are kept in accordance with OBN rules.</td>
<td>Records retention plan is published and located in the CU DON Faculty Handbook.</td>
<td>Records retention plan is published and located in the CU DON Faculty Handbook.</td>
<td>Records retention plan is published and located in the CU DON Faculty Handbook.</td>
</tr>
<tr>
<td>Program Records</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DEPARTMENT OF NURSING

COMMUNICATIONS

Faculty of the Department of Nursing are automatically members of the faculty of Capital University. Therefore, faculty have the same access and communications support as every other faculty member at Capital University. The following is information about communications that are specific to the Department of Nursing.

Advising files

Student advising files are centralized and located in the BHSN 315 office and in the office of the Senior Administrative Assistant for Student Services. Faculty have full access to these files and may take them to their office temporarily when working with students related to advising activities. Student files are not to leave the offices. The “Clinical Evaluation Tool” is housed in the student’s advising file. These may be periodically removed for short periods of time in order for clinical faculty to complete their evaluation of student clinical performance. Students have rights of access to all materials contained in the advising file. However, should a student request access to see or copy the contents of their advising folder, they will need to schedule a meeting with their academic advisor to do so. This is done to protect against inadvertent loss of materials from the file. It also provides an opportunity for the advisor to discuss relevant issues with the student as indicated. The advisor may request the Associate Dean of the program do this activity in their place is needed.

Course Document Retention

Course documents are consulted when evaluating transfer courses, and in answering external inquiries about the programs. Past course materials are archived for responses to queries from alums, employers, boards of nursing and graduate programs. Course documents are also especially important in the preparation of self-studies and in advising transfer students. Course documents for retention include course syllabi, course schedule of meetings, topics and assignments, guidelines/rubrics for assignments and exams. The Records Retention Plan contains the specifics for what is retained and for how long materials are retained. Document retention is the responsibility of all course faculty. Faculty are required to archive course materials in the Document Retention Folder contained in the Faculty Organization Folder on the Course Management System. Faculty are also required to archive course syllabi for Capital University on the Shared Drive.

Faculty and Staff Bereavement/Illness

The policy and procedure for requesting bereavement and/or sick leave is that of the University. Questions on scope of this benefit should be directed to the Office of Human Resources directly. However, in the Department of Nursing, questions can be clarified by the Dean related to who qualifies for what type of excused absence. In general, a staff member, Associate Dean, or the Dean is notified of bereavement or serious illness affecting faculty or their immediate families. No information will be posted of shared in general with faculty/staff or students without a specific release in writing giving authorization to share HIPPA protected information. Staff will notify the President’s Office, the Provost’s Office, Public Relations Office, The Faculty Book Fund Coordinator, and the Office of Student Services, as appropriate. The Department, in consultation with the Department of Nursing Faculty Affairs Committee, sends cards, fruit, flowers, or memorials. “Immediate family” includes
spouse, parent, sibling, or child.

Faculty who are ill or expect to be absent from class or University commitments are expected to notify the Coordinator of the course, the Associate Dean of the program or the Dean as appropriate. Students in courses will be given the information they need to plan for class/clinical. Any illness beyond a few days must be communicated to the Dean. The University’s medical leave policy is available from the Office of Human Resources will be followed if appropriate.

Faculty Committee Meeting Documents Retention

Each standing committee develops and maintains a manual that describes the processes and mechanisms used to complete its assigned tasks. This manual is passed to succeeding committee chairs. This book along with minutes of all minutes and committee actions is maintained in the faculty computer office, room 315. Committee minutes are to be electronically archived on the DON iLearn site.

Faculty Meeting Agenda

The Dean prepares the agenda for meeting of the total Faculty. Committee reports and action items as well as agenda items submitted by individual faculty members, old and new business, announcements, and evaluation activities comprise the agenda. Agenda attachments include items of general interest, external communications, and copies of faculty publications. These are provided electronically in advance via e-mail.

Mail-Mail Folders

A campus and US postal pick-up site is located in the Department of Nursing suite in BHSN 330. The campus post office staff makes pickups and deliveries once a day during the academic year. Staff can assist faculty in bulky mailings.

Mailboxes for full and part-time faculty and staff are located in BHSN 330. Mail folders for students are located in mail files in the third floor elevator lobby of Battelle Hall. Students’ mail folders are organized by class and program. The University provides campus mail boxes in the Campus Center for every student. The mail folders for students in the Department of Nursing are provided to facilitate communication with enrolled nursing students.

Mass Mailings

University policy discourages mass mailings to students, faculty and staff to control paper waste. Electronic communications is the preferred method. Bulk mailings may be used as approved by the Dean in general for planned communications with constituencies like alumni of the nursing program.

Technology

iLearn

Capital University provides course management software, iLearn. Nursing faculty are encourage to maintain course materials including syllabae, guidelines / rubrics for assignments and other teaching/learning resources for students on course iLearn sites. The course management system also
includes features for a gradebook, assignments dropbox, journal, blog, wiki, and email. The Department of Nursing faculty are heavy users of this electronic software to support communications between faculty and students enrolled in their classes. Assistance with the software is available from individual faculty of the Department in addition to specific assistance from the Center for Excellence in Learning and Teaching (CELT) and the “Help Desk” in IT as needed.

ECHO 360

Capital University provides lecture / screen capture technology to enable faculty to provide online screen casting of lecture or other broadcast. This technology can be used to supplement face-to-face classroom or as a resources for hybrid or online courses. Use of Echo 360 requires installation of the software on the faculty’s computer and establishment of a course on the Echo server. Assistance with use of Echo360 is available from the Center for Excellence in Learning and Teaching (CELT). There are also several classrooms equipped with Echo 360 for live classroom capture. This can be used during classroom activities or may be used to record for hybrid and online courses. Use of these classrooms requires an appointment with the CELT department.

ADOBE CONNECT

Capital University provides Adobe Connect technology for synchronous online meetings for hybrid and online classes or for faculty use for meetings. Assistance with this technology is available from the Center for Excellence in Learning and Teaching (CELT). Use of this technology requires an appointment with the CELT department.

E-Mail

Every faculty, staff, and student is issued a University e-mail account. These accounts are established on hire or enrollment by contacting IT. In an effort to decrease reliance on paper communications, e-mail in the Department of Nursing is the preferred method for routine notification of faculty/staff related to faculty meetings and transferring files. Faculty are expected to check email daily when the University is in session. Faculty are expected to respond to university, department and student email in a timely manner (typically within 48 hours on weekdays when University is in session).

Social Media

A. The Department of Nursing maintains a Facebook page. This page is maintained by the Administrative Assistant (Student Services). Faculty are expected to follow professional standards for posting on the DON facebook page. Faculty may consult with the DON for facebook posting.

B. Faculty / Student Communications. When using communications technologies to communicate with students outside of the classroom, Faculty are generally expected to use Capital University email for formal communications with students. This is important for maintenance of Capital University records of communication. Faculty are expected to maintain professional teacher/student boundaries and professional standards when utilizing other forms of social media including texting, facebook or other applications when communicating with students and others outside of class. Faculty are also expected to follow Federal privacy laws including HIPAA and FERPA when utilizing communications technologies (See section on Privacy Policies in Faculty Handbook).

Printing / Scanning / Faxing
A multi-function printer is located in Room 330. This gives faculty the ability to duplicate materials, scan materials and send facsimiles. The Department of Nursing fax number is 614-236-6157. Staff can provide assistance.

_Parscore_

The University and Department of Nursing provides PARSCORE software for grading multiple choice exams and supports detailed item analysis for the purpose of evaluating and improving the quality of objective testing. The hardware includes a desktop PC connected to a SCANTRON reader and printer. This equipment is available in the Division of Science Office, Battelle 253.

_Information Technology_

Information Technology (IT) is responsible for the purchase and maintenance of faculty, staff, and Fuld Lab computers. Requests for assistance should be directed to the IT “Help Desk”.

Any course materials (syllabi, handouts, exams) developed by faculty using their own computers for their assigned teaching are to be marked with the Department of Nursing copyright, electronic copies are to be maintained by the faculty and the black course books are to be updated with hard copies of the syllabus and course schedule.

_Telephone Systems_

The University provides phones and active voice mail systems for all faculty and staff. These systems can be accessed when off campus. Long distance calls may be placed for business purposes from the faculty member’s office. When hired, each faculty member is issued a unique long distance code by IT. The voice messaging system can be programmed for messages to callers when faculty are out of the office for extended periods of time. They are also programmed so that if the caller touches “0”, the call will automatically be switched to one of the staff. If there are questions on how the system works, please contact the “Help Desk” in IT.

_Revised 8/99; 1/03; 1/08; 8/10; 12/10; 2/13, 8/16_
III. Employment in the Department of Nursing

DEPARTMENT OF NURSING

QUALIFICATIONS FOR APPOINTMENT

The following statement of qualifications shall serve as the normal standards for appointment with rank in the Department of Nursing.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructor</td>
<td>Master’s degree and two (2) years of clinical nursing experience</td>
</tr>
<tr>
<td>Term Appointment</td>
<td></td>
</tr>
<tr>
<td>B. Assistant Professor</td>
<td>Master’s degree and, normally, at least three (3) years of teaching experience in an accredited baccalaureate program in nursing. Additionally, two (2) years of clinical nursing practice is required.</td>
</tr>
<tr>
<td>Term Appointment</td>
<td></td>
</tr>
<tr>
<td>B. Assistant Professor</td>
<td>Earned doctorate; two (2) years of clinical nursing practice is required.</td>
</tr>
<tr>
<td>Tenure Track</td>
<td></td>
</tr>
<tr>
<td>C. Associate Professor</td>
<td>Earned doctorate and six (6) years of experience in teaching, research or administration, at least four (4) years of which shall have been teaching in an accredited baccalaureate program in nursing. Additionally, two (2) years of clinical nursing practice is required.</td>
</tr>
<tr>
<td>Tenure Track</td>
<td></td>
</tr>
<tr>
<td>Appointment</td>
<td></td>
</tr>
<tr>
<td>D. Professor</td>
<td>Earned doctorate and twelve (12) years of experience in Term or Tenure teaching, research or administration, at least eight (8) years of which shall have been teaching in an accredited baccalaureate program in nursing. Additionally, two (2) years of clinical nursing practice is required.</td>
</tr>
<tr>
<td>Tenure Track</td>
<td></td>
</tr>
<tr>
<td>Appointment</td>
<td></td>
</tr>
</tbody>
</table>

Revised: 9/05; 12/13/07; 08/03/10; 12/10
1. College Faculty Evaluation Committee (FEC)

1.1. Overview

1.1.1. Membership – Two tenured members from each school will sit on the committee for a three year term. Terms will be staggered such that members from the same school will have overlapping rather than simultaneous terms. The provost and the dean of the college serve as non-voting members.

1.1.2. Leadership – A chair will be elected by the committee members; the individual must have previously served at least one year on the committee.

1.1.3. Charge – The FEC is charged with the responsibility to oversee the process of College faculty evaluation matters including, but not limited to, promotion and tenure. The committee shall establish the principles of faculty evaluation, and set minimum evaluation criteria for the college. The FEC shall acknowledge the strong role that disciplines, departments, regulators, and accrediting bodies play in setting standards for promotion and tenure. They shall guide and support departments in defining specific criteria for promotion and tenure within the discipline, and shall approve the criteria used by each department to ensure the consistency and equity of the faculty evaluation process from a college-wide perspective.

1.1.4. Confidentiality – All deliberations about faculty candidates are held in executive session. All deliberations and the contents of the file are held in confidence by participating faculty and by other properly constituted officers involved in the decision-making process.

1.1.5. Processes – After receiving a candidate portfolio, each member of the Faculty Evaluation Committee reviews the portfolio and the recommendation from the department, using the rubric developed by the department as a guide. A committee meeting will take place to discuss the portfolio and develop questions to be asked of the candidate. The committee will interview the candidate. The candidate will have one week to respond to additional questions asked during the interview with additional documents or a written response. The committee will then write an evidence-based recommendation letter to be given to the dean. The letter should address each area of teaching, scholarship, and service, as well as the vote from the committee. The letter should include majority and minority views.

1.1.5.1. If a committee member has a conflict of interest (e.g.: familial relationship to the candidate, business relationship to the candidate) that committee member will recuse himself/herself from the vote. Committee members who are also in a candidate’s department have voice and vote in the department and in FEC.

1.2. Faculty Evaluation
1.2.1. Evaluation of Full-time Faculty – Faculty are evaluated for purposes of continued employment, promotion in academic rank or title, and tenure based on teaching, scholarship, and service.

1.2.2. Tenure-track and tenured faculty. All faculty holding tenure-track or tenure positions will follow the evaluation procedure outlined below.

1.2.3. Non-tenure track and part-time faculty. Non-tenure track and adjunct faculty are not currently eligible for tenure and have no presumptions of renewal of appointment. They are evaluated outside the process described herein.

1.3. Definitions

1.3.1. The hallmarks of quality faculty, regardless of academic area of expertise, are aligned with the mission and values of Capital University. These are Teaching, Scholarship, and Service. The combination of excellence in these three areas (as opposed to just one or two areas) helps to distinguish Capital University faculty from those at many other institutions.

1.3.2. Teaching – Teaching implies: any manner of imparting information or skill so that others may learn; guiding the studies of others; imparting knowledge; instructing by precept, example, or experience; making information known and accepted; or conducting instruction in a field or area. Mentoring students toward career goals, either disciplinary or interdisciplinary (e.g., law or health professions) is also considered a part of teaching.

1.3.3. Scholarship – Scholarship is the process of discovery, integration, and application of knowledge, or artistic work that contributes to one’s profession and is documented through dissemination. Scholarly products require high levels of expertise, are innovative, and have significance to others in the field. Dissemination takes many forms, from campus-wide presentations to invited talks and workshops, to peer-reviewed publications, performances, and juried shows, as well as external grant awards, as is applicable to one’s discipline.

1.3.3.1. For faculty primarily serving in administrative positions (e.g., assistant dean), scholarship may include research about administrative issues, leadership in national professional organizations and accrediting bodies that promote excellence in college and university administration, and scholarship of leadership development.

1.3.4. Service – Service involves making a contribution for the betterment of the institution, the community, or one’s profession. Some examples of service in each of the three categories are shown in the table below (this list is not all inclusive).

<table>
<thead>
<tr>
<th>Institution</th>
<th>Community</th>
<th>Profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in department, school, college, and university meetings</td>
<td>Developing community relationships (e.g., internships and service projects)</td>
<td>Active involvement in professional organizations</td>
</tr>
<tr>
<td>Contributing to recruitment events</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.4. Criteria for Evaluation

1.4.1. Overall Evaluation – Evaluation of faculty involves a fine balance. Capital University recognizes the value of teaching, scholarship, and service, and balance is sought among these three areas over time. At any one time, the relative balance for any single dimension likely will vary.

1.4.2. Teaching – Effective teachers are those who make pedagogical choices based on their strengths, course learning goals, and student learning styles. They are student centered and maintain high standards for themselves and their students. Teaching effectiveness is evaluated by considering the following factors: knowledge and understanding of the discipline and its relationship to other disciplines; knowledge and understanding of course material; level of preparation for each class; selection and organization of course materials; effectiveness of communication; ability to stimulate critical thinking among students; enthusiasm for teaching; relationship with students; provision of sufficient feedback to students; formative assessments that guide instruction; professional classroom demeanor.

1.4.3. Scholarship – Examples of scholarship are in the table below. Products are most valued that have an impact in the professional discipline or relevant community, or have been reviewed by peers in a formal process and disseminated to a broad audience.

<table>
<thead>
<tr>
<th>Nature of the Scholarship</th>
<th>Teaching and Learning</th>
<th>Discovery</th>
<th>Artistic Creativity</th>
<th>Integration</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>With learners, develops and communicates new understanding and insights; develops and refines new teaching content and methods; fosters lifelong learning behavior.</td>
<td>Generated and communicates new knowledge and understanding; develops and refines methods.</td>
<td>Interprets the human spirit; creates and communicates new insights; develops and refines methods.</td>
<td>Synthesizes and communicates new or different understandings of knowledge or technology and its relevance; develops and refines methods.</td>
<td>Fosters inquiry and invention; develops and communicates new technologies, materials, or uses; develops and refines new methods.</td>
<td></td>
</tr>
</tbody>
</table>

| Primary Audiences | Teaching materials and methods; Classes; Curricula; Publications and presentations to educator peers and broader publics. | Peer-reviewed publications and presentations; Patents; Public reports and presentations. | Shows, performances and distribution of products, reviews, news reports; copyrights; peer presentations and juries, publications. | Presentations, publications, demonstrations, and patents. | Demonstrations and presentations to audiences; Patents; Publications for users; Periodicals and reports; Peer presentations and publications. |

| Primary Means of Communication | Students; Educator peers. | Peers; Supporters of research; Educators; Students; Publics. | Various publics; Peers; Patrons; Students. | Users; Educators; Students; Peers. | Users; Customers; Educators; Peers. |
### Primary Criteria for Validating

<table>
<thead>
<tr>
<th>Category</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Criteria for Validating</strong></td>
<td>Originality and significance of new contributions to learning; depth, duration and usefulness of what is learned; lifelong benefits to learners and adoption by peers.</td>
</tr>
<tr>
<td></td>
<td>Originality, scope, and significance of new knowledge; applicability and benefits to society.</td>
</tr>
<tr>
<td></td>
<td>Artistic merit, originality, impact, and duration of public value; scope and persistence of influence and public appreciation.</td>
</tr>
<tr>
<td></td>
<td>Usefulness and originality of new or different understandings, applications, and insights.</td>
</tr>
<tr>
<td></td>
<td>Breadth, value, and persistence of use and impact.</td>
</tr>
</tbody>
</table>

| Documentation | Reprints and conference materials; Teaching portfolio: summaries of primary new contributions, impacts on students and learning; acceptance and adoption by peers; evidence of leadership and team contributions. |
| Documentation | Reprints and conference materials; summaries of primary contributions, public interest, and impact; communication to publics, peer recognition and adoption; evidence of leadership and team contributions. |
| Documentation | Summaries of primary contributions, public interest, and impact; communication to publics, peer recognition and adoption; evidence of leadership and team contributions. |

1.4.4. **Service** – Balance among the three types of contributions (institution, community, professions) is expected, with leadership being demonstrated in one or more areas. Advising effectiveness may be measured via the following mechanisms: group advising sessions to foster relationships among students and build peer mentoring networks; advising assessment; advising development activities, such as reading the advising literature, participating in a reading group that is focused on advising, attending professional conferences that have sessions on advising (e.g., the Lilly Conference, PKAL, CUR), and participating in faculty development workshops on campus with an advising theme.

1.4.5. **Specific Criteria** – Evaluation of candidates is based on a specific rubric developed by the candidate’s department and approved by the Faculty Evaluation Committee. Each rubric specifies the expected level of achievement for each evaluation criteria, as well as unsatisfactory and distinguished levels. It is the candidate’s responsibility to be knowledgeable of the rubric by which she or he will be evaluated.

1.5. **Timeline for Evaluation**

1.5.1. **Timeline for Promotion** – Promotion in rank follows the following time frame:

1.5.1.1. **Promotion to associate professor** generally takes place after six years at the rank of assistant professor. The fifth year is a time of preparation of the candidate, with review occurring during the sixth year. Specific target dates are outlined in the Faculty Evaluation Resource Guide.

1.5.1.2. **Promotion to professor** generally takes place after six years at the rank of associate professor. The fifth year is a time of preparation of the candidate, with review occurring during the sixth year. Specific target dates are outlined in the Faculty Evaluation Resource Guide.
1.5.2. Timeline for Tenure – No later than the sixth year of a probationary appointment, or earlier as specified in the original appointment, the Faculty Evaluation Committee considers whether to recommend the candidate for advancement to tenure. Specific target dates are outlined in the Faculty Evaluation Resource Guide.

1.5.3. Extension of Timeline

1.5.3.1. A delay in tenure and promotion may be granted by the provost in consultation with FEC for cause, including the following: medical, administrative assignment, birth or adoption of a child, or family illness. However, the total review period shall not exceed ten years. (request sent to university counsel to review the addition)

1.5.3.2. The candidate must provide the provost with a written request for the extension by the first day of classes in the academic year in which mandatory promotion and tenure review is presently scheduled.

1.5.3.3. The burden is on the faculty member to demonstrate cause to the provost. The written response from the provost should be included in the portfolio, and shall only describe the length of the delay.

1.6. Portfolio Composition – The composition of the portfolio to be submitted to the Faculty Evaluation Committee is detailed in Appendix A: College faculty Evaluation Resource Guide.

1.7. Promotion

1.7.1. Definition – Promotion is recognition that a faculty member has reached an advanced level of achievement, participation, involvement, and contribution to the university. Candidates are evaluated for promotion on the basis of teaching effectiveness, scholarship activities, and service to college, community, and profession, according to the department’s approved promotion and tenure rubric.


1.7.3. Basis for Deliberations – The deliberating body confines itself to questions of professional qualification and merit. The committee considers the recommendation of the department as the basis for their questions and discussions with the candidate. Questions of tenure ratio, university finances, and matters not touching upon the preparation, competence, and performance of the candidate, such as the need of the department, college, or school for the particular candidate, and/or candidate specialties under review are specifically excluded (these may be looked at separately by the dean, provost, or Board of Trustees).

1.7.4. Role of the Department – The tenured members of the candidate’s academic department review the portfolio, compare the evidence provided by the candidate (which may include an interview with the department if the candidate requests an interview) with the department rubric, and vote by casting a simple “yes” or “no” secret ballot, after which the Dean or designee will prepare a letter that summarizes the deliberations of the department to be signed by all tenured members of the
department. Committee members who are also in a candidate’s department have voice and vote in the department and in FEC. Assistant deans who are also members in a candidate’s department have voice and vote at the level of the department. This letter is included in the candidate’s portfolio.

1.7.5. Assistant Dean’s Recommendation – The assistant dean reviews the evidence provided by the candidate and writes a recommendation to be included in the candidate’s portfolio.

1.7.6. Vote of the Committee – The committee will interview the applicant and after excusing the applicant from the room, the committee members will deliberate the merits of promotion against the criteria of teaching, scholarship, and service. Then, the committee members will singly vote by casting a simple “yes” or “no” ballot, after which the chair or a designee will prepare a letter to the dean of the college that conveys the vote and summarizes the deliberation of the committee.

1.7.7. Communicating FEC Recommendation to Candidate – The Committee letter will be sent to the dean and the candidate at the same time. The process for writing the committee letter takes at least two weeks. Candidates will be asked whether they want to receive the letter in person from two members of the committee, via registered mail to their home address, or through email.

1.7.8. Access to Files – Files pertaining to the candidate are always open to the candidate. The candidate may ask for and shall receive a copy of materials in the file. For purposes of this section, a request for access and copies shall be made through the office of the dean.

1.7.9. Dean’s Recommendation – The dean weighs the recommendation of the Faculty Evaluation Committee and the department, as evidenced by the tabulated votes and the accompanying rationales, together with the evidence reviewed by the committee, and with other considerations appropriate to the role of the dean as an academic leader, makes a recommendation to the provost. If the dean does not concur with the vote of the committee, a written rationale is provided to the committee as a professional courtesy. A copy of the dean’s letter will be provided to the candidate prior to the Board of Trustees meeting during which the candidate’s portfolio is reviewed.

1.7.10. Provost’s Recommendation – The provost receives the file, and considers the recommendations of the committee and of the dean, together with broader questions of tenure ratio, university finances, and university mission. The provost makes a recommendation to the President and moves forward all recommendations. The provost informs the candidate of the recommendation to be sent forward to the President. A copy of the provost’s letter will be provided to the candidate prior to the Board of Trustees meeting during which the candidate’s portfolio is reviewed.

1.7.11. President’s Recommendation – The President considers the recommendations from the committee, dean and provost and makes a recommendation to the Academic Affairs Committee of the Board of Trustees, and brings forward all
previous recommendations. The Academic Affairs Committee of the Board of Trustees in turn, recommends to the Board of Trustees.

1.7.12. Board of Trustees’ Action – The action of awarding or denying promotion is taken by, and only by, the University Board of Trustees.

1.7.13. Grievances – A complaint relating to the promotion process may be submitted to FRRC (See Dispute Resolution Section in the Faculty Handbook) at any point in the tenure process. A faculty member may file a complaint either at the point in the process where the allegedly harmful action has taken place or at the point where the harmful effect of the action becomes evident. In either case, the complaint must be filed within four months of the date of notification. All parties involved are required to show good faith in resolving the complaint as quickly as possible.

1.8. Tenure

1.8.1. Definition – The locus of tenure is the university, not within a particular department or school. Tenure policies are designed to enable Capital University: 1) to protect academic freedom, 2) to recognize faculty achievement, 3) to provide for continuity of the academic program, 4) to establish rules of academic due process, and 5) to provide standards whereby the University may be afforded means of protecting its quality and viability in cases of financial difficulty, programmatic change, or enrollment decline, and in the case of problems concerning faculty performance or behavior. The Statement of Principles on Academic Freedom and Tenure (1940) formulated by the Association of American Colleges and The American Association of University Professors is hereby adopted (see College faculty Evaluation Resource Guide).


1.8.3. Basis of Deliberations – The deliberating body confines itself to questions of professional qualification and merit. The committee considers the recommendation of the department as the basis for their questions and discussions with the candidate. Questions of tenure ratio, university finances, and matters not touching upon the preparation, competence, and performance of the candidate, such as the need of the department, college, or school for the particular candidate, and/or candidate specialties under review are specifically excluded (these may be looked at separately by the dean, provost, or Board of Trustees).

1.8.4. Role of the Department – The tenured members of the candidate’s academic department review the portfolio, compare the evidence provided by the candidate (which may include an interview with the department if the candidate requests an interview) with the department rubric, and vote by casting a simple “yes” or “no” ballot, after which the Dean of desiginee will prepare a letter that summarizes the deliberations of the department to be signed by all tenured members of the department. Committee members who are also in a candidate’s department have voice and vote in the department and in FEC. Assistant deans who are also members in a candidate’s department have voice and vote at the level of the department. This letter is included in the candidate’s portfolio.
1.8.5. Assistant Dean’s Recommendation – The assistant dean reviews the evidence provided by the candidate and writes a recommendation to be included in the candidate’s portfolio.

1.8.6. Vote of the Committee – The committee will interview the applicant and after excusing the applicant from the room, the committee members will deliberate the merits of promotion and tenure against the criteria of teaching, scholarship, service, and mentoring. Then, the committee members will singly vote by casting a simple “yes” or “no” ballot, after which the chair or a designee will prepare a letter to the dean of the college that conveys the vote and summarizes the deliberation of the committee.

1.8.7. Communicating FEC Recommendation to Candidate – The committee letter will be sent to the dean and the candidate at the same time. The process for writing the committee letter takes at least two weeks. Candidates will be asked whether they want to receive the letter in person from two members of the committee, via registered mail to their home address, or through email.

1.8.8. Access to Files – Files pertaining to the candidate are always open to the candidate. The candidate may ask for and shall receive a copy of materials in the file. For purposes of this section, a request for access and copies shall be made through the office of the dean.

1.8.9. Dean’s Recommendation – The dean weighs the recommendation of the College faculty Evaluation Committee and the department, as evidenced by the tabulated votes and the accompanying rationales, together with the evidence reviewed by the committee, and with other considerations appropriate to the role of the dean as an academic leader, makes a recommendation to the provost. If the dean does not concur with the vote of the committee, a written rationale is provided to the committee as a professional courtesy. A copy of the dean’s letter will be provided to the candidate prior to the Board of Trustees meeting during which the candidate’s portfolio is reviewed.

1.8.10. Provost’s Recommendation – The provost receives the file, and considers the recommendations of the committee and of the dean, together with broader questions of tenure ratio, university finances, and university mission. The provost makes a recommendation to the president and moves forward all recommendations. The provost informs the candidate of the recommendation to be sent forward to the President. A copy of the provost’s letter will be provided to the candidate prior to the Board of Trustees meeting during which the candidate’s portfolio is reviewed.

1.8.11. President’s Recommendation – The President considers the recommendations from the committee, dean and provost and makes a recommendation to the Academic Affairs Committee of the Board of Trustees, and brings forward all previous recommendations. The Academic Affairs Committee of the Board of Trustees in turn, recommends to the Board of Trustees.

1.8.12. Board of Trustees’ Action – The action of awarding or denying tenure is taken by, and only by, the University Board of Trustees.
1.8.13. Grievances – A complaint relating to the tenure process may be submitted to FRRC (See Dispute Resolution Section in the Faculty Handbook) at any point in the tenure process. A faculty member may file a complaint either at the point in the process where the allegedly harmful action has taken place or at the point where the harmful effect of the action becomes evident. In either case, the complaint must be filed within four months of the date of notification. All parties involved are required to show good faith in resolving the complaint as quickly as possible.

1.9. Emeritus

1.9.1. Definition – Emeritus status is recognition that a faculty member has continued to make contributions to teaching, scholarship, and service across his or her tenure at Capital University.

1.9.2. Procedure – Tenured faculty with at least 10 years of service to the institution submit a current curriculum vitae to the FEC in January of the year in which the faculty member is retiring. FEC reviews the curriculum vitae and makes a recommendation to the dean and provost.

1.9.3. Basis for Deliberations – The deliberating body confines itself to questions of professional qualification and merit.

1.9.4. Dean’s Recommendation – the dean weighs the recommendation of the College faculty Evaluation Committee together with the candidate’s curriculum vitae and makes a recommendation to the provost. If the dean does not concur with the vote of the committee, a written rationale is provided to the committee as a professional courtesy.

Approved by the College Faculty February 7, 2013
1.10. Appendix A: College Faculty Evaluation Resource Guide

1.10.1. This resource guide is used as a supplement to and an elaboration of the College faculty Handbook policies on Promotion and Tenure. The following timelines are to be used for the promotion and tenure processes.

1.10.2. Year 1 for tenure track faculty

1.10.2.1. During the first semester of service at the University, each new faculty member will receive orientation to University structure and policies through the provost’s office and Faculty Evaluation Committee (FEC). By December of the first semester a Peer Review Committee (PRC) is formed. The PRC and the Dean each make a minimum of three observations. Both the PRC and the Dean submit a formal written report to the candidate with copies to the assistant dean of the school by the end of the first academic year.

1.10.2.2. Peer Review Committees – A Peer Review Committee (PRC) typically is composed of two faculty members from the candidate’s department and one faculty member from a related academic area. Faculty serving on a PRC must be tenured, and should be those who have an understanding of current best practices in academic pedagogy in the candidate’s academic discipline. If the candidate’s department does not have two tenured faculty members to serve on the PRC, then tenured faculty from related academic areas can serve on the PRC. In order to increase the number of individuals involved in the review process, thereby providing a broader perspective, it is preferable for the PRC to be composed of individuals who will not be serving on the Faculty Evaluation Committee at the time of the candidate’s review. However, in certain cases (e.g., small departments, particular expertise of the FEC member, election of the PRC member to FEC after the PRC has been formed and approved) it is permissible to include FEC members on the PRC. The Dean conducts a separate set of observations, and thus should not serve on the PRC. Composition of the PRC is approved by the Dean, the assistant dean of the school, and FEC. Note that the Peer Review Committee changes from the first-year review to the third-year review; the following table depicts these changes.

<table>
<thead>
<tr>
<th>Composition of Peer Review Committees</th>
<th>First-Year Review</th>
<th>Third-Year Review</th>
<th>Promotion and Tenure Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured department member</td>
<td>Tenured department member</td>
<td>Tenured department member</td>
<td></td>
</tr>
<tr>
<td>Tenured department member</td>
<td>Tenured faculty from related academic area</td>
<td>Tenured faculty from related academic area</td>
<td></td>
</tr>
<tr>
<td>Tenured faculty from related academic area</td>
<td>Tenured faculty from outside the school</td>
<td>Tenured faculty from outside the school</td>
<td></td>
</tr>
</tbody>
</table>

1.10.3. Year 2 for tenure track faculty
1.10.3.1. Each faculty member completes a first-year report by the date specified by the dean. The first-year report includes teaching evaluations (peer and student evaluations - both qualitative and quantitative), examples of scholarship, and a description of service. Over the first eight weeks of the semester, tenured faculty within the department review the first-year report and provide written constructive feedback to the candidate on teaching, scholarship, and service. A letter from the Dean summarizes faculty input. The first-year portfolio is due in the dean's office on or before November 1 of the respective semester.

1.10.3.2. FEC will review and discuss the first-year report and accompanying letters. FEC will produce a letter describing the quality of teaching, scholarship, and
service by the end of December, and the letter will be sent to the candidate, Dean, assistant dean, dean, and chair of the Faculty Professional Development Committee (FPDC). The candidate is expected to meet with FPDC to discuss resources and strategies for addressing issues raised in the Faculty Evaluation Committee letter.

1.11. Mid-Tenure Review – Note that this review begins during the third year of appointment or at the midpoint between hiring and the application for tenure.

1.11.1. On or before November of the third year, the faculty member selects a PRC composed of three faculty members; one from the department, one from a related discipline, and a third from outside the school. Faculty serving on a PRC must be tenured, and should be those who have an understanding of current best practices in the academic pedagogy of the candidate’s academic discipline. In order to increase the number of individuals involved in the review process, thereby providing a broader perspective, it is preferable for the PRC to be composed of individuals who will not be serving on the Faculty Evaluation Committee at the time of the candidate’s review. However, in certain cases (e.g., small departments, particular expertise of the FEC member, election of the PRC member to FEC after the PRC has been formed and approved) it is permissible to include FEC members on the PRC. The Dean conducts a separate set of observations, and thus normally should not serve on the PRC. The membership of the PRC is approved by the Dean, the assistant dean of the school, and FEC. All members of the PRC will make at least three classroom observations with a report by the PRC delivered to the faculty member, Dean, and assistant dean of the school by May.

1.11.2. The third-year report is due to the dean by the date specified by the dean. Tenured faculty within the department will review the portfolio. These faculty then rate the candidate on teaching, scholarship, and service based on the approved departmental rubric. A letter expressing the positions of the tenured faculty (with respect to promotion and tenure criteria) will be included with the third-year report by the first of October. All tenured members in the department sign the department letter. Peers from throughout the College may submit open letters to the Faculty Evaluation Committee (FEC) by the first of October.

1.11.3. The candidate will meet with the FEC to discuss the third-year report and accompanying letters. The FEC will produce a letter describing the quality of teaching, scholarship, and service by the end of the fall semester, and the letter will be sent to the candidate, Dean, assistant dean, and chair of the College faculty Professional Development Committee.

1.12. Tenure and Promotion Review – Note that this review occurs during the sixth year of appointment or at the time indicated in the candidate’s contract.
1.12.1. On or before November of the fifth year, the faculty member selects a PRC typically composed of three faculty members: one from the department, one from a related discipline and a third outside of the school. Faculty serving on a PRC must be tenured, and should be those who have an understanding of current best practices in academic pedagogy in the candidate’s academic discipline. In order to increase the number of individuals involved in the review process, thereby providing a broader perspective, it is preferable for the PRC to be composed of individuals who will not be serving on the Faculty Evaluation Committee at the time of the candidate’s review. However, in certain cases (e.g., small departments, particular expertise of the FEC member, election of the PRC member to FEC after the PRC has been formed and approved) it is permissible to include FEC members on the PRC. The Dean conducts a separate set of observations, and thus should not normally serve on the PRC. The membership of the PRC is approved by the Dean, the assistant dean of the school, and FEC. All members of the PRC make at least three classroom observations with a report by the PRC delivered to the faculty member, Dean, and assistant dean of the school by May.

1.12.2. The candidate’s portfolio is submitted to the department for review. Tenured faculty within the department will review the written evidence provided in the report. They will then rate the faculty candidate on teaching, scholarship, and service based on criteria presented in the faculty handbook and the department’s approved promotion and tenure rubric, and shall put forth a recommendation on promotion and tenure in the form of a vote, along with a letter expressing the positions of the tenured faculty. All tenured members in the department sign the department letter. This letter will be included with the promotion and tenure report by the 15th of October.

1.12.3. The candidate will meet with the FEC to discuss the report and accompanying letters. The FEC will produce a letter that includes a recommendation on promotion and/or tenure in the form of a vote along with justification to support the recommendation. A copy of the FEC letter will be sent to the candidate, Dean, assistant dean, and dean.

1.13. Full Professor Promotion Review (must be tenured) – Note that this review occurs after a minimum of six years at the rank of associate professor, with a minimum of three years at Capital University, or at the time indicated in the candidate’s contract.

1.13.1. During the fifth year, the faculty member selects a PRC composed of three faculty members; one from the department, one from a related discipline and a third outside of the school. Faculty serving on a PRC must be tenured, and should be those who have an understanding of current best practices in academic pedagogy in the candidate’s academic discipline. In order to increase the number of individuals involved in the review process, thereby providing a broader perspective, it is preferable for the PRC to be composed of individuals who will not be serving on the Faculty Evaluation Committee at the time of the candidate’s review. However, in certain cases (e.g., small departments, particular expertise of the FEC member, election of the PRC member to FEC after the PRC has been formed and approved) it is permissible to include FEC members on the PRC. The Dean conducts a separate set of observations, and thus should not normally serve on the PRC. The membership of the
PRC is approved by the Dean and the assistant dean of the school. All members of the PRC make at least three classroom observations with a report by the PRC delivered to the candidate, Dean, and assistant dean of the school by May 1.

1.13.2. The promotion report is due to the dean by the date specified by the dean during the fall semester (typically within the first two weeks of the semester) in the following year. Tenured faculty within the department will review the written evidence provided in the promotion report. Tenured faculty will then rate the faculty candidate on teaching, scholarship, and service based on criteria presented in the faculty handbook and the department’s approved promotion and tenure rubric, put forth a recommendation on promotion in the form of a vote, along with a letter expressing the tenured faculty positions. This letter will be included with the promotion report by the 15th of October. Peers from throughout the College may submit open letters to the Faculty Evaluation Committee (FEC) by the 15th of October.

1.13.3. The candidate will meet with the FEC to discuss the promotion report and accompanying letters. The FEC will produce a letter that includes a recommendation on promotion in the form of a vote along with justification to support the recommendation. A copy of the FEC letter will be sent to the candidate, Dean, assistant dean, and dean.

### Review Timeline for Tenure and Promotion from Associate to Full Professor

<table>
<thead>
<tr>
<th>At least 5th Year as Associate Professor</th>
<th>At least 6th Year as Associate Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRC Selection</td>
<td>S O N D F M A M I J A S O N D F M A M I J A</td>
</tr>
<tr>
<td>PRC Approved</td>
<td></td>
</tr>
<tr>
<td>PRC Observations</td>
<td>1 Obs./ PRC Member</td>
</tr>
<tr>
<td>Dean Observations</td>
<td>1 Observations</td>
</tr>
<tr>
<td>PRC Report Due</td>
<td></td>
</tr>
<tr>
<td>Dean Report Due</td>
<td></td>
</tr>
<tr>
<td>P&amp;T Report Preparation</td>
<td></td>
</tr>
<tr>
<td>Tenured Faculty Review</td>
<td></td>
</tr>
<tr>
<td>Tenured Faculty Letter Due</td>
<td></td>
</tr>
<tr>
<td>Assistant Dean Letter Due</td>
<td></td>
</tr>
<tr>
<td>Submit Portfolio to FEC</td>
<td></td>
</tr>
<tr>
<td>FEC Review Portfolio</td>
<td></td>
</tr>
<tr>
<td>FEC Interview Candidate</td>
<td></td>
</tr>
<tr>
<td>FEC Letter Due</td>
<td></td>
</tr>
<tr>
<td>Administrative Review</td>
<td></td>
</tr>
</tbody>
</table>

1.14. Portfolio Composition – The following items are to be included in all portfolios of candidates for either promotion or tenure.
1.14.1. Cover Letter – one page, highlighting majors accomplishments during the review period

1.14.2. Curriculum Vitae – citing publications and presentations using a standard citation method, e.g., MLA, Chicago, APA, with accomplishments since previous review highlighted

1.14.3. Annual Reports – all annual reports for the review period; these reports should include self-reflections on teaching, scholarship, and service

1.14.4. Letters

1.14.4.1. Assistant Dean – all annual report and portfolio letters during the review period

1.14.4.2. Department – all annual report letters from the Dean and portfolio letters from the department during the review period

1.14.4.3. Faculty Evaluation Committee – all during the review period

1.14.5. Teaching

1.14.5.1. Syllabuses – examples from each course taught during the review period; if no significant change is made to a course across semesters, then only one syllabus for that course is needed

1.14.5.2. Evaluations – A summary of quantitative measures of teaching effectiveness (may include bar graphs, tables, etc.); quantitative reports; qualitative summaries (typed, do not submit students’ handwritten comments); mid-term reports, if available

1.14.5.3. Other Documentation – it is the candidate’s responsibility to provide evidence of teaching that speaks to the definition of effective teaching and evaluation criteria at Capital University

1.14.5.4. Peer Review Committee Letters – all summary letters for the review period

1.14.5.5. Dean Observations – all summary letters for the review period

1.14.6. Scholarship

1.14.6.1. Reprints

1.14.6.2. Conference Presentations – copies of presentations; abstracts published in conference programs

1.14.6.3. Other Documentation – it is the candidate’s responsibility to provide evidence of scholarship that speaks to the definition and criteria given for contributions to the profession through dissemination
1.14.6.4. Letters from Peers – have these sent to the FEC chair prior to October 1 of the year during which the review occurs; candidates for promotion and tenure reviews must include at least one but no more than three letters from colleagues outside of Capital University

1.14.7. Service

1.14.7.1. Other Documentation – it is the candidate's responsibility to provide evidence of service that speaks to the definition and evaluation criteria at Capital University. Service includes service to the institution, community and profession

CAPITAL UNIVERSITY NURSING DEPARTMENT FACULTY EVALUATION RUBRIC

Notes about the Nursing Department's understanding of the rubric:

- While scholarship and service are highly valued, teaching is of highest priority. If there are Below Expected Level ratings in the areas of teaching, this warrants concern and careful consideration by the Department.
- The rubric lists characteristics and activities that are descriptive and illustrative. The Department and the FEC might take into account that the faculty member may be serving at an Expected or Distinguished level in other ways not specifically listed on this rubric.
- For promotion to Full Professor, the candidate should achieve the Distinguished level in several of the subcategories. Additional items for consideration include national or international presence in their area of teaching, scholarship, or service; sustained pattern of presentations and publications; and outstanding contributions to the educational mission of the Department and the University.

<table>
<thead>
<tr>
<th>TEACHING</th>
<th>Below Expected Level</th>
<th>Expected Level</th>
<th>Distinguished</th>
<th>Documentation Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to Student Learning</td>
<td>Does not reflect on students’ qualitative and quantitative feedback</td>
<td>Reflects on students’ qualitative and quantitative feedback</td>
<td>Actively engages in new pedagogical activities</td>
<td>Annual Report Narrative; Student feedback surveys; Other assessment tools; nursing curriculum committee</td>
</tr>
<tr>
<td>Course Organization and Implementation</td>
<td>Does not adhere to departmental guidelines for course syllabi</td>
<td>Adheres to departmental guidelines for course syllabi</td>
<td>Connects course objectives to department &amp; university learning goals</td>
<td>Syllabi, peer review and department chair observations; department letter; student evaluations; other faculty in team taught course</td>
</tr>
<tr>
<td>a) course design</td>
<td>Course content is poorly organized</td>
<td>Course content is well organized</td>
<td>Applies current pedagogical literature for effective delivery and evaluation</td>
<td></td>
</tr>
<tr>
<td>b) delivery of course content</td>
<td>Does not demonstrate changes to course in order to improve instruction and evaluation</td>
<td>Regularly refines course components for more effective instruction and evaluation</td>
<td>Uses innovative teaching/learning strategies to promote student learning and evaluate outcomes</td>
<td></td>
</tr>
<tr>
<td>c) evaluation of student learning</td>
<td>Does not foster an environment conducive to learning</td>
<td>Fosters an environment conducive to learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) learning environment</td>
<td>Does not promote active learning</td>
<td>Uses teaching strategies that promote active learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achieving Learning Objectives</td>
<td>Faculty and student feedback data demonstrate whether the learning objectives have been met</td>
<td>Faculty and student feedback data indicate that learning objectives are regularly met, or show improvement across review period</td>
<td>Faculty and student feedback data indicate that majority of students agree learning objectives have been met</td>
<td>Student evaluations; department letter</td>
</tr>
<tr>
<td>Instructor-Student Interaction</td>
<td>Is rude or dismissive to students</td>
<td>Treats students with respect</td>
<td>Consistently treats students in a caring and respectful manner</td>
<td>Syllabi, student evaluations; department chair letter; peer review committee</td>
</tr>
<tr>
<td>Future Plans/Goals for Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>_____ Limited goals identified for teaching</td>
<td>_____ Identifies goals for future teaching improvements and has implemented them</td>
<td>_____ Sets personal teaching goals in annual report and demonstrates progress toward goals</td>
<td>_____ Has evaluated and revised personal teaching goals to enhance teaching</td>
<td>Disseminate outcomes of creative and innovative strategies to colleagues/professionals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Scholarship Activities</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Annual report; Symposium program; conference documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Has not supervised student scholarship</td>
<td>_____ Has supervised, mentored student scholarship activity during the review period</td>
<td>_____ Has had a student disseminate his/her scholarship</td>
<td>Regularly engages with students in scholarship</td>
<td>Has had multiple students disseminate their scholarship</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If Teaching Classes that Serve Other Departments or General Education</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Syllabi</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Syllabus, course content, assignments, and evaluation procedures do not reflect the learning goals, objectives, and commitments of constituents being served</td>
<td>_____ Syllabus, course content, assignments, and evaluation procedures for service courses reflect the learning goals, objectives, and commitments of the constituents being served</td>
<td>_____ Reflects upon learning goals, objectives, and commitments of the constituents being served and continues to adjust course to better meet these goals</td>
<td>Syllabi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOLARSHIP</td>
<td>Below Expected Level</td>
<td>Expected Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarly Activity</td>
<td><em>Has not engaged in any scholarly activity in past 5 years</em></td>
<td><em>Ongoing scholarly activities include keeping current in the discipline, within specific field of expertise and broadly within the discipline</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer reviewed articles submitted and under review</td>
<td><em>Has less than 2-3 peer reviewed publications, grant applications, posters or presentations accepted or published over the review period.</em></td>
<td><em>Has minimum of 3 peer reviewed paper or poster conference presentations, external grant awards*, or invited talks over review period.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service on editorial board for peer reviewed journal</td>
<td><em>Has limited or ill-defined plans/goals for scholarly activity.</em></td>
<td><em>Identified goals for ongoing scholarly activity.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop and submit research/program (PI, co-PI, or team member)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of grant writing and submission</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation of grant award</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducting non-grant funded research relevant to nursing practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultation with outside agencies that require research data analysis or development of new knowledge/systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing continuing education programs for professional organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chair or committee member of thesis committee that reflects collaborative faculty-student work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissemination of Knowledge</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Peer reviewed article published or accepted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Accepted research/program grant awards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Peer reviewed poster accepted at a professional conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Tier III Regional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Tier II National</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Tier I International</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Peer reviewed oral presentation accepted at a professional conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Tier III Regional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Tier II National</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Tier I International</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Publish chapters or textbooks geared to professional health care audiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Publish professional papers for printed and electronic media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) Invited presentation or keynote at regional, national, and international conferences or meetings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Future Plans/Goals for Scholarship</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Has limited or ill-defined plans/goals for scholarly activity.</em></td>
<td></td>
<td><em>Identified goals for ongoing scholarly activity.</em></td>
</tr>
</tbody>
</table>

* Major grant applications that have been submitted but not awarded may considered if the work demonstrates a significant investment of faculty scholarship.
<table>
<thead>
<tr>
<th>SERVICE</th>
<th>Below Expected Level</th>
<th>Expected Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Committees</td>
<td>Is not engaged with the department</td>
<td>Is active in student recruitment and contributes to the work of the department (e.g., participation in standing committees, curriculum review, assessment, student organizations)</td>
</tr>
<tr>
<td>b) Faculty mentoring</td>
<td>Did not do significant committee work</td>
<td></td>
</tr>
<tr>
<td>c) Recruitment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Department initiatives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Student Advising** | | |
| a) Meets advising load | Does not adhere to department advising policy when advising students | Regularly advises students and adheres to department guidelines |
| b) Maintains records/student files | Dismisses the advising assessment feedback | |
| c) Analyze and utilize advisee feedback | | |

| **College and University** | | |
| a) Collegiate fellow | Does not serve on college or university committees, or was elected to committees but did not attend meetings or did not do significant work of the committee | Regularly attends and is active in college or university committees |
| b) Faculty forum | | |
| c) Summer advising | | |
| d) Capital scholars | | |
| e) College and university meetings | | |
| f) Faculty mentoring | | |

| **Community** | | |
| a) Board member | Does no significant service to the community | Participates in service in advocacy, or religious institutions that are consistent with the mission of Capital University |
| b) Service learning | | |
| c) Committee membership | | |
| d) Volunteerism | | |

| **Discipline/Profession** | | |
| a) Board member | Does little or no service to the discipline/profession | Is regularly active in the discipline/profession |
| b) Reviewer for peer reviewed journal, textbook, abstracts for conferences, or proposals for granting agencies | | |
| c) Serve on journal editorial board | | |
| d) Leadership in professional organization | | |
| e) Volunteerism related to nursing | | |

| **Future Plans/Goals for Service** | | |
| | Has limited or ill-defined plans/goals for future service | Identifies goals for ongoing service |

*First year faculty are not expected to do academic advising.

Revised: Appointment, Promotion, Tenure, Evaluation (APTE) Committee
Department of Nursing: August 2011; Accepted by Faculty Organization, Department of Nursing April, 2016
Department of Nursing

VITAE FORMAT

I. Professional Identification

Name
College
Address
Faculty Rank
Telephone
Year of Appointment at Capital

II. Educational Background
Include undergraduate and graduate institutions with degrees received and years noted.
List all specialized certificates or licensure with year received.

III. Areas of Professional Development or Expertise

IV. Titles of Courses Taught
Use Capital experience for the last five years. If new to Capital, in that period, include data from prior institution appropriately explained.

VI. Scholarship (Use five-year time frame except for major accomplishments)

A. Professional Honors
B. Grants
   Include title source, your position, with state and end dates.
C. Research
D. Publications
   Include those in refereed publications and/or books, chapters, articles that were subject to substantial critiques.
E. Publications (Other)
F. Papers/Presentations
   Include title, name and year of conference.

VII. Service (Use five-year time frame except for major accomplishments)

A. University Service
   Include committee work, university governance, student organization advising, honors received.
B. Professional Service
   Include service roles and honors in professional societies and organizations.
C. Community Service
   Indicate membership, service roles and recognition.

Adapted from North Central Accreditation Vitae Outline, 1992
10/07
**DEPARTMENT OF NURSING**

**Department of Nursing**

**Guidelines for Orienting New Faculty**

<table>
<thead>
<tr>
<th>faculty_1</th>
<th>mentor_1</th>
</tr>
</thead>
</table>

These guidelines are used to facilitate orientation of new faculty to the Department of Nursing (DON). This form will be initiated by the Dean in the first meeting with faculty. The Dean will assign a mentor to orient the new faculty member and plan for dates and times for orientation activities in the DON. If the faculty member perceives that additional orientation support is needed, it is the responsibility of the faculty member to negotiate a plan for this support with the Dean. Each new full time faculty member will be assigned a mentor. Clinical or Part time faculty (adjunct or TA) will be oriented to *items by the Associate Dean and the course coordinator will serve as their mentor.*

<table>
<thead>
<tr>
<th>Focus</th>
<th>Who is Responsible</th>
<th>Time Frame</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Identity *</td>
<td>Provost Staff, Asst..Dean, and Dean</td>
<td>New faculty orientation programs offered at the beginning of the year for both full time and part time faculty. These are required when they occur.</td>
<td>At time of appointment or within the first semester.</td>
</tr>
<tr>
<td>2. Mission*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lutheran Identity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Structure of University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board of Trustees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship to ELCA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department/ schools/Colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Resource documents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CU Faculty Handbook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DON Faculty Handbook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Bulletin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Bulletin/Handbooks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CU Student Handbook *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DON Student Handbooks *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Campus-wide governance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Senate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Council</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Assembly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Campus-wide events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Forums</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors Convocations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commencements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pinning Ceremony</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Administrative offices &amp; function</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>President</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean &amp; Assistant Dean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resources *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payroll and Finance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registrar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Admissions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>8. Public Safety *&lt;br&gt;   - Campus issues&lt;br&gt;   - Bexley Police&lt;br&gt;   - Parking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Campus Center *&lt;br&gt;   - Bookstore&lt;br&gt;   - Post Office&lt;br&gt;   - Campus mail boxes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Student services (traditional undergrad.)&lt;br&gt;   - Student Health services&lt;br&gt;   - Counseling services&lt;br&gt;   - Academic Success Services&lt;br&gt;   - Career Planning and Placement&lt;br&gt;   - Residence Life&lt;br&gt;   - Student activities&lt;br&gt;   - Religious Life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Teaching support services ***</td>
<td>New faculty orientation programs offered at the beginning of the year.</td>
<td>At time of appointment or within the first semester.</td>
<td></td>
</tr>
<tr>
<td>1. Library&lt;br&gt;   - Reference material&lt;br&gt;   - Roles of Library staff&lt;br&gt;   - Reserve room materials&lt;br&gt;   - Book requests&lt;br&gt;   - Ohio Link</td>
<td>Dean&lt;br&gt; Librarian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Information Technology *&lt;br&gt;   - Requesting A-V equipment&lt;br&gt;   - E-mail accounts&lt;br&gt;   - Ilearn&lt;br&gt;   - Computer training &amp; workshops&lt;br&gt;   - Computer hardware/software&lt;br&gt;   - Classrooms&lt;br&gt;   - Offices&lt;br&gt;   - Scan Tron&lt;br&gt;   - Nursing controlled technology</td>
<td>Dean&lt;br&gt; Mentor/Course Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department of Nursing *</td>
<td>Associate Dean, Administrative Assistant Dean</td>
<td>At time of appointment or within the first semester.</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1. Structure and DON strategic plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Program Philosophy, mission, conceptual framework, learning outcomes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Curricula</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DON Syllabi format</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Handbook Policies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Codes of Conduct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variance form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation Policies and Form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advising role</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role of curriculum Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Contracts *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper work for hire</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>License Validation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Expectations of a faculty member *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in campus activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committee responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advising</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OSHA requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional liability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health care requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drug testing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criminal back ground checks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rules and Regulations for practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>License Validation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Recruitment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Support staff *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making copies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Expectation of Faculty in course *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role of Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Handbook by Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CU Handbooks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syllabi Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I Learn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class session</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Testing situation Responsibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standardized testing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical health requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Calendar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Associate Dean, Mentor/course coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Assistant Dean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Expectation of Faculty Advising</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advising Folder Location &amp;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Faculty Advising</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Web Advisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unlock policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation of Advisor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Student Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUSNA</td>
</tr>
<tr>
<td>Theta Theta</td>
</tr>
<tr>
<td>Men in Nursing</td>
</tr>
<tr>
<td>Brain Bowl</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10 Fulld Lab*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
</tr>
<tr>
<td>Staffing &amp; hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11 Laboratory *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab manager role</td>
</tr>
<tr>
<td>Supplies</td>
</tr>
<tr>
<td>Scheduling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12 Clinical *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency contracts</td>
</tr>
<tr>
<td>Negotiating placement</td>
</tr>
<tr>
<td>Monitoring of Health Requirements</td>
</tr>
<tr>
<td>Parking</td>
</tr>
<tr>
<td>Orientation to Agency</td>
</tr>
<tr>
<td>Travel &amp; mileage reimbursement</td>
</tr>
<tr>
<td>Preceptor Role &amp; validation</td>
</tr>
</tbody>
</table>

| 13. Procedure for appointment,  |
| promotion, tenure, and evaluation|
| Rubric for tenure                |
| IDEA Form *                      |

| Updated 12/2007 EFH, 12/12 JKM  |
|________________________________|

_______________________________ Date ___________________ Dean

___________________________________ Date ___________________ Associate Dean

___________________________________ Date ___________________ Faculty Member Signature

___________________________________ Date ___________________ Mentor/Course Coordinator
DEPARTMENT OF NURSING
POSITION DESCRIPTION OF THE DEAN

Requirements:
Undergraduate and graduate degrees in nursing
Earned doctorate in nursing or related field
Eligibility for appointment to rank of professor
Must meet minimum requirements set forth in OAC 4723-05-10
Additional requirements such as but not limited to satisfactory drug and criminal background checks may be required.

License:
Currently licensed or eligible for RN licensure, in Ohio. RN license must be unrestricted, unencumbered and active.

Appointment by:
Provost of the University
Responsible to:
Assistant Dean, School of Natural Sciences, Nursing, and Health

Responsibilities:

I. Provide Leadership in the Department of Nursing

A. Foster within the faculty and student body a climate of intellectual engagement, respect, and service.
B. Develop, mentor, support, and evaluate faculty and staff. This includes but is not limited to implementation of the orientation process (OAC 4723-5-04 & 06).
C. Recommend faculty for appointment, promotion, tenure, retention, or termination as appropriate.
D. Ensures that written policies related to faculty evaluation are implemented (OAC 4723-5-08).
E. Establishes the faculty and teaching assistant/student ratio for clinical experiences (OAC 4723-5-07).
F. Collaborate with faculty to support the governance system. This includes scheduling regular meetings of the Faculty Organization (OAC 4723-5-03).
G. Foster relationships with the alumni.
H. Facilitate communication within the Department of Nursing, the campus community, and the community at large.
I. Guide curriculum development, implementation, enrichment, and evaluation.
J. Maintain open lines of communication with students and their families.
K. Build relationships and maintain contracts with community agencies to provide sites for clinical practice for students.
L. Request and manage human, fiscal, and space resources.
M. Provide stewardship over these resources to ensure accomplishment of University and programmatic mission.
N. Develop, negotiate, and administer the budget.
O. Hire faculty and staff necessary to support academic programs.
P. Coordinate with Undergraduate Admissions Office and Adult and Graduate Education Office to develop comprehensive marketing plans for the purpose of recruiting students.
Q. Manage enrollment.
R. Manage state and national approvals and accreditation.
S. Develop a master plan for course offerings and faculty utilization.
T. Certifies program completion for each pre-licensure BSN graduate to the Ohio Board of Nursing (OAC 4723-5-09).
II. Participate in the Leadership and Governance of the University
   
   A. Support the mission of the University
   B. Foster communication between the Department of Nursing and the campus community
   C. Demonstrate leadership in strategic planning for the Department of Nursing congruent with the University

III. Demonstrate leadership/service in the professional community locally, regionally, and nationally to support the mission of the Department of Nursing.

IV. Contribute to the scholarly outcomes of the Department of Nursing as well as the larger academic community.

Evaluation: Within the Department of Nursing, biennially
            Externally, on a schedule to be arranged by the Provost.

Appointment: Annual contract; tenure negotiable at initial contract

10/2/00; 12/07; 06/10; 12/10; 2/13
DEPARTMENT OF NURSING

POSITION DESCRIPTION
ASSOCIATE DEAN PRE-LICENSURE PROGRAMS

Requirements: Undergraduate and a graduate degree in Nursing along with an earned doctorate in nursing or related field
Licensure: Current, unrestricted, unencumbered, active Ohio RN license
Appointment: Dean, Department of Nursing
Responsible for: Administrative support to the Pre-Licensure Nursing Programs

I. Enrollment Management
A. Participate in the recruitment of pre-licensure (PL) students
   1. Assist with the Admission Office and Department of Adult and Graduate Education office to facilitate student admissions.
   2. Assist in open houses and orientation programs along with individual student meetings.
   3. Review transcripts of transfer and change of major students.
   4. Advise student applicants to PL program that have military background about the CU Process of evaluating experiential learning for course equivalency and credit (OAC-4723-5-12).
   5. Admit change of major students to TUP.
   6. Coordinate with Adult & Grad Education office and approve admissions of C-NAP students.
   7. Manage readmission of students who have left in good academic standing.
B. Maintain retention data for classes of TUP and C-NAP.
C. Coordinate level one orientation of pre-licensure (PL) students.
D. Oversee maintenance of databases of enrolled students
E. Coordinate Course Registration Schedules
F. Assist with website updates for prelicensure programs.

II. Program Operations
A. Serve in an advising role to the Pre-licensure Curriculum Committee
B. Assist Dean to oversee curriculum implementation/operation in PL programs to assure quality and adherence to DON, University and accreditation guidelines and/or standards.
C. Contribute input to the Dean regarding faculty evaluation concerning curriculum implementation / operation.
D. Create current curriculum plans to reflect changes in curriculum
E. Submit Fall, Spring and Summer schedule of course offerings to registrar
F. Maintain communication with Dean related to Admissions Office, Finance, Registrar, and Bookstore.
G. Oversee record keeping related to enrollment and progression of individual students.
H. Provide input into budget and work with Dean to allocate funds for PL programs.
I. Serve as Chair of Pre-Licensing Program Committee and set annual goals.
J. Update the Pre-licensing Student Handbook yearly and maintain a current online copy.
K. Oversee academic integrity of Off-campus studies.
L. Serve on Executive, and Advisory Committees.
M. Oversee management of standardized testing within the curriculum.
   1. Arrange for exam package and dates for new classes of PL students
   2. Orient new faculty to process and access for standardized testing
3. Coordinate standardized testing with faculty;
4. Supervise faculty assigned to coordinate standardized testing to obtain ID access codes and maintain IP addresses with testing vendor.

N. Recruit, interview and recommend hire of adjunct faculty.
O. Coordinate orientation of new faculty and adjuncts according to Orientation form.
P. Assist adjunct faculty to develop syllabus according to DON and CU guidelines.
Q. Collect grades from adjunct faculty and maintain for one semester.
R. Coordinate initiation of clinical surveys on clinical sites by faculty and students
S. Conduct class meetings, emails or letter to classes annually
   • Update students on changes in the Pre-licensing handbook
   • Update students on program fees or expenses in addition to published tuition and fees.
   • Coordinate signature sheets for policies that affect students
   • Plan orientation Day for new C-NAP students
   • Participate in Orientation Day for TUP students
   • Update sophomores on clinical requirements including health screenings
   • Discuss NCLEX-RN application with seniors
T. Initiate student survey of current TUP and C-NAP students
U. Review documents and publications for accuracy annually.
V. Create adjunct Faculty contract hours for contracts.
W. Participate in making Faculty assignments for staffing courses.
X. Oversee department record-keeping of student Immunizations to ensure agency compliance
Y. Assist Dean to review tuition and fees for program annually. Give input to the University on program fees.
Z. Coordinate and/or make recommendations for contracts with clinical agencies.

IV. Program Development
   A. Recommend program modifications and course revisions, new tracks or programs to Pre-Licensure Curriculum and Program Committees.
   B. Coordinate with prelicensure curriculum committee for annual curriculum event for pre-Licensure Faculty.
   C. Support development of internal and external grants to fund new initiatives.
   D. Support strategic planning for department and University

III. Program Evaluation
   A. Coordinate collection of assessment data for PL programs according to Evaluation Plan.
   B. Coordinate analysis of assessment data.
   C. Share assessment of data with faculty.
   D. Make recommendations for improvement of PL programs
   E. Oversee progression policies related to Exit-RN exams

IV. Scholarship and Leadership
   A. Support the scholarly outcomes of faculty
   B. Provide leadership within the DON, University, profession, and community
   C. Support the mission, policies, and bylaws of the DON.

Evaluation: Annually by the Dean of the DON
Terms of Appointment: .75 FTE
Faculty contract and summer supplemental contract
Academic rank in the DON

Approved by the DON Executive Committee
11/10/00, 1/03, 11/05, 10/07: updated 8/10, 05/11, 11/12, 8/14, 11/16
Approved by the Chair/ViceChairs, 8/14 RD/SSS/AP; Approved by Dean and Associate Deans 8/16
DEPARTMENT OF NURSING

POSITION DESCRIPTION

ASSOCIATE DEAN POST-LICENSURE PROGRAMS

Requirements: Doctorate in nursing or related field
Licensure: Current, unrestricted, unencumbered, active Ohio RN license
Appointment: Dean, Department of Nursing
Responsible for: Administrative support to the BSN Completion and Graduate Programs in the areas of:

I. Enrollment Management

A. Participate in the recruitment of post-licensure students
   1. Oversee recruitment activities in conjunction with Office of Adult and Graduate Education. This includes assisting in open houses, development of recruitment material
   2. Interview and advise prospective students
   3. Coordinate admission review process for post-licensure students
   4. Develop plans of study for post-licensure program
   5. Assign students to a faculty advisor
   6. Recommend recruitment and retention strategies
   7. Assist in website update for post-licensure programs
   8. Conduct DON orientation for new students enrolled in post-licensure programs
   9. Monitor progress of enrolled students in collaboration with advisors
  10. Oversee record keeping and student database related to enrollment and progression of individual students

II. Program Operation

A. Coordinate with the Dean and Associate Dean for Pre-licensure Programs to implement course offerings
   1. Oversee & manage the schedule for course offerings and time schedules
   2. Assist students with changes to schedules
   3. Monitor student’s information related to course requirements
   4. Enroll students in Nurse Faculty Loan Program, monitor funding and maintain accurate reports to HRSA, submit annual request for funding

B. Maintain communication with the Office of Adult and Graduate Education, Registrar, MBA, Law School, Seminary faculty, Bookstore, and Finance Office.

C. Implement and evaluate with other departments on campus interdisciplinary course offerings that meet standards of CCNE

D. Communicate with students
   1. New course and program offerings
2. Changes in current programs (such as changes to concentrations)
3. Authorize funding for professional development
4. Assure annual exit interviews with graduating students are completed
E. Contribute input to the Dean regarding faculty evaluation.
F. Maintain communication with other post-licensure program directors in the area
G. Make recommendations related to agency contract agreements
H. Work with Dean and Associate Dean for Pre-licensure Programs to provide for off-campus study
I. Update the Post-Licensure Student Handbook yearly and maintain a current online copy on the Capital University website
J. Provide input into the annual budget and work with the Dean to allocate funds
K. Serve as Chair of Post-Licensure Program Committee
L. Serve in an advising role to the post-licensure curriculum committee.
M. Assist Adjunct teaching staff to develop syllabus, obtain ID and work with HR and IT to assure technology needs are met
N. Recruit, interview and recommend hire of adjunct faculty
O. Participate in making faculty assignments for course staffing.
P. Create adjunct faculty contract hours for contracts.
Q. Review program tuition and fees annually. Give input to University on tuition and fees.

III Program Development

A. Recommend program modifications and course revisions to Post-Licensure Curriculum and Program Committees
B. Develop annual planning retreat for post-licensure faculty
C. Support development of internal and external grants to fund new initiatives
D. Support strategic planning for department and university

IV. Evaluation (includes both pre-and post-licensure evaluation processes)

A. Participate in data collection and analysis within the Department's Evaluation Plan
B. Manage activities related to assessment of program effectiveness including expected student and alumni outcomes as defined by CCNE
C. Oversee and/or administer yearly survey of nursing alumni and their employers
D. Prepare assessment evaluation reports as scheduled

IV. Scholarship and Leadership

A. Support the scholarly outcomes of the faculty
B. Provide leadership within the Department, School, University, profession, and community
C. Support the mission, policies and bylaws of the Department of Nursing

Evaluation: Annually by the Dean
Biennially by the faculty

Terms of Appointment: .5 FTE
Nine-month contract with summer supplemental contract
Academic rank in the Department of Nursing
DEPARTMENT OF NURSING

POSITION DESCRIPTION
FULL-TIME COURSE FACULTY

Requirements: Master of Science in Nursing (minimum)
Licensure: Registered Nurse in Ohio with at least 2 years clinical experience
 current, valid, unencumbered licensure
Appointment by: Provost, Capital University
Evaluation: Annually by Course Coordinator

Annually by Dean and Associate Provost, Capital University.
At designated intervals by the appointment, Promotion,
Tenure, and Evaluation Committee

I. Full-time faculty are expected to provide class, clinical or laboratory guidance,
 supervision, and evaluation of students. All full-time faculty are expected to adhere to
the Capital University Faculty Policies and Procedures found in the Faculty Handbook
which include and are consistent with requirements established by Chapter 4723-5 of
the Ohio Administrative Code (OAC).

Faculty expectations:
A. Academic Community:

1. Membership and participation as a member of the Capital University Department of
 Nursing Faculty Organization
2. Membership and participation on one or more Department of Nursing committees
3. Membership and participation on the Department of Nursing program committee(s) related
to teaching responsibilities
4. Membership and participation on one or more College or University committees

B. Advise nursing major students as assigned by the Program Associate Dean.
C. Share in updates/revisions of course materials prepared for delivery within the
context of Department of Nursing activities
D. Orientation to the assigned clinical agency and unit
E. Management and oversight of the course-related activities engaged in by teaching assistants
and preceptors
F. Direct teaching in the classroom, skills laboratory, and clinical setting, as required by the
course objectives and in accordance with Rule 4723-5-20 Responsibilities include but are not
limited to:

1. Providing a syllabus to each nursing student that includes at least:
   a. Course Title;
   b. Number of theory hours, if applicable;
   c. Number of laboratory hours, if applicable;
   d. Number of clinical hours, if applicable;
   e. Course description;
f. Course objectives or outcomes;
g. Evidence of course content demonstrating consistency with curriculum requirements specified in Rule 4723-5-13 OAC and ANCC Essentials
h. Teaching strategies;
i. Faculty expectations of students;
j. Capital University Undergraduate Academic Integrity Policy;
k. Method of evaluation; and
l. Required textbooks and other bibliography of learning resources;
(See Template for Syllabi included in Faculty Handbook)

G. Evaluation of Student Progress in Course. Responsibilities include but are not limited to:

1. Evaluating students fairly and equitably in accordance with curriculum goals/outcomes, course and/or clinical objectives, guidelines and/or rubrics as relevant.
2. Grading assignments and providing feedback to students related to progress or performance in accordance with guidelines, objectives and/or rubrics.
3. Posting progress grades on assignments and in course on the course management system gradebook or in accordance with evaluation methods listed in course syllabus.
4. Providing students with timely and relevant feedback on assignments, performance and/or expected learning outcomes to enable opportunity for improvement.
5. Providing progress grades in each course at midterm published on course management system and/or on Capital University Webadvisor. Providing 1st year students with early progress grade report at 4 weeks on Capital University Webadvisor. Providing final grades to Capital University Webadvisor in accordance with schedule published by the Registrar.
6. Evaluation of students progress in each course in accordance with Rule 4723-5-19 OAC.

H. Mentor and Supervise Teaching Assistants

1. Orient the TA to the responsibilities itemized in their position description.
   a. The role of the TA, including the course syllabus/calendar; course clinical objectives or outcomes; Student assignments to be graded and rubrics grading criteria; dates/times of clinical/laboratory and to evaluation tools.
2. Orient the TA to course, lab or clinical expectations including (Rule 4723-5-20, OAC)

II. Responsibilities of Full-Time Faculty in Clinical Setting. In accordance with Rule 4723-5-20 of the Ohio Administrative Code (OAC):

A. In the clinical setting, faculty members are responsible for:
   1. Planning the student’s clinical experience; and
   2. Evaluating the student’s performance. Clinical nursing experiences are assigned by faculty based on course objectives and student learning needs.
   3. Faculty supervise student practice by providing guidance, direction, and support appropriate to the clinical situation and the course clinical objectives.
B. Faculty are responsible for establishing clinical objectives or outcomes within the framework of the course in which the student is enrolled:
   1. Faculty are responsible for communicating clinical objectives or outcomes both verbally and in writing to:
      a. The student;
      b. The Teaching Assistant and preceptor, if utilized; and
c. The staff at the clinical site;
C. Faculty provide for orientation of each student to the clinical site, including introduction to staff.
D. Faculty make assignments, in conjunction with the teaching assistant or preceptor, if utilized, for the student’s experience, consistent with the specific objectives or outcomes of the course in which the student is enrolled.
E. Faculty are responsible for evaluating the student’s experience, progress in relation to the clinical objectives or outcomes, and achievement with input from the teaching assistant or preceptor, if utilized.
F. Faculty shall provide supervision of nursing students for each clinical experience involving delivery of nursing care to individuals or groups. This supervision shall be provided only by a faculty member, TA or Preceptor who meets qualifications stipulated in 4723-5-10 of OAC.
G. The faculty member may assign an observational experience as appropriate to meet course objectives when the experience is directly connected with a patient care assignment.
H. The faculty or Teaching Assistant to student ratio for direct patient care experiences shall be no greater than eight students to one faculty or teaching assistant, or a smaller ratio in clinical settings where necessary to ensure the safe delivery of nursing care.
J. The faculty oversees the activities of teaching assistants or preceptors, if utilized.
   Teaching assistants or preceptors may:
   1. Design, at the direction of a faculty member, the student’s clinical experience to achieve the stated objectives or outcomes of the nursing course in which the student is enrolled;
K. Faculty members assure TAs and/or preceptors are familiar with responsibilities regarding:
   1. The course objectives: (Rule 4723-5-20 [A], OAC)
   2. The course clinical objectives or outcomes (Rule 4723-5-20 [A], OAC)
   3. Clinical supervision of students (Rule 4723-5-20 [B] & [C], OAC)
   4. Their contribution to the clinical evaluation by providing information to the faculty member and the student regarding the student’s achievement of established objectives or outcomes. (Rule 4723-5-20 [F] [4], OAC)
L. Evaluation: Annually by Dean
M. Term of Appointment
   1. Term or tenure track

02/91; 08/10; 12/10, 8/16
DEPARTMENT OF NURSING

POSITION DESCRIPTION FOR
SEVENTY-FIVE PERCENT TIME COURSE FACULTY

Requirements: Master of Science in Nursing (minimum)
Licensure: Registered Nurse in Ohio with at least two years of clinical experience
Current, valid, unencumbered licensure
Appointment by: Provost, Capital University
Evaluation: Annually by Dean and Associate Provost of Capital University
At designated intervals by the appointment, Promotion, Tenure, and Evaluation Committee

I. Seventy-five percent time faculty is expected to provide class, clinical or laboratory guidance, supervision, and evaluation of students. All faculty are expected to adhere to the Capital University Faculty Policies and Procedures found in the Faculty Handbook which include and are consistent with requirements established by Chapter 4723-5 of the Ohio Administrative Code (OAC).

Faculty expectations:
A. Academic Community:
   1. Membership and participation as a member of the Capital University Department of Nursing Faculty Organization
   2. Membership and participation on the Department of Nursing program committee(s) related to one’s teaching responsibilities
B. May advise nursing major students as assigned by the Dean. The advising load will be 75% of the 100% faculty advising load.
C. Share in updates/revisions of course materials prepared for delivery within the context of Department of Nursing activities
D. Orientation to the assigned clinical agency and unit
E. Management and oversight of the course related activities engaged in by Teaching Assistants and preceptors
F. Direct teaching in the classroom, skills laboratory, and clinical setting, as required by the course. Responsible for:
   1. Providing a syllabus to each nursing student that includes at least:
      a. Course title;
      b. Number of theory hours, if applicable;
      c. Number of laboratory hours, if applicable;
      d. Number of clinical hours, if applicable;
      e. Course description;
      f. Course objectives or outcomes under Major Program Outcomes
      g. Evidence of course content demonstrating consistency with curriculum requirements specified in Rule 4723-5-13 OAC
      h. Teaching strategies;
      i. Faculty expectations of students and reference to Student Handbook;
      j. Capital University Undergraduate Academic Integrity Policy;
      k. Method of evaluation; and
      l. Required textbooks and other bibliography of learning resources;
G. Evaluation of Student Progress in Course. Responsibilities include but are not limited to:

1. Evaluating students fairly and equitably in accordance with curriculum goals/outcomes, course and/or clinical objectives, guidelines and/or rubrics as relevant.
2. Grading assignments and providing feedback to students related to progress or performance in accordance with guidelines, objectives and/or rubrics.
3. Posting progress grades on assignments and in course on the course management system gradebook or in accordance with evaluation methods listed in course syllabus.
4. Providing students with timely and relevant feedback on assignments, performance and/or expected learning outcomes to enable opportunity for improvement.
5. Providing progress grades in each course at midterm published on course management system and/or on Capital University Webadviser. Providing 1st year students with early progress grade report at 4 weeks on Capital University Webadviser. Providing final grades to Capital University Webadviser in accordance with schedule published by the Registrar.
6. Evaluation of students progress in each nursing course in accordance with Rule 4723-5-19 OAC.

H. Mentor and Supervise Teaching Assistants

1. Orient the TA to the responsibilities itemized in their position description.
   a. The role of the TA, including the course syllabus/calendar; Course clinical objectives or outcomes; Student assignments to be graded and rubrics grading criteria; Dates/times of clinical/laboratory evaluation tools.
   b. Orient the TA to course expectations including (Rule 4723-5-20, OAC)

II. Responsibilities of 75%Time Faculty in Clinical Setting. In accordance with Rule 4723-5-20 of the Ohio Administrative Code (OAC):

A. In the clinical setting, faculty members are responsible for:
   1. Planning the student’s clinical experience; and
   2. Evaluating the student’s performance. Clinical nursing experiences are assigned by faculty based on course objectives and student learning needs.
   3. Faculty supervise student practice by providing guidance, direction, and support appropriate to the clinical situation.

B. Faculty are responsible for establishing clinical objectives or outcomes within the framework of the course in which the student is enrolled;
   1. Faculty are responsible for communicating clinical objectives or outcomes both verbally and in writing to:
      a. The student;
      b. The teaching assistant and preceptor, if utilized; and
      c. The staff at the clinical site;

C. Faculty provide for orientation of each student to the clinical site, including introduction to staff.

D. Faculty make assignments, in conjunction with the teaching assistant or preceptor, if utilized, for the student’s experience, consistent with the specific objectives or outcomes of the course in which the student is enrolled.

E. Faculty provide for supervision of each student, either personally, or by direction of a Teaching Assistant or preceptor.

F. Faculty shall provide supervision of nursing students for each clinical experience involving
delivery of nursing care to individuals or groups. This supervision shall be provided only by a faculty member, TA or Preceptor who meets qualifications stipulated in 4723-5-10 of OAC.

G. The faculty member may assign an observational experience as appropriate to meet course objectives when the experience is connected with a direct patient care assignment.

H. Faculty are responsible for evaluating the student’s experience, achievement, and progress in relation to the clinical objectives or outcomes, with input from the teaching assistant or preceptor, if utilized.

I. The faculty or Teaching Assistant to student ratio for direct patient care experiences shall be no greater a ratio than eight students to one faculty or teaching assistant, or a smaller in clinical settings where necessary to ensure the safe delivery of nursing care.

J. The faculty directs and oversees the activities of teaching assistants or preceptors, if utilized, Teaching Assistants or preceptors may:

1. Design, at the direction of a faculty member, the student’s clinical experience to achieve the stated objectives or outcomes of the nursing course in which the student is enrolled;

K. Faculty members assure TAs and/or preceptors are familiar with responsibilities regarding:

1. The course objectives: (Rule 4723-5-20, OAC)
2. The course clinical objectives or outcomes (Rule 4723-5-20, OAC)
3. Clinical supervision of students (Rule 4723-5-20, OAC)
4. Their contribution to the clinical evaluation by providing information to the faculty member and the student regarding the student’s achievement of established objectives or outcomes. (Rule 4723-5-20, OAC).

L. Evaluation: Annually by Dean

M. Term of Appointment

1. Term

Rev. 12/07; 12/10; 1/13, 8/16
DEPARTMENT OF NURSING

POSITION DESCRIPTION FOR ADJUNCT COURSE FACULTY

Requirements: Masters of Science in Nursing (minimum)
Licensure: Registered Nurse in Ohio with at least two year of clinical experience
Current, valid, unencumbered licensure
Appointment by: Dean, of Nursing or designee
Evaluation: Annually by Dean or designee

I. Adjunct faculty are expected to provide class, clinical or laboratory guidance supervision, and evaluation of students. All adjunct faculty are expected to adhere to the Capital University Faculty Policies and Procedures found in the Faculty Handbook which include and are consistent with requirements established by Chapter 4723-5 of the Ohio Administrative Code (OAC).

Faculty expectations:
A. Academic Community:
   1. Membership and participation on the Department of Nursing program committee(s) related to one’s teaching responsibilities
B. Share in updates/revisions of course materials prepared for delivery within the context of Department of Nursing activities
C. Orientation to the assigned clinical agency and unit
D. Management and oversight of the course related activities engaged in by teaching assistants and preceptors
E. Direct teaching in the classroom, skills laboratory, and clinical setting, as required by the course. May be responsible for:
   1. Providing a syllabus to each nursing student that includes at least:
      a. Course Title;
      b. Number of theory hours, if applicable;
      c. Number of laboratory hours, if applicable;
      d. Number of clinical hours, if applicable;
      e. Course description;
      f. Course objectives or outcomes under Major Program Outcomes
      g. Evidence of course content demonstrating consistency with curriculum requirements specified in Rule 4723-5-13 OAC
      h. Teaching strategies;
      i. Faculty expectations of students and reference to Student Handbook
      j. Capital University Undergraduate Academic Integrity Policy;
      k. Method of evaluation; and
      l. Required textbooks and other bibliography of learning resources;
F. Evaluation of Student Progress in Course. Responsibilities may include as required by the course but are not limited to an in accordance with Rule 4723-5-19 OAC:
   1. Evaluating students fairly and equitably in accordance with curriculum goals/outcomes, course and/or clinical objectives, guidelines and/or rubrics as relevant.
2. Grading assignments and providing feedback to students related to progress or performance in accordance with guidelines, objectives and/or rubrics.
3. Posting progress grades on assignments and in course on the course management system gradebook or in accordance with evaluation methods listed in course syllabus.
4. Providing students with timely and relevant feedback on assignments, performance and/or expected learning outcomes to enable opportunity for improvement.
5. Providing progress grades in each course at midterm published on course management system and/or on Capital University Webadviser. Providing 1st year students with early progress grade report at 4 weeks on Capital University Webadviser. Providing final grades to Capital University Webadviser in accordance with schedule published by the Registrar.

II. Responsibilities of Adjunct- Part Time Faculty in Clinical Setting. In accordance with Rule 4723-5-20 of the Ohio Administrative Code (OAC):
A. In the clinical setting, faculty members are responsible for:
   1. Planning the student’s clinical experience; and
   2. Evaluating the student’s performance. Clinical nursing experiences are assigned by faculty based on course objectives and student learning needs.
   3. Faculty supervise student practice by providing guidance, direction, and support appropriate to the clinical situation.
B. Faculty are responsible for establishing clinical objectives or outcomes within the framework of the course in which the student is enrolled;
   1. Faculty are responsible for communicating clinical objectives or outcomes both verbally and in writing to:
      a. The student;
      b. The teaching assistant and preceptor, if utilized; and
      c. The staff at the clinical site;
C. Faculty provide for orientation of each student to the clinical site, including introduction to staff.
D. Faculty make assignments, in conjunction with the teaching assistant or preceptor, if utilized, for the student’s experience, consistent with the specific objectives or outcomes of the course in which the student is enrolled.
E. Faculty provide for supervision of each student, either personally, or by a teaching assistant or preceptor.
F. Faculty shall provide supervision of nursing students for each clinical experience involving delivery of nursing care to individuals or groups. This supervision shall be provided only by a faculty member, TA or Preceptor who meets qualifications stipulated in 4723-5-10 of OAC.
G. The faculty member may assign an observational experience as appropriate to meet course objectives when the experience is directly connected with a direct patient care assignment.
H. Faculty are responsible for evaluating the student’s experience, achievement, and progress in relation to the clinical objectives or outcomes, with input from the teaching assistant or preceptor, if utilized.
I. The faculty member may assign an observational experience as appropriate to meet course objectives.
J. The faculty or Teaching Assistant to student ratio for direct patient care experiences shall be no greater a ratio than eight students to one faculty or teaching assistant, or a smaller ratio in clinical settings where necessary to ensure the safe delivery of nursing care.
K. Faculty members assure TAs and/or preceptors are familiar with responsibilities regarding:
   1. The course objectives: (Rule 4723-5-20, OAC)
   2. The course clinical objectives or outcomes (Rule 4723-5-20, OAC)
3. Clinical supervision of students (Rule 4723-5-20, OAC)
4. Their contribution to the clinical evaluation by providing information to the faculty member and the student regarding the student’s achievement of established objectives or outcomes. (Rule 4723-5-20, OAC)

L. Faculty members utilizing teaching assistants or preceptors orient, mentor, and support those individuals in their role as regards to:
   1. The course objectives:
   2. The course clinical objectives or outcomes
   3. Clinical supervision of students
   4. Their contribution to the clinical evaluation by providing information to the faculty member and the student regarding the student’s achievement of established objectives or outcomes.

M. Term of Appointment
   1. Term

11/07; 12/10; 1/13, 8/16
Capital University
Department of Nursing

Policies and Procedures
Related to Teaching Assistants
(Reference: Rules 4723-5-10, 4723-5-19, & 4723-5-20, OAC)

1. Introduction
a. Herewith are stated the policies of the Department of Nursing at Capital University governing the responsibilities, appointment, training, supervision, evaluation, and reappointment of Teaching Assistants. For the purpose of this document, a Teaching Assistant is defined as a graduate of an approved and accredited baccalaureate nursing educational program with a minimum of two years of clinical experience and who holds a current, valid, unencumbered and unrestricted license to practice as a registered nurse in the state of Ohio.

b. Teaching Assistants may be engaged to provide clinical or laboratory guidance, supervision, and evaluation of students under the mentorship of masters or doctoral-prepared faculty. All teaching assistants are expected to adhere to the Capital University Teaching Assistant Position Policies and Procedures found in the Faculty Handbook which include and are consistent with requirements established by Rules 4723-5-10, 4723-5-19, and 4723-5-20 of the Ohio Administrative Code (OAC).

Teaching Assistant Responsibilities

Responsible for:

a. Working under the direction and supervision of master’s or doctoral-prepared faculty.

b. Attending all designated laboratory/clinical sessions and faculty meetings.

c. Teaching in the clinical setting, as assigned, which includes:
   i. Making student clinical assignments, in conjunction with the faculty member, consistent with the specific objectives or outcomes of the course in which the student is enrolled in accordance with Rule 4723-5-20(C)(4), OAC;
   ii. Supervising student practice by providing guidance, direction, and support appropriate to the clinical situation in accordance with Rule 4723-5-20, OAC; Teaching assistant shall also provide supervision of nursing students for each clinical experience involving delivery of nursing care to individuals or groups. This supervision shall be provided only by the faculty member or teaching assistant who meets qualifications stipulated in 4725-5-10, OAC
   iii. Conducting and evaluating post-clinical seminars.
   iv. Contributing to the evaluation of the student’s clinical performance, achievement, and progress in relation to the course objectives or outcomes by providing information to the faculty member and the student regarding the student’s achievement of established objectives or outcomes in accordance with Rule 4723-5-20(F)(4), OAC;
   v. Assuming responsibility for meeting orientation requirements for the clinical agency and being knowledgeable about agency policy governing faculty/student practice.
   vi. Consulting with course coordinator in a timely manner regarding student progression or safety issues.
   vii. Clarify role of a teaching assistant with faculty member.
d. Teaching in the laboratory setting, as assigned, which includes:
   i. Preparing materials for laboratory sessions, including setting up prior to and cleaning up following laboratory sessions;
   ii. Teaching laboratory content as assigned by the faculty member; and;
   iii. Contributing to the evaluation of the student’s laboratory performance, achievement, and progress in relation to the course objectives or outcomes by providing information to the faculty member and the student regarding the student’s achievement of established objectives or outcomes in accordance with Rule 4723-5-20(F)(4), OAC;

e. Confining their responsibility to the supervision of nursing students; if a Teaching Assistant is engaged by Capital University Department of Nursing on the same unit, or in the same institution in which they are employed, they should be mindful that the role is to function only as instructional personnel on behalf of Capital University during the time they are employed to supervise nursing students in accordance with Rule 4723-5-20(C), OAC.

f. Being informed about and functioning within policies and procedures for nursing education programs established by the agencies in which they are supervising students while they are teaching as an employee of the Capital University Department of Nursing.

2. Qualifications for Appointment

a. Eligible applicants must possess:
   i. A bachelor’s degree in nursing from an approved and nationally-accredited program,
   ii. A minimum of two years of experience in clinical practice as a registered nurse,
   iii. Demonstrated competence in the area of clinical practice in which they will be supervising students, and
   iv. A current, active, unencumbered and unrestricted license to practice as a registered nurse in the state of Ohio.

b. During the term of appointment, the Teaching Assistant must maintain:
   i. Current Health Care Provider CPR training certification;
   ii. Professional liability insurance;
   iii. Clinical agency required annual mandatory competencies; and
   iv. Personal health and immunization requirements for practice as well as any additional requirements as a condition of hire, such as mandatory drug testing.

3. Appointment Procedures

a. Teaching assistants are engaged to supplement the regular faculty cadre as highly qualified, clinically competent registered nurse professionals who are current in their area of teaching responsibility. The Program Associate Dean will validate applicant’s clinical practice expertise and professional accountability prior to hire. The prospective Teaching Assistant will submit a current vitae/resume and official transcripts to support the professional educational requirement. Two professional references are required and an interview with the Dean or Associate Dean of the Program will be conducted. RN licensure status will be validated through use of the Ohio Board of Nursing’s License Verification system.

b. All hiring decisions will be made in conjunction with Capital University’s Equal Opportunity Policy. The University does not discriminate on the basis of race, color, religion, gender, age, disability, or national or ethnic origin.
c. An official offer of employment will be made by the Dean through the standard contract procedures. The position is appointed per term. Once the position is accepted, the Dean, Program Associate Dean or faculty mentor will provide the Teaching Assistant with the Teaching Assistant Guidelines. The assigned faculty mentor will contact the Teaching Assistant to arrange orientation to the course.

4. Orientation to Teaching Assistant Role
   a. The Program Associate Dean will be responsible for orienting the teaching assistant to the Department of Nursing philosophy, mission, and faculty expectations.
   b. 1. The role of the mentor is critical to the successful use of Teaching Assistants.
      2. A designated faculty mentor will be assigned to each Teaching Assistant.
      3. Faculty mentor will orient the Teaching Assistant to the course, lab and/or clinical objectives / learning outcomes and evaluation rubrics.
      4. Faculty mentor will direct and supervise the activities of the teaching assistant if utilized in accordance with 4725-5-19 OAC.
      5. Faculty mentor will utilize the NOTIFICATION OF TEACHING ASSISTANT RESPONSIBILITIES form to assist in orienting Teaching Assistants.

5. Evaluation
   a. Teaching Assistants who are new to the Capital University faculty role will be assigned to supervise a number of students commensurate with their level of experience, comfort, and level of oversight by the course faculty mentor. Teaching Assistants who are experienced in the Capital faculty role and whose performance evaluation indicates competent performance in the Teaching Assistant role will assume responsibility for an additional student load with indirect supervision of a master’s or doctoral-prepared faculty.
   b. Faculty mentors will provide assessment data to the Traditional Undergraduate or C-NAP Program Committees on Teaching Assistant performance annually. Both forms are to be given to the Administrative Assistant in Nursing. These will be archived in the TA Faculty File.

7. Teaching Assistant Forms
   Notification of Teaching Assistant Responsibilities
   Teaching Assistant Performance Evaluation

5/02; 1/04 EH
Rev. Fac Org 3/19/07; 08/10; 12/10, 8/16
Department of Nursing  
Capital University  

Notification of Teaching Assistant Responsibilities

Course Number____________   Course Title ____________________________________________
Semester/Module/Year  _____________________________
Faculty Mentor _____________________ Teaching Assistant:_________________________
Clinical Agency or Class Location ________________________________________________
Day/Time of Clinical/Laboratory Session_________________________________________

NOTE TO FACULTY MENTOR: Check required duties and complete information as it pertains to the Teaching Assistant (TA) assigned to this course. Meet with the TA at the beginning of the appointment to review these responsibilities. Provide a copy of the Teaching Assistant Evaluation Form so the TA understands all criteria by which he/she will be evaluated.

A. General Department Requirements (check required responsibilities; strike through non-required responsibilities):
   □ Attend all assigned laboratory or clinical sessions.
   □ Prepare materials for laboratory session; set up and clean up after lab.
   □ Attend weekly or as scheduled (_______) meetings with Faculty Mentor
   □ Evaluate and return in a timely manner ______ assignments/lab reports per student (fill in or refer TA to course syllabus).
   □ Arrive promptly to laboratory or clinical session and be ready to begin on time
   □ Make student clinical assignments under direction of faculty mentor in conjunction with course/clinical/lab objectives / learning outcomes.
   □ Follow guidelines for proper attire and professional behavior as provided by the faculty mentor.
   □ Supervises student practice by providing guidance, direction, and support appropriate to the clinical situation. Provides supervision of nursing students for each clinical experience involving delivery of nursing care to individuals or groups in accordance with 4725-5-10 OAC.
   □ Conduct and evaluate post-clinical seminars.
   □ Arrange and attend orientation to clinical agency.
   □ Consults with the coordinator of the course in a timely manner when there is a student issue involving progression difficulty or safety.
   □ Contributes to the student’s clinical or laboratory evaluation at the direction of the course coordinator according to course/clinical/lab objectives and evaluation rubrics.

B. Faculty mentor will not request the following of the TA:
   1. Prepare faculty lectures
   2. Hold faculty office hours

C. The TA will not engage in the following conduct:
   1. Arrange for a substitute TA without Faculty permission
   2. Cancel a laboratory or clinical session
3. Combine laboratory/clinical groups without faculty permission

D. Additional Responsibilities

These job responsibilities/expectations and the performance evaluation criteria have been reviewed and discussed with the TA assigned to this course at the beginning of the semester.

_____________________________            _____________________________
Faculty Mentor Signature/Date            Teaching Assistant Signature/Date

Approved: Fac Org 3/19/07
Reviewed 2/6/13, 8/16
Department of Nursing  
Capital University  

Teaching Assistant Performance Evaluation

Course Number___________ Course Title ________________________________________________________
Semester/Module/Year ______________________________________________________________________
Faculty Mentor _____________________ Teaching Assistant:_________________________
Clinical Agency or Class Location __________________________________________________________
Day/Time of Clinical/Laboratory Session____________________________________________________

This form is to be completed by the faculty mentor assigned to the TA on an annual basis.

Please rate the TA on each of the teaching skills listed below by placing an “X” in the appropriate box (EE= Exceeds Expectations; ME= Meets Expectations; NI= Needs Improvement). Include comments/examples for categories of EE and NI.

Section 1.

<table>
<thead>
<tr>
<th>Section 1. Performance of assigned responsibilities as set out in Notification of Teaching Assistant Duties form</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EE</td>
</tr>
<tr>
<td>□ Completes assignments, and meets commitments and deadlines (e.g. reports student progression/safety issues to course coordinator, returns students work in a timely manner, etc.)</td>
<td></td>
</tr>
<tr>
<td>□ Attends required meetings and/or training sessions</td>
<td></td>
</tr>
<tr>
<td>□ Interacts effectively and maintains a professional demeanor with a wide diversity of individuals and work styles. Is receptive to feedback</td>
<td></td>
</tr>
<tr>
<td>□ Represents Capital University Department of Nursing professionally</td>
<td></td>
</tr>
<tr>
<td>□ Seeks guidance appropriately from faculty mentor</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 2. Teaching Skills</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Has appropriate level of knowledge of subject area and related expertise</td>
<td></td>
</tr>
<tr>
<td>□ Uses information, materials, equipment, and techniques accurately and appropriately</td>
<td></td>
</tr>
<tr>
<td>□ Supervises student practice in the clinical setting by providing guidance, direction, and support to the clinical</td>
<td></td>
</tr>
</tbody>
</table>
situation in accordance with clinical objectives

- Supervises student practice in the laboratory setting by providing guidance, direction, and support to the clinical situation in accordance with course objectives

- Observes safety requirements in the laboratory/clinical setting

- Is punctual, prepared, and organized

- Is sensitive to and concerned with students’ learning process and level of understanding

- Deals impartially and with overall fairness when making contributions to the evaluation of students in accordance with clinical/laboratory objectives and evaluation rubrics.

- Deals impartially and with overall fairness when interacting with students

**Rate Overall Teaching Effectiveness**

---

**Section 2. Narrative Evaluation**

Complete a written evaluation of the TA’s performance.

**Section 3. Teaching Assistant Comments**

---

Faculty Mentor Signature ____________  Printed Name ____________  Date ____________

TA Signature ____________  Printed Name ____________  Date ____________

Approved: Fac Org 3/19/07; 09/10; 2/13

*Form may be copied for use*
DEPARTMENT OF NURSING

POSITION DESCRIPTION FOR COURSE COORDINATOR

Requirements: MS in Nursing (minimum)
Licensure: Current, unrestricted, unencumbered, active Ohio RN license with at least two years of clinical experience
Appointment by: Dean and/or Associate Dean, Department of Nursing

Definition:

A course coordinator is responsible for the overall conduct of the assigned course including planning, implementation, and evaluation. This includes collaboration with assigned faculty, teaching assistants, staff, and the Program and Curriculum Committees to provide high quality educational programming for enrolled students. The scope of involvement of the course coordinator may vary from course to course depending on:

1. Complexity of the course design
2. Number of faculty/staff
3. Number of new faculty to the course
4. Number of students enrolled
5. Assigned work load of the course coordinator

The following are specific examples of activities a course coordinator may be involved in:

1. Orientation of new faculty and staff to the course including teaching assistants and adjuncts.
2. Establishment of time lines and process for revision and preparation of course materials.
3. Establishment of course meeting times and agenda’s for conduct of the course.
4. Conduct of a course meeting at the beginning of course for faculty, clinical adjunct faculty and clinical teaching assistants.
5. Communication of proposed alterations or revisions as appropriate to the Program Committee, Curriculum Committee, and/or the administration.
6. Preparation of course review report for review by the Curriculum Committee at established review cycle; participation in the course review process with the Curriculum Committee; responding to recommendations of Curriculum Committee.
7. Publication of a calendar for the course with faculty input, featuring flow of content, learning experiences, and evaluation of outcomes.
8. Maintaining the grades for the course and related communications with the Registrar, and other campus offices as necessary.
9. Facilitation of communication as necessary between faculty and students; this includes facilitation of due process related issues between faculty and students.
10. Facilitation of continuity related to student evaluation throughout the course including class, laboratory, and clinical if those environments are used in the course.
11. Assurance of student progress evaluation and feedback in course (early progress report at 4 weeks for 1st-year students; at midterm and at final grading).
12. Orientation and maintenance of communication with the Lab Manager to ensure the necessary resources are available for teaching/learning.
13. Coordination and evaluation of selection and use of clinical agencies with agency...
coordinator.
13. Providing clinical supervision of Teaching Assistants in, lab or clinical.
14. Development and coordination of course exams; maintenance of security of course exams.
15. Coordination, securement and maintenance of document retention for course in accordance with University and Department of Nursing policies on documents retention.
16. Assuring student immunization, CPR, liability insurance is up to date as required to comply with clinical agencies.
17. Assuring required document retention for the course.

4/14/90; 2/91; 9/07; 12/10; 1/13, 8/16
Requirements: BSN (minimum)
Licensure: Current, unrestricted, unencumbered active Ohio RN license
Appointment by: Chair, of Nursing
Evaluation: Annually by Dean

1. Meet with teaching faculty to determine supplies and equipment needed for various courses with a laboratory component.
   a) Request anticipated class size approximately 1 month prior to end of semester.
   b) Check on changes to skills to be presented for each course.

2. Order and organize all laboratory materials.
   a) Inventory current lab supplies approximately 1 month prior to end of each semester, including summer.
   b) Order all supplies from appropriate lab supply company. Items are to be billed to the Capital University Department of Nursing.

3. Arrange for pick-up of biohazard waste and laundering of linen.
   a) Change bed linens at the end of every semester and prn.
   b) Coordinate pick-up of biohazard waste with the biology department.

5. Maintain security and equipment maintenance of all laboratory materials and technology.
   a) Maintain the only key to lab equipment used in medication labs (spare key to be kept by the Administrative Assistant to the Dean).
   b) Notify appropriate campus support for maintenance of lab equipment (IMC, IT, plant management, housekeeping, etc).
   c) Replace equipment as needed and as funding allows.
   d) Oversee and implement the loan policy for all lab equipment and supplies.
   e) Maintain simulation equipment and technologies. Coordinate maintenance of simulation as needed.

6. Maintain the requirements for and renew on an annual basis, the pharmacy license.
   a) License renewal is automatically sent to Capital for completion annually.
   b) Perform monthly inventory of all pharmacy supplies and record report on forms kept in the pharmacy.
   c) Display a copy of the license prominently by pharmacy supplies.
   d) Keep a copy of the license and give original to Administrative Assistant to the Dean.

7. Work within the confines of the lab budget and submit an annual budget report to the Dean.

8. Maintain orderliness of lab, lab supply storage, and linen room with assistance and cooperation of all faculty.
9. Hire and supervise student lab assistants as the budget allows.
a) Summer skills lab assistants must be students who have successfully completed their Junior year. They must demonstrate proficiency in skill performance and have the recommendation of their clinical instructor.

10. Recommend lab policies and procedures and report on lab progress.

11. Coordinate scheduling of lab rooms and resources giving priority to regularly scheduled lab time of individual courses.

12. Facilitate and coordinate faculty training on laboratory technologies and resources.

13. Facilitate recruitment of standardized patients. Maintain relationships with volunteers for standardized patients.

Term: .20 FTE
Evaluation: Annually by Dean

2/91; 9/07; 08/10, 8/16
DEPARTMENT OF NURSING
POSITION DESCRIPTION
CLINICAL LAISSON

Requirements: BSN (minimum)
Licensure: Current, unrestricted, unencumbered active Ohio RN license
Appointment by: Chair, of Nursing
Evaluation: Annually by Dean

1. Meet with Associate Dean of Prelicensure Programs to determine needs for clinical sites for each course prior to requests for sites.

2. Verify contracts between Capital University and Clinical Organizations annually in coordination with the Senior Administrator for the Dean. Assure that contracts are up to date and valid for each agency utilized. Coordinate renewal of contracts upon expiration of contract dates. Initiate contracts for new sites.

3. Attend meetings at clinical agencies for clinical coordinators and directors annually. Report to faculty of Prelicensure Committee and Faculty Organization any changes in requirements or policies pertaining to faculty and students regarding clinical sites.

4. Submit requests for clinical units at clinical site for each semester or annually as required by agencies and in accordance with deadlines set forth by clinical agencies. Communicate approvals for sites to faculty and to Associate Dean for Prelicensure Programs.

5. Submit student information to each clinical site for clinical groups for student IDs and required hospital trainings. Coordinate with faculty and Senior Administrator for Student Services to submit student information.

6. Coordinate clinical orientation for adjunct clinical faculty and teaching assistants at each site as needed. Coordinate with Associate Dean to determine needs for adjunct or teaching assistant orientation to clinical units.

7. Participate with Associate Dean or Faculty in the development of new clinical sites as needed.

Term: .25 FTE
Evaluation: Annually by Dean
DEPARTMENT OF NURSING

DOCUMENTATION OF PRECEPTOR EXPERIENCE POLICY

Preceptors are valuable assets to Capital University's Department of Nursing. As clinical experts, preceptors facilitate the student's learning experience by acclimating them to the clinical environment and the role of professional nursing within the clinical agency. Preceptors are defined according to the OAC (4723-5-01) as licensed nurses who provide supervision of a nursing student's clinical experience at the clinical agency in which the preceptor is employed. Preceptors implement the clinical education plan under direct supervision of a faculty member who participates in the course in which the student is enrolled. Preceptors may supervise no more than two students at any one time. As a role model and resource person, the clinical preceptor facilitates the student's educational experience by assisting them in the development and application of clinical skills and knowledge, increased self-confidence and the ability to assume greater responsibilities for client care within the agency.

Preceptors used in the Capital University Traditional Undergraduate, Accelerated, BSN Completion and Masters Nursing Programs must have current licensure as a registered nurse, at least two years of clinical experience as a registered nurse and one or both of the following (highly recommended): 1) demonstrated expertise in the clinical area of supervision, and 2) current specialty certification.

Faculty who use preceptors in clinical courses are responsible for orienting the preceptor to the program, planning clinical education experiences with preceptors, directly supervising the precepted experience and evaluating the outcomes for both preceptors and students.

Thorough documentation of preceptors used by faculty and evaluation of the experience will assist in subsequent course planning and in course evaluation. The preceptor experience will be documented according to the following policy:

1. Course Coordinators who utilize preceptors will maintain documentation of preceptor qualifications, orientation, and evaluations.
2. All preceptor information is maintained in a file or notebook that can be given to a new faculty who may assume responsibility for course coordination.
3. Documentation needs to include:
   a. Summary of Clinical Preceptor Qualifications. The qualification summary should be used as a guide to ensure preceptors meet the Ohio Standards for preceptors prior to the clinical experience.
   b. Course material used to orient preceptors to their role
   c. Student evaluation of their clinical site and student evaluation of the preceptor.
   d. Preceptor evaluation of the student will be maintained in the student's permanent clinical file in the Department of Nursing. The evaluation is a component of the student's final evaluation.
   e. Preceptor evaluation of their experience with Capital University faculty. Faculty is responsible to share a summary of the preceptor evaluation with appropriate clinical staff.

Traditional Undergraduate Program Committee 01/15/03; 08/10
CAPITAL UNIVERSITY DEPARTMENT OF NURSING
PRECEPTOR DATA FORM*

SECTION I: NAME, ADDRESS, EDUCATION and EXPERIENCE

Name: ______________________________________________________________________________

Credentials:________________________________________ Date:___________________________

Address: __________________________________

E-Mail: ____________________________

Telephone: _________________________

Facility: _____________________________________________________________________________

Education: Name of Original Education Program: ___________________ Date of Graduation __

List any other Degrees w/Institution in Nursing or Related Fields:

_________________________________________________________ Date of Graduation __

_________________________________________________________ Date of Graduation __

_________________________________________________________ Date of Graduation __

Employment: Preceptor may attach current resume or curriculum vitae. Preceptor must demonstrate at least two year of nursing practice listed in month/year to month/year.

<table>
<thead>
<tr>
<th>Employer Name</th>
<th>Employer Location</th>
<th>Dates of Employment month/year to month/year</th>
<th>Unit or practice area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION II: CURRENT SPECIALTY CERTIFICATION

Name of Specialty Certification: __________________ Certifying Organization: ____________ Certification Valid Through: __________________

SECTION IIA: DEMONSTRATED EXPERTISE

Describe your expertise in your area of clinical practice: ____________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

CU Faculty Member: ____________________________ Term: ____________________________

Course: ____________________________ Term: ____________________________
SECTION III: LICENSURE: (Attach copy of license verification)

SECTION IV: VERIFICATION OF LICENSURE – The education program is required to maintain documentation of license verification for each preceptor.

SECTION VI: OHIO ADMINISTRATIVE CODE (OAC) RULES

Rule 4723-5-10(A)(5), OAC, specifies that a preceptor for an RN nursing education program shall have (a) completed an approved registered nursing education program; (b) have experience for at least two years in the practice of nursing as an RN with demonstrated competence in the area of clinical practice in which the preceptor provides supervision to a nursing student; (c) have a current, valid license as an RN. A BSN is preferred.

Rule 4723-5-11(A)(5), OAC, specifies that a preceptor for an PN nursing education program shall have (a) completed an approved practical nursing education program; (b) have experience for at least two years in the practice of nursing as an LPN with demonstrated competence in the area of clinical practice in which the preceptor provides supervision to a nursing student; (c) have a current, valid license as an PN.

Rule 4723-5-20(F), OAC, specifies that the teaching assistant or preceptor providing supervision of a nursing student shall at least:

1. Have competence in the area of clinical practice in which the teaching assistant or preceptor is providing supervision to a student;
2. Design, at the direction of a faculty member the student’s experience to achieve the stated objectives or outcomes of the nursing course in which the student is enrolled;
3. Clarify with the faculty member
   a. The role of the teaching assistant or preceptor;
   b. The responsibilities of the faculty member;
   c. The course and clinical objectives or outcomes;
   d. The clinical experience evaluation tool; and
4. Contribute to the evaluation of the student’s performance by providing information to the faculty member and the student regarding the student’s achievement of established objectives or outcomes.

Rule 4723-5-20(G), OAC, specifies that a preceptor shall provide supervision to no more than two nursing students at any one time, provided the circumstances are such that the preceptor can adequately supervise the practice of both students.

Preceptor Signature (attesting to accuracy of information)

Signature: ____________________________ Date ____________
(Signature is optional and indicates that the Preceptor “attests to” the information provided)

Printed Name

*This meets the requirement for evidence that Preceptors meet qualifications required by OAC 4723-5-10.
Adopted September 2004; Rev. 12/09; 12/11; Revised 8/16
DEPARTMENT OF NURSING

POSITION DESCRIPTION FOR
SENIOR ADMINISTRATIVE ASSISTANT (DEAN)

This is a full time individual who reports directly to the Dean of the Department of Nursing. She/he participates in the annual review process monitored and initiated by Office of Human Resources. The format used for job descriptions is mandated and consistent for all support staff campus wide and administered by the Office of Human Resources.

Principal Duties and Responsibilities

1. Provides executive assistance to the Dean of the Department of Nursing.
   1.1. Manages correspondence.
   1.2. Prepares institutional reports (includes internal and external to the University).
   1.3. Coordinates services to support receptions, site visits for accreditors, and/or functions as designated by the Dean.
   1.4. Manages data using DATATEL and EXCEL as needed by the Dean.
   1.5. Acts a liaison between the department and campus offices as needed to coordinate activities.
   1.6. Orientation of new staff.
   1.7. Maintains sensitive and confidential information.
   1.8. Maintains budget records for department including completion of requisitions and purchase orders and credit card management.

2. Provides administrative support and student services to the Department of Nursing as well as the School and University.
   2.1. Maintains records (enrollment, tuition waivers, faculty, Ohio Board of Nursing, CCNE, agency contracts).
   2.2. Coordinates for pinning ceremonies twice/year.
   2.3. Interfaces with the public to answer phones, answer/refer inquiries, directs visitors (first contact for recruitment).
   2.4. Trains and manages work-study students.
   2.4. Maintains website for department.
   2.5. Provides technical support for the department as necessary.
   2.6. Maintains service agreements for office equipment.

3. Provides clerical support for faculty members.
   3.1. Orders/purchases supplies.
   3.2. Assists with travel arrangements.

Updated 1/08; 09/10; 2/13
DEPARTMENT OF NURSING

POSITION DESCRIPTION FOR
SENIOR ADMINISTRATIVE ASSISTANT (STUDENT SERVICES)

This is a full time individual who reports directly to the Dean of the Department of Nursing. She/he participates in the annual review process monitored and initiated by Office of Human Resources. The format used for job descriptions is mandated and consistent for all support staff campus wide and administered by the Office of Human Resources.

Principal Duties and Responsibilities

1. Provides support to each program in the Department of Nursing including TUP, C-NAP, BSN-C, and MSN Programs.
   1.1. Enters data for prospects and new students that may not be handled by another office on campus.
   1.2. Maintains student records in the Department of Nursing and advising lists. (This is an essential function that is not met by WEB Advisor or DATATEL.)
   1.3. Responds to prospective students with appropriate requests for information.
   1.4. Collaborates with the Dean’s Administrative Assistant to acquire the necessary information from graduating students to plan pinning and hooding ceremonies each semester.
   1.5. Establishes and maintains processes for managing the following clinical practice mandates, includes student notification for compliance issues (contractual function):
       a. Health assessment and immunizations
       b. Finger printing and criminal background checks
       c. Drug testing
       d. Professional liability insurance
       e. RN licensure verification for post-licensure students
   1.6. Manages course schedules.
       a. Planning for course offerings for non-traditional programs.
       b. Accesses registrar files for student audit purposes as needed by the Associate Deans for curricular planning.
   1.7. Maintains list serves for enrolled students to facilitate communications between Associate Deans, Dean, and students.
   1.8. Manages pre-registration holds for MBA courses (MSN program function).
   1.9. Manages planning for TUP class meetings (scheduling and e-mailing students)
   1.10. Assists the Associate Deans in collection and maintenance of assessment data used for program reviews. (Accreditation driven function.)
       a. Develops and maintains database system to record assessment measures.
       b. Collaborates with designated campus resources to collect the necessary assessment data as directed.
   1.11. Prepares program Handbooks and provides them in pdf format for placement on the WEB.

2. Provides support to the Department of Nursing.
   2.1. Interfaces with the public on behalf of the Department by answering phones, answering/referring inquiries, directing visitors.
2.2. Coordinates data collection and processing of SUMMA faculty evaluations.

2.3. Provides Web based support in the following limited ways:
   a. Verifies all formatting and coordinates SON handbooks to be posted *Inside CU*.
   b. Acts as the Department of Nursing technology administrator for HESI.
   c. Converts all files to pdf format before posting or publication.
   d. Serves as the WEB editor for the SON when supported by the University.

2.4. Maintains the permanent records required by the OBN for CNE offerings.

2.5. Maintains all student records according to the published “Records Retention Plan” (OAC rule requirement).

Updated 1/08; 09/10
INTERNATIONAL EDUCATION

GUIDELINES FOR VISITING SCHOLARS
And

CHECK LIST

I. Initial contact (or how we hear of a possible visiting scholar)

A. Schools (abroad or in the United States) through consortia agreements with the University may request our acceptance of a visiting scholar for a term or a full academic year (Tanzania and Kumamoto, Japan are examples of this through our connection with ELCA schools).
B. An individual from the campus may initiate the invitation for a scholar to come to lecture and do research (the law school has done this in a summer program for a number of years).
C. A scholar from abroad, who has received funding, may request to come to a particular school (rationale should be stated by the scholar).

II. Procedure to Follow

A. The person who receives such a request must meet with the appropriate Dean of the department in which the scholar would be housed to determine the feasibility of such a visit and the parameters of the scholar’s role while on campus.
B. Secure the approval of the appropriate Dean and the Vice President of Academic Affairs.
C. Meet with the International Office staff concerning visas and any other immigration regulations.
D. Follow the Visiting Scholar Check List to insure that all of the necessary issues have been addressed before the arrival of the scholar.
E. Prepare a letter of agreement clearly stating the terms of the experience noting specifically the financial arrangements, responsibilities of the scholar and of the school.

III. Items which must be covered and included in any agreement:

A. Source of funding – amount and what it covers such as living expenses, telephone, bus fare, travel, professional conference fees, etc.
B. Expectation of scholar: research facilities and needs, desire to present lectures, conduct seminars, observe classes, participate in ESL classes, etc.
C. Clarity on financial issues, i.e., will the scholar be paid a stipend for such participation or is that service given in exchange for use of library/research facilities, class observation and/or English class participation.
D. Designation of one person to be “responsible” for scholar’s arrangements (traveling/living/participation on campus, liaison to the sponsoring agency if needed and monitoring of the scholar’s experience while at Capital University).

CHECK LIST FOR VISITING SCHOLARS

___1. Document source and scope (what is covered) of funding.

___2. Meet with Dean and Dean of College and appropriate faculty if requested by Dean.
3. Appoint a designated person who will be responsible for scholar’s stay on campus

4. Write a letter of agreement stating the terms under which the scholar will participate on campus which will include the following:
   - housing/food/transportation
   - financial arrangements
   - research/class participation/presentations (may list minimum number of presentations for example)
   - name of designated person on campus

5. Secure the approval of Vice President of Academic Affairs.

6. Set up time line which includes time of arrival, approximate times of interaction with faculty/staff, and date of departure.

7. Inform the campus community of the scholar’s presence on campus.

Adopted by Provost Council
01/09
DEPARTMENT OF NURSING

GUEST SPEAKER POLICY

Invitations to practicing professionals in the community for participation in class and lab sessions are a valuable supplement to the teaching/learning process for both students and guests. Students obviously benefit from the special expertise of guest speakers carefully selected. Guest speakers are frequently honored by the invitation and value the opportunity to influence new practitioners. Many organizations consider this a professional responsibility.

The Department of Nursing deeply values the contributions and commitment of the many guest speakers over the years and how they have an impact on students’ learning and clinical practice. Faculty may invite guest speakers for public thanks and recognition certificates will be prepared for guest speakers by the office of the Dean when requested by a faculty member.

The Department of Nursing is financially unable to offer an honorarium to guest speakers. Faculty should consider how often and the time involved for a guest speaker when extending repeated invitations.

Special circumstances and special requests for a guest speaker honorarium should be addressed with as much advance notice as possible to the Dean. These are generally reserved for consultants.

8/16/93; 1/08; 09/10
DEPARTMENT OF NURSING

POSITION DESCRIPTION

STUDENT LABORATORY ASSISTANT

Requirement: Junior or senior-level student in Department of Nursing in good standing
Appointment by: Dean, Department of Nursing
Evaluation: Course faculty at end of semester
Appointment: Term

Responsible for:

A. Assist faculty with lab as directed:
   1. Have supplies ready
   2. Set up stations with directions and supplies as needed
   3. Demonstrate skill to group of students as needed in open lab after seeing the demonstration by faculty
   4. Other activities as requested

B. Prepare for/help with practice lab
C. Set up/tear down practice lab
D. Answer questions or direct students to faculty
E. Be accountable to the faculty member for scheduling and meeting expectations of position

2/91; 08/99; 09/07; 08/10
DEPARTMENT OF NURSING

POLICY ON FACULTY WORKLOAD

Faculty in the Department of Nursing have responsibilities in the areas of teaching and advising, scholarship, and service. Moreover, the diversity of both course offerings and faculty qualifications demonstrate significant variance in the typical assignment for a full-faculty member in the Department of Nursing. The Dean makes staffing assignments with consultation with Associate Deans and individual faculty. The final decision on faculty assignment resides with the Dean. Every effort is made to equitably assign faculty based on the needs of the Department of Nursing and the available resources. An assignment for a full-time faculty member could include:

I. Teaching and Advising

A. Teaching - The usual teaching assignment, depending on qualifications

1. Undergraduate
   All faculty are expected to maintain teaching and clinical expertise in a clinical area. Standard load for theory-only courses across campus is 12 hours per semester or 24 hours per year. This may be averaged out with one term being proportionately heavier over the other. (Faculty on term appointments are expected to carry 15-16 hours per semester or 30 hours per academic year. Faculty on 11 month contracts are expected to carry 15 hours in summer term)

   Lab courses and clinical courses are calculated into load based on average contact hours over the semester. Direct supervision is given heavier recognition than is precepted supervision in the assignment of load.

2. Graduate

   For a doctorally-prepared faculty member with teaching responsibilities in the graduate program, the faculty may be assigned to one or more graduate courses combined with a teaching load in one or more of the undergraduate courses in the prelicensure program. Faculty who produce evidence of scholarship productivity or significant contribution to the department in the given semester may receive load consideration.

Credit-hour assignments for an academic year typically range from 24-30 hours; contact hours per week average about 14 hours. The University model is for a minimum of 12 theory contact hour/week. In the Department of Nursing, faculty who teach in labs and clinical may range 14-30 contact hours/week. There is no accommodation for team teaching. If more than one faculty member provides theory support in a course, they will receive course workload according to the percentage of their course responsibility. The hours of lecture/week vary with the number of faculty in a course; clinical teaching activities and faculty/student ratio also vary and are considered in assignments.
B. Faculty/student clinical ratios:

1. Pre-licensure students with direct supervision of faculty is eight students/faculty member unless restricted by the policy of the clinical agency.
2. Pre-licensure students in courses using preceptors range 8-10 students/faculty member.
3. Post-licensure students in clinical settings function with current Ohio RN licensure and preceptors or field associates (MSN). The ratios for these students is a function of safe practice and the role of the student need for faculty supervision in the specific course.

C. Independent studies and project advisement (chair or committee member) are expectations of all faculty. The chair of project committees must be doctorally-prepared and approved by the Associate Dean of Post-Licensure Programs. Independent studies are at the discretion of individual faculty as needed and follow University policies and procedures. Group studies or course by contract must be approved by the appropriate program Associate Dean and supported by the Dean with consideration of budget staffing impact.

D. Advising

1. The current University wide practice is that each academic unit will provide advising support for all students enrolled in their programs. This is achieved by taking the total number of students enrolled and dividing among the full time faculty. For advising purposes, a faculty member with a 75% contract will be given an approximate advising load that is 75% of what is expected of a faculty member with a 100% contract. Faculty who take sabbatical leave will have their advising loads temporarily reassigned to another faculty member during their absence. The University does provide a modest stipend for non-traditional students who must be advised for fall semester late in the summer. Traditional undergraduate student advisors are not eligible for this stipend since they schedule fall classes during spring registration.

II. Scholarship (Refer to the faculty statement on Scholarship)

Faculty are expected to contribute to scholarship in the discipline; several options are available:

A. Grant writing, research, publication, and presentations (invited or referred) related to the specialty area of the faculty member
B. Advanced clinical practice that contributes to clinical knowledge base and improved teaching
C. Doctoral studies
D. Achieving advanced certification in a specialty area. Requirements for continuing education to maintain licensure or certification is considered a professional responsibility and not scholarship.
E. Institutional and/or educational research

The Dean makes every effort to schedule faculty teaching assignments compactly and strategically to allow faculty blocks of time (a half day or full day) to pursue scholarly activities as negotiated with the Dean. However, this is not an entitlement. Faculty must make every effort to meet reasonable requests for scheduling meeting with colleagues and students as requested.
Employment outside of Capital University during the academic year cannot conflict with faculty obligations to the Department of Nursing and/or the University. If clarification is needed please consult the *CU Faculty Handbook* and discuss this with the Dean of the Department of Nursing.

III. Service

Some degree of participation in service to the Department, university, profession, and community is expected of all faculty.

A. Participation in course planning, implementation and evaluation in courses taught by more than one faculty member.

B. Election and/or appointment to Department of Nursing and University committee average of 4-6 hours/week.

C. Membership and participation in at least one professional organization

D. Participation in service to the community-at-large

Supplemental, overload, and adjunct assignments are available as needed to deliver the curriculums of the Department of Nursing. The need for additional faculty support varies with the needs of the programs from term to term. The Dean and the Assistant Dean of the School manage contracts for all adjuncts with the assistance of the Associate Deans and individual faculty. Reimbursement for additional lab or clinical sections varies with contact hours, qualification of the adjunct, and needs of specific programs.

3/92; 4/95; 9/15/95; 8/6/99; 1/08; 08/10; 2/13, 8/16
DEPARTMENT OF NURSING

STUDENT FEEDBACK ON FACULTY TEACHING

In addition to the informal or periodic course evaluation processes that faculty use to elicit feedback from students, the IDEA Student Ratings of Instruction system is used by all faculty at the completion of each course offering. The IDEA Center helps faculty members solicit feedback and evaluate teaching as it relates to curricular goals and the measurement of learning. The IDEA Student Ratings of Instruction system focuses on student learning of 12 specific objectives and is administered online. The IDEA Center tailors each report to fit the instructor's selected learning objectives and offers recommendations for improvement based on a national database.

The data are used by faculty in self-evaluation of teaching as well as in the annual review process with the Dean and Assistant Dean. Summary data also are expected to be included in the performance review process as part of the scheduled faculty evaluation process in the Department of Nursing.

Rev 1/08; 09/10
DEPARTMENT OF NURSING

STATEMENT ON SCHOLARSHIP

Scholarship is the process of discovery, integration, application of knowledge\textsuperscript{1}, or artistic work that contributes to one’s profession and is documented through dissemination. Scholarly products require high levels of expertise, are innovative, and have significance\textsuperscript{2} to others in the field. Dissemination takes many forms, from campus-wide presentations to invited talks and workshops, to peer-reviewed publications, performances, and juried shows, as well as external grant awards, as is applicable to one’s discipline. Mentoring students involved in scholarship is also considered to be a part of faculty scholarship.

For faculty primarily serving in administrative positions (e.g., assistant dean), scholarship may include research about administrative issues, leadership in national professional organizations and accrediting bodies that promote excellence in college and university administration, and scholarship of leadership development.

Evaluation of scholarship is based on figures 1 and 2 shown below. Products are most valued that have an impact in the professional discipline or relevant community, or have been reviewed by peers in a formal process and disseminated to a broad audience. A faculty member’s participation in guiding student research activities is also considered scholarship.
Nursing Scholarship\textsuperscript{3,4} may include:

Scholarship of discovery is the uncovering and dissemination of new knowledge such as that including, but not limited to, the improvement of teaching and student outcomes, clinical practice, health care delivery systems, nursing intervention and management.

Scholarship of practice includes the demonstration of excellence in modeling the nursing process, providing guidance in the development of students, demonstrating critical judgments, participating in clinical problem solving and promotion of improved nursing practice.

Scholarship of teaching is that which builds on but is distinct from original research. It involves the synopsis of knowledge in which the teacher identifies relevant data from diverse courses and provides a meaningful line of inquiry for students that results in a student knowing what was previously unknown and the facilitation of the development of diagnostic reasoning among students.

Scholarship of integration synthesizes knowledge from and across disciplinary lines in assisting students to recognize the relationship of past learning to current practice, to apply new developments, using knowledge from multiple disciplines to solve clinical practice problems and assist students to use theoretical frameworks and conceptual models to plan, organize and deliver nursing care.

\begin{enumerate}
\item Halpern et al. (1998).
\end{enumerate}
DEPARTMENT OF NURSING

STATEMENT ON REIMBURSEMENT FOR CLINICAL TRAVEL

The Department of Nursing complies with the campus wide position on faculty reimbursement for travel required by clinical or practicum supervision of enrolled students. It is necessary for faculty to complete the University Travel Reimbursement Form electronically and submit to the Administrative Assistant for approval and processing. This form is included in the section for Forms and is provided each fall electronically from the Administrative Assistant to faculty to make sure that all automatic calculation is current. Faculty are not reimbursed for travel to clinical in which a routine, weekly group of students is supervised.

In general, faculty may claim mileage to and from clinical placements only if that mileage exceeds roundtrip mileage from home to the office at Capital University. If in doubt on how mileage is calculated, the Administrative Assistant will use MAPQUEST for verification. All parking costs will be reimbursed based on the parking policy for each clinical practice agency. In each case, the Dean retains final approval of expenditures from Department of Nursing operating lines.

Faculty are reimbursed for travel to multiple clinical sites to meet with students who are working in precepted clinical or practicum. Faculty are not reimbursed for weekly travel to their clinical site in which they are the primary faculty for a group of students.

1/08 EFH
08/10, 6/16
CAPITAL UNIVERSITY  
DEPARTMENT OF NURSING  

TRAVEL FUNDING GUIDELINES

The Unified College provides up to $300 of approved faculty development expenses and up to $1200 of approved travel expenses. Faculty members' travel requests are submitted to the Assistant Dean SNSNH; these requests are to be submitted early in the Fall semester.

Requests for reimbursement for faculty development expenses should be submitted to the secretary in the Dean’s Office within 15 days of the incurred expense. The Travel Request form and the Travel and Faculty Development Funding Guidelines also may be found on CapPoint (https://cappoint.capital.edu/acad/cal) under “Shared Documents.”

The Department of Nursing also has a limited budget for faculty and student travel. To request this support, faculty are asked to submit information related to the nature of the travel request (abstract, copy of conference program) and an itemized list of expected expenditures. Funding these requests are dependent on the availability of travel funds. In order to prioritize travel requests, the following criteria are used:

1. Faculty who wish to apply for funding should demonstrate how the requested travel is essential and:
   
   o In the case of a nontenured faculty member, how this impacts ability to meet promotion or new faculty development needs.
   
   o In the case of a tenured faculty member, how this impacts recruitment, prestige of the University, or the ability to meet promotion requirements.

2. Presenters at major conferences will be given the highest priority. Activities should include presentations such as papers, refereed posters, invited panel presentations, or juried performances. Multiple attendees will not be supported unless they are also presenting additional papers at the same conference.

3. Attending a conference without presentation will be limited to faculty who have specific professional development or curricular development needs.

4. The federal per diem (www.gsa.gov) for lodging and food will be used and consistently applied across campus. Receipts will still be required to receive reimbursement up to the per diem amount.

5. Eligible faculty hold either 75% or 100% contracts. However, faculty with 75% contracts will be limited to funding not to exceed $1125.

6. All receipts for approved travel should be submitted for payment within 30 days of return to campus after the event in order to receive reimbursement. For those faculty attending conferences in June, submission must be made immediately on return without delay or payment will be denied by the Dean.

7. Frequency of prior travel awards will be considered in prioritizing funding.

   a. These are guidelines for prioritizing travel requests. It is not likely that all travel requests will be funded.
DEPARTMENT OF NURSING

STANDARDS

I. Ohio Board of Nursing - Program Approval
Law (the Nurse Practice Act) and regulations governing the practice of nursing in Ohio and the education of pre-licensure students are published by the Ohio Board of Nursing (OBN). Faculty are responsible for accessing and being informed of both current law and rule (OAC 4723-5) as published on the OBN web site. The faculty practice, teach, organize and deliver, and evaluate the curriculum in compliance with state statute.

II. Professional Practice Standards
Faculty use professional practice standards in practice, teaching, and the design of the curriculum. The promulgated standards of recognized professional organizations and learned societies (such as the American Nurses Association) are shelved at the Nursing Suite front desk and in the Fuld Lab for easy access by faculty and students. Students incorporate professional standards in plans of care for individuals, families, and communities.

III. Education Standards - National Accreditation
Faculty have adopted the Essentials of Baccalaureate Nursing Education for Professional Nursing Practice, and the Essentials of Master's Education for Advanced Practice Nursing, by the American Association of Colleges of Nursing (AACN) to guide the planning, implementation and evaluation of the programs. Copies of the Essentials documents are located in the department, and available online from the AACN web site. All programs of the Department of Nursing are accredited by the Commission for Collegiate Nursing Education (CCNE). The next regularly scheduled review by AACN will occur in 2021.

IV. Admission, Progression, and Graduation Standards
Faculty adopt policies related to admission, progression and graduation for each of the Department's programs. The standards for each of the undergraduate programs is published in the Capital University Bulletin as well as the Department of Nursing Program Handbooks. The MSN Program has its own student handbook that includes both graduate bulletin information as well as student handbook materials. All student related handbooks published by the Department of Nursing are provided electronically to students and faculty through inside.capital.edu.

V. Academic Integrity
Faculty policy and procedures related to academic integrity are contained in the Capital University Bulletin and in each of the Department of Nursing Program Handbooks. It is the policy of the Department of Nursing faculty that:

A. The provisions of the Department of Nursing academic integrity policy apply to students majoring in nursing whether or not a given incident occurs in a nursing course.
B. If a nursing major is found responsible for violation of the Department of Nursing academic integrity policy in a nursing course, nursing faculty will record an F for the course.

Updated 1/08; 08/10; 2/13
DEPARTMENT OF NURSING
ADVISING GUIDELINES

To meet the mission and goals of the Department of Nursing and Capital University, a faculty advisor is assigned to each student at the time of admission. Every effort will be made to provide continuity of advising from admission to graduation (faculty sabbaticals require interim coverage). It is the role of the advisor to establish a strong relationship with the student to:

1. Assist the advisee in sequencing course work to meet degree requirements. Program planning takes place within the context of current, applicable academic policies as contained in the University Bulletin, University Student Handbook, and Graduate Department Bulletin, and the Department of Nursing Undergraduate and BSN Completion Student Handbook(s).

2. Facilitate registration for course work each term by meeting with advisees as needed, reviewing and modifying academic plan as needed, completing the schedule request per registrar guidelines, and assisting the student with course drop/adds, leaves, and other transient student work as needed. The advisor needs to be available to students at a time that is consistent with the program in which the student is enrolled.

3. Monitor advisee’s academic progress and provide academic counseling when necessary. This includes review of freshman four-week, mid-term grade reports, HESI results for traditional undergraduates and grade reports for all other advisees, and participation in problem-solving issues identified by course faculty or other university faculty including variance form.

4. Refer advisee for tutoring, learning disability assessment, or counseling as warranted.

5. Act as student advocate in the event of academic failure. Advocacy includes:
   a. Assisting the advisee in identifying reason(s) for the failure.
   b. Planning for remediation (such as repeating the course, enrollment for transient course work at another institution, requesting exception to policy).
   c. Presenting data to Academic Affairs Committee related to probable reasons for failure.

6. Discuss career planning. Mentor the role transition of advisees toward higher levels of professional performance (e.g. references for employment or additional formal studies, participation in professional organizations, selection for honor societies and scholarship, etc.).

7. Assist student to identify learning resources.
   a. For graduate students, facilitate planning for portfolio or capstone project.
   b. Recommend student for committees, awards and other professional activities.
   c. Identify students with potential for fast-track, honors program, independent study, honor society, and off-campus study.
   d. Counsel students toward next academic level of study and career planning resources.

8. Enable a Transpersonal Connection with Advisees; Create a caring environment in advising sessions; Allow space and openness for advisee to share lived experiences. Enable hope. Refer to campus resources as warranted.


FAC.AFF. Rev. 11/02; 08/10; 2/13, 8/16
The syllabus represents a learning contract between the instructor and the students. It is expected that the following format will be used in all syllabi. It is expected that faculty will adhere to the course syllabus once the course has started.

**COURSE NUMBER:**

**COURSE TITLE:**

**CREDITS:**  Theory, Laboratory, and Clinical

(Note: List as Credit hours and Clock hours separately for theory, lab and clinical. Credit : Clock hour ratios: Lecture = 1:1; Lab or Seminar = 1:2; Clinical = 1:4)

**LEVEL:**

**PRE-REQUISITES:**

**LOCATION:**

**FACULTY:**  NAME, TITLE, and CAMPUS ADDRESS, PHONE, EMAIL & Office Hours

**MEETING DAYS / TIMES**

(Note: Students enrolled in this course are expected to engage in a minimum of two hours of out-of-class work per credit hour per week. In NURS XXX out-of-class work is composed of required readings, assignments and study for examinations. The schedule and guidelines for these out-of-class assignments are located in the appendixes of the course syllabus and may also be posted on the course management system.)

**COURSE DESCRIPTION:** (Note: List course description as listed in the current Bulletin)

**COURSE OBJECTIVES:**

**PROGRAM OBJECTIVES REFLECTED IN THIS COURSE:**

**CAPITAL UNIVERSITY LEARNING GOALS REFLECTED IN THIS COURSE:**

(Note: Align course objectives with program objectives and Capital University Learning
goals.)

STANDARDS REFLECTED IN THE COURSE:

COURSE CONTENT OUTLINE:

METHODS OF TEACHING/LEARNING:

GENERAL POLICIES:

Attendance Policy: (Note: include the current Capital University Attendance Policy and any specific course attendance policies)

Communications Policy:

(Note: Include course specific communications policies)

Capital E-Mail Accounts: Students are REQUIRED to use Capital e-mail accounts and should check for mail frequently. PLEASE DO NOT SEND SPAM E-MAIL TO COURSE MEMBERS.

Student Code of Conduct

Academic Integrity Policy of Capital University

(Note: Include current Capital University policy.)
(Note: Include Department of Nursing definition of collaboration related academic misconduct).
(Note: Include Capital University policies governing drop dates and incompletes.)

Class Cancellation Policy

(Note: Include language addressing class cancellation policy related to weather or instructor absence. Include statement that unanticipated cancellations may require changes in the class schedule or alternate learning methods.)

FACULTY EXPECTATIONS OF STUDENTS:

(Note: Include relevant department policies regarding Faculty Expectations of Student Behaviors from the Pre-Licensure Student Handbook, course specific policies, policies regarding deadlines/penalties for assignments, policy on college level writing skills, policies on testing and test security, and the Technology Communications Policy of the department of nursing. For clinical courses list policies for clinical supervision, clinical absences (excused/unexcused), agency guidelines and reference to guidelines for behavior of nursing students of the Ohio Administrative Codes set forth by the Ohio Board of Nursing at http://www.nursing.ohio.gov/Law_and_Rule.htm).
LEARNING RESOURCES:

Required Texts

Additional Resources

Academic Success Resources: (Note include annual statement from the office of Academic Success).

Disability Services: (Note: include annual statement from the Capital University Office of Disabilities Services).

METHODS OF EVALUATION:

Grading Scale:

(Note: Include current nursing department policies on exam averages for passing a required nursing course. Also include relevant rules on progression in nursing.)

STUDENT EVALUATION OF FACULTY INSTRUCTION AND COURSES.

(Note: Insert information regarding expectations for students to evaluate the course and faculty using the Capital University standardized evaluation tools.)

COURSE CALENDAR / SCHEDULE OF CONTENT /SCHEDULE OF READINGS AND ASSIGNMENTS

(Note: the course calendar and schedule of readings and assignments should demonstrate that the course includes 2 hours / credit hour / week of out-of-class work).

(Note: All syllabi should include the following statement concerning —out-of-class student work related to credit hours and a list of the assignments that comprise these hour. “Students enrolled in this course are expected to engage in a minimum of two hours of out-of-class student work per credit hour per week related to the course. In N____, out-of-class work is composed of assigned …………..”

(Note: Include all guidelines for assignments and grading rubrics in appendices to the course syllabus. Alternatively faculty may list location or means that students will receive guidelines and rubrics for assignments).

(Note: Include all current nursing department policies and assignments for Specialty Testing, Exit Exams, Adaptive Quizzing, Case Studies, and Supplemental Learning Plans if assigned to the course).

Document History: List Approval and Revision Dates listed at bottom of syllabus
Responsibilities of Students: Variance Report

To support professional growth in the spirit of learning and to promote a culture of safety, the Department of Nursing faculty expect behavioral characteristics of the student that include but are not limited to accountability, safety in clinical practice, ethical conduct, responsibility for learning, professional appearance, attitude, communication and adherence to academic or professional and disciplinary policies. If a student has been identified by faculty as exhibiting behaviors at variance or minimally congruent with the Department of Nursing expectations or with specific course objectives, academic or professional policies or policies of clinical agencies, the faculty will complete the report entitled, Responsibilities of Students: Variance Report. (Appendix E). The faculty member initiates the Variance Report to alert the student that an area of concern has been identified and that improvement is necessary in expected behaviors. The faculty may also initiate a contract with the student for remediation and will refer the variance report to the Academic Affairs Committee of the Department of Nursing for review or a determination on the course of action as stipulated by policy.

This procedure will be followed:

1. A written description of the student behavior that is at variance with academic or professional responsibilities as stipulated in but not limited to the Department of Nursing Student Handbooks, the Capital University Bulletin, Course Syllabi or Policies of Affiliated Clinical Agencies.
2. A written description of ways (goals/interventions/remediation) that must be achieved to modify the behavior and a date by which the upgraded performance must be achieved.
3. A verbal discussion between student and faculty, concerning the behavior at variance from expected responsibilities of students including the goals/interventions/remediation and the achievement date. This is a conference time for clarification and questions.
4. After the discussion, both student and faculty date and sign the Variance Report and a copy is given to the student; the faculty keeps the original for the student file.
5. The student is then asked to respond to the Variance Report in writing by completing the student response part of the form within the timeframe stipulated. The student should describe factors that may have contributed to the behaviors, the potential or actual consequence of the behaviors, and ways to assure that the behavior does not reoccur.
6. A date for a discussion of the student response is set at which time the student and faculty signature is required on the response form.
7. The Variance Report and student response is then copied and sent to the student’s adviser, the Nursing Academic Affairs Committee, the Program Associate Dean, Dean and Student. The original copy is filed in the students file in the Department of Nursing.
8. After the date of achievement, faculty will document in writing the behavior, growth/progress or lack of progress and forward the report to the Dean of the Nursing Academic Affairs Committee and others in #7
9. Copies of the Variance Report will remain in the Student’s Nursing File and be noted in the professional behavior area of the clinical folder.
10. All Variance Reports are reviewed by the Nursing Academic Affairs Committee.

The Nursing Academic Affairs Committee reviews Variance Reports to track patterns in the Department of Nursing to assure safe and quality nursing care as well as adherence to policies, guidelines, standards and procedures of the Department of Nursing, Capital University and the State Board of Nursing. The Nursing Academic Affairs Committee may make recommendations regarding policies to the Faculty of the Department of Nursing or the University based on review of Variance Reports. For situations of academic or professional misconduct including but not limited to serious, severe or repeated breaches of academic or professional policies, guidelines, standards and procedures of the Department of Nursing, Clinical Agencies, Capital University or the State Board of Nursing, the Nursing Academic Affairs Committee may make a determination of Sanctions. The Nursing Academic Affairs Committee’s actions may include any of the Academic or Disciplinary
Sanctions as approved by the Department of Nursing Faculty as outlined in the Department of Nursing Student Handbook. The committee may meet with the student to discuss the situation and sanctions. Students have a right to meet with the committee prior to committee action and should consult with their advisor for assistance. Situations of serious, severe or repeated violations of Faculty Expectations of Student Behavior, Department of Nursing Policies as defined in the Department of Nursing Student Handbooks, Course Policies defined in Syllabae or in course orientations, Clinical Agency Policies defined in orientation to clinical sites or in Clinical Guides, patient safety violations or medication errors may result in sanctions or termination (dismissal from the nursing program). In these situations it is not required that students be provided an opportunity for remediation before a determination of Sanctions.

Referral to Campus Student Services may be required as a remediation, which may include, but not be limited to, the Campus Health Services, counseling at CAPS (Counseling and Assistance Program for Students). Documentation of participation in these services is required.

The committee’s actions will be documented in writing and a copy will be given to the student and the faculty member who has written the Variance Report, the student’s Adviser, the Dean, the Program Associate Dean, and a copy will be placed in the student’s file. The committee’s action on termination will go to the Dean of the Department for final approval. Appeal of the Nursing Academic Affairs Committee decisions (related to sanctions) can be made to the Executive Committee of Nursing on the basis of new information. Appeal of termination (dismissal) decisions from the Nursing Program can be made to the Executive Committee of Nursing. Appeals of the Nursing Executive Committee regarding termination (dismissal) may be made to the Provost only on the basis of new information.

The faculty member may consult with the Dean, the Program Associate Dean, the Student’s Adviser or the Chair of the Nursing Academic Affairs Committee or other appropriate personnel concerning the situation regarding the Responsibilities of Students: Variance Report.
Responsibilities of Students: Variance Report

Faculty Report

1. Faculty's description of behavior at variance with the Responsibilities of Students outlined in policies, guidelines, standards or procedures of the Department of Nursing Student Handbook, Capital University Bulletin and Student Handbook, Clinical Agencies, Course Syllabus and/or the State Board of Nursing.

2. Description of ways in which the student must improve/correct behavior.

3. Plan of Learning and Remediation (If Stipulated)

4. Date by which remediation must be achieved. ____________________________

Student Signature / Date
(This signature means that I have read this document and agree to complete the contract of learning and remediation by the date stipulated.)

Faculty Signature / Date

Copyright
Capital University
Department of Nursing
10/18/93; Rev 5/00; Rev 12/10

Original: Student Clinical Folder
cc: Dean, Department of Nursing
Program Associate Deans
Advisor
Chair, Academic Affairs Committee
Student
Responsibilities of Students: Variance Report

Student Response

1. Describe the behavior identified by the faculty that was at variance with the expected Responsibilities of Students as outlined in the policies guidelines, standards or procedures of the Department of Nursing Student Handbook, Capital University Bulletin or Student Handbook, Clinical Agencies, Course Syllabus and/or the State Board of Nursing.

2. Describe the potential or actual consequences of the unacceptable performance/behavior identified by the faculty.

3. Identify factors that contributed to the behaviors that are at variance.

4. Describe your understanding of the learning contract, progress or remediation plan as stipulated. List several ways to assure that the unacceptable behaviors do not reoccur.

Date/Time to be returned to faculty

Student Signature
(This signature means that I have read this document And agree to complete the contract of learning and remediation by the date stipulated.)

Faculty Signature / Date

Date/Time Received by Faculty

Copyright, Capital University, Department of Nursing
10/18/93, Rev. 5/00; Rev. 12/10

Original: Student Dept. of Nursing File
cc: Dean
Program Associate Dean
Advisor
Student
Chair, Academic Affairs Committee
Faculty Report on Resolution of Behavior at Variance with Expected Responsibilities of Students

Faculty description of resolution of plan for growth, progress and/or remediation.

Student Signature / Date
(This signature means that I have read this document and agree to complete the contract of learning and remediation by the date stipulated.)

Faculty Signature / Date

Copyright
Capital University
Department of Nursing
10/18/93; Rev 5/00; Rev 12/10

Original: Student Clinical Folder
cc: Dean, Department of Nursing
Program Associate Dean
Advisor
Chair, Academic Affairs Committee
Student
DEPARTMENT OF NURSING

UNUSUAL INCIDENT POLICY

From time to time, unusual incidents may occur which require documentation. Examples would be a fall or needle stick affecting a student in the lab, a visitor fainting, the conversion of a student's negative TB test to positive, etc. The Incident Report form is designed to provide a generic form to document what happened and what was done for whom. Any member of the staff, faculty or student body may initiate the completion of the Incident Report.

The completed Incident Report is copied to the Dean, Associate Dean of Program, Adviser, Student, or Staff Member, and filed in the office of the Dean's Administrative Assistant. A sample Incident Report Form is below.

Faculty or staff that witness or attend to an unusual incident should report incident to appropriate campus, agency, or public/community safety services at the time of the incident. Faculty or staff should also report the incident to the relevant Capital University and Department of Nursing administrator (ie: clinical/course coordinator, Associate Dean, Dean, Director of Facilities or other designee).

Approved by FO: 11/16
CAPITAL UNIVERSITY
DEPARTMENT OF NURSING

INCIDENT REPORT

NAME OF INDIVIDUAL INVOLVED IN INCIDENT: ________________________________

NAME OF INDIVIDUAL COMPLETING REPORT: ________________________________

DATE OF INCIDENT: ________________________________________________________

LOCATION OF INCIDENT: ___________________________________________________

DESCRIPTION OF INCIDENT:
[Include witnesses or others involved in the incident (if relevant)].

OUTCOMES / ACTIONS / REFERRALS:

____________________________________________
Signature of Individual Involved in Incident

____________________________________________
Signature of Individual Completing Incident Report

Date
### INDEPENDENT (5)
- Performs safely and accurately each time behavior is observed without supportive cues
- Demonstrates dexterity
- Spends minimal time on task
- Focuses on client while giving care
- Appears relaxed and confident during performance of task
- Applies theoretical knowledge accurately each time

### SUPERVISED (4)
- Performs safely and accurately each time behavior is observed
- Requires a supportive or directive cue occasionally during performance of task
- Demonstrates coordination, but uses some unnecessary energy to complete task
- Focuses on client initially; as complexity increases, focuses on task
- Spends reasonable time on task
- Appears generally relaxed and confident; occasional anxiety may be noticed
- Applies theoretical knowledge accurately with occasional cues

### ASSISTED (3)
- Performs safely and accurately each time behavior is observed
- Requires frequent supportive or occasional directive cues
- Demonstrates partial lack of skill and/or dexterity in part of activity; awkward
- Takes longer time to complete task; occasionally late
- Focuses primarily on task or own behavior, not on client
- Appears to waste energy due to poor planning
- Identifies principles, but needs direction to identify application

### PROVISIONAL (2)
- Performs safely under supervision not always accurate
- Requires continuous supportive and directive cues
- Demonstrates lack of skill; uncoordinated in majority of behavior
- Focuses entirely on task or own behavior
- Wastes energy due to incompetence
- Identifies fragments of principles; applies principles inappropriately

### DEPENDENT (1)
- Performs in an unsafe manner; unable to demonstrate behavior
- Requires continuous supportive and directive cues
- Performs in an unskilled manner; lacks organization
- Attempts activity or behavior, yet is unable to complete
- Focuses entirely on task or own behavior
- Appears frozen, unable to move, non-productive
- Unable to identify or apply principles

**NOTE:** Boldfaced criteria are the minimum standard for defining the student’s level of competence.  
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDEPENDENT (5)</td>
<td>Performs safely and accurately each time behavior is observed without supportive cues. Demonstrates dexterity. Spends minimal time on task. Focuses on client while giving care. Appears relaxed and confident during performance of task. Applies theoretical knowledge accurately each time.</td>
</tr>
<tr>
<td>SUPERVISED (4)</td>
<td>Performs safely and accurately each time behavior is observed. Requires a supportive or directive cue occasionally during performance of task. Demonstrates coordination, but uses some unnecessary energy to complete task. Focuses on client initially; as complexity increases, focuses on task. Spends reasonable time on task. Appears generally relaxed and confident; occasional anxiety may be noticed. Applies theoretical knowledge accurately with occasional cues.</td>
</tr>
<tr>
<td>ASSISTED (3)</td>
<td>Performs safely and accurately each time behavior is observed. Requires frequent supportive or occasional directive cues. Demonstrates partial lack of skill and/or dexterity in part of activity; awkward. Takes longer time to complete task; occasionally late. Focuses primarily on task or own behavior, not on client. Appears to waste energy due to poor planning. Identifies principles, but needs direction to identify application.</td>
</tr>
<tr>
<td>PROVISIONAL (2)</td>
<td>Performs safely under supervision not always accurate. Requires continuous supportive and directive cues. Demonstrates lack of skill; uncoordinated in majority of behavior. Focuses entirely on task or own behavior. Wastes energy due to incompetence. Identifies fragments of principles; applies principles inappropriately.</td>
</tr>
<tr>
<td>DEPENDENT (1)</td>
<td>Performs in an unsafe manner; unable to demonstrate behavior. Requires continuous supportive and directive cues. Performs in an unskilled manner; lacks organization. Attempts activity or behavior, yet is unable to complete. Focuses entirely on task or own behavior. Appears frozen, unable to move, non-productive. Unable to identify or apply principles.</td>
</tr>
</tbody>
</table>

NOTE: Boldfaced criteria are the minimum standard for defining the student's level of competence.

Approved 8/1/99, Updated 1/08, 8/10, 10/16
NURS 300 Foundational Nursing Concepts and Interventions - Clinical and Laboratory Evaluation Tool

Student Name______________________________
Semester/Year____________Agency_____________________

HESI_________Exam Average_________Course Grade_________Lab S/U_________Clinical S/U_________

The Clinical Performance Evaluation Tool has been designed to measure student performance in relation to curricular concepts and course objectives. Each criterion is evaluated on a 1-5 rating scale as defined by the scoring rubric for the clinical evaluation tool (p.4). The expected learning outcome is that the student will demonstrate a competency level based on the clinical course objectives and established performance rating listed below for the course. It is also expected that students will reach a performance level of 3-5 by the end of the curriculum in senior level clinical courses. Clinical and laboratory are graded on an S/U basis based on achievement of the expected performance rating. A rating level of 1 demonstrates unacceptable clinical performance and may result in failure of the clinical course. Narrative objective evidence is required in the text box (p. 4) for any student performance rating above or below the expected level of performance.

Dependent (1) Provisional (2) Assisted (3) Supervised (4) Independent (5)

<table>
<thead>
<tr>
<th>CNAP Courses</th>
<th>TUP Courses</th>
<th>Expected Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>N 300 N301</td>
<td>N 300 N301</td>
<td>2-3</td>
</tr>
<tr>
<td>N 326, N365</td>
<td>N 326, 365</td>
<td>2-4</td>
</tr>
<tr>
<td>N400, N420, N450, N463</td>
<td>N416, N418 N 400, N420 N450, N463</td>
<td>3-5</td>
</tr>
</tbody>
</table>

Faculty will circle the ratings that demonstrate student performance of competencies related to the course objectives for the course and organized around the 6 curricular goals/outcomes.

1. CRITICAL THINKING / CLINICAL JUDGMENT

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
</tbody>
</table>

- Applies relevant knowledge, standards and evidence from liberal arts, and biological, behavioral and nursing sciences to deliver safe and effective care to ill adults in a variety of settings.
- Utilizes cognitive, empirical, intuitive, and reflective processes for clinical reasoning to arrive at an accurate clinical judgment in care of acute ill adults.
- Holistically collects biopsychosocial assessment data in N300 populations.
- Analyzes data to determine and prioritize level/status of health present.
- Recognizes salient factors related to dynamic changes in health status.
- Interrelates factors influencing health and health care.
- Identifies measurable and realistic outcomes of care for ill adults.
- Develops prioritized plan of care based on standards of care and/or care bundles for ill adults.
Delivers safe, competent and effective care to ill adults based on cognitive, psychomotor and affective knowledge/skills in accordance with standards and the nurse practice act.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Evaluates efficiency, effectiveness and quality of nursing care to ill adult patients based on expected outcomes or benchmarks.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Examines or applies evidence based research findings related to care of ill adults.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

### 2. CARING

Uses cognitive, psychomotor, and/or affective therapeutic interpersonal processes to comfort, nurture, and motivate childbearing/parenting families.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Conveys unconditional, positive regard, honor, intention, respect, and/or hope to clients, and intra/inter professional team members.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Practices holistic, carative behaviors to ill adults.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Incorporates complimentary, alternative health modalities in adult plans of care.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Provides patient-centered care to ill adults.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Competently performs psychomotor skills with adult patients in lab or clinical according to standards or N300 rubric (for straight catheterization, oral, SQ/IM and IV medication administration and wound packing). (Skills may include VS, accu check, guaiac, I/O, physical assessment, Foley or straight catheterization, wound management/sterile dressing change, IV maintenance, parenteral and non-parenteral medication administration including but not limited to Po, IM, SubQ, rectal, topical, IVPB and aerosol med admin, oral or nasal pharyngeal suctioning, safety precautions (e.g. infection control, transfers, fall, seizure precautions), comfort and hygiene measures (e.g. bathing, bed making, ambulating), oxygen admin, chest physiotherapy...

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

### 3. COMMUNICATION

Uses correct, appropriate oral, written, and nonverbal communication skills.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Documents care according to professional/legal/ethical guidelines.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Utilizes standardized nursing language in documentation & care planning.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Acknowledges and uses contributions of client and healthcare team/system.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Applies knowledge of growth & development to communicate effectively with ill adult clients and their families.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Represents the DON and agencies with respect and dignity.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Utilizes communication frameworks to promote patient safety and quality care.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Communicates effectively within inter/intra professional & team contexts.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Delegates tasks in accordance with professional, ethical, and legal standards.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Advocates for safe, quality nursing care to ill adults.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

### 4. CULTURAL COMPETENCE
Incorporates culturally sensitive nursing care for infants, children & families.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Recognizes beliefs, values and health care practices across ethnic groups regarding childbearing & childrearing.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Displays ongoing development of cultural awareness, knowledge, and skill with a desire to work holistically with adult clients from diverse backgrounds.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

5. SYSTEMS

Promotes continuity of care across adult health care settings.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Involves client, support systems & health professionals in providing care in a variety of settings.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Demonstrates flexibility while maintaining professional standards in response to change.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Functions safely in autonomous and team situations in maternal & child health care systems.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Analyzes safety and quality concerns in adult health.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Demonstrates competency in use of clinical information systems & technology related to adult health.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

6. TRANSITIONS

Uses knowledge of growth and developmental theory when planning & implementing care.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Demonstrates leadership during the transition to the role of the professional nurse related to adult health.

- Prepares for clinical assignments
- Applies new and previously learned knowledge
- Reports to clinical area at assigned time, in appropriate dress with appropriate equipment
- Seeks and takes advantage of learning opportunities in all systems
- Evaluates and learns from clinical experiences by using constructive feedback to enhance own nursing practice
- Identifies own role & professional responsibilities related to adult health.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Manages care to assist patient through health transitions.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Applies theory & laboratory concepts to clinical practice in adult patient care

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Applies principles and knowledge of holistic self-care to self & patients.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Demonstrates flexibility to changing adult health care environments while maintaining professional standards.

<table>
<thead>
<tr>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
NARRATIVE EVALUATION and/or objective evidence for performance above or below expected ratings for course.

☐ A check mark in this box indicates that a Variance Report or Additional Report is attached to this evaluation.

Student Signature_____________________________  Clinical Faculty Signature_____________________________

Clinical Faculty Signature________________________  Course Faculty Signature_________________________
Department of Nursing
Policy Regarding Health Care Requirements For Nursing Faculty

1. All Faculty must:
   A. Be currently licensed to practice, unrestricted, as a Registered Nursing in the State of Ohio.
   B. Maintain and show proof of liability insurance.
   C. Comply with OSHA and HIPPA standards.
   D. Submit documented proof of a completed Hepatitis B vaccine series prior to teaching in the lab, or within the clinical setting (See Exposure Control Plan).
   E. Comply with clinical agency health care requirement in which they supervise students. This may include CPR, TB test, Hepatitis A, Flu Vaccine, and other requirements.

2. Compliance and Documentation.
   A. New faculty will be made aware of these requirements during orientation.
   B. Faculty are expected to maintain all the above health requirements and provide annual documentation of all requirements to be maintained in the individual faculty’s employee file.
DEPARTMENT OF NURSING

FACULTY DRUG TESTING POLICY

Background

The Capital University Department of Nursing (DON) drug testing policy is established to meet contractual requirements established by clinical facilities used by the DON for clinical placements for both undergraduate and graduate students. Clinical facility policies require that nursing programs using their clinical facilities develop and implement a drug testing policy. As such, the policy applies to all students and personnel who have current or potential role in those clinical facilities.

Testing protocol and rationale: Beginning in the fall of 2006 and with the adoption of this policy, faculty will submit to drug testing as a baseline measure. Testing will occur:

1. Upon effective date of this policy for those currently employed
2. Upon initial employment
3. For cause.

“For cause” testing may be required if the Dean of the Department of Nursing, or designee, determines that the behavior of a faculty member is reasonably suggestive of inappropriate use of chemical substances, including alcohol. Suspicious behavior includes, but is not limited to: the smell of alcohol on the breath, slurred speech, decreased coordination, pinpoint or dilated pupils, reddened eyes, forgetfulness, impaired judgment, difficulty concentrating, a pattern of arriving late for meetings, classroom, lab, or clinical laboratory experience, memory problems, unprofessional appearance, inaccurate and/or sloppy course or committee documents, inability to focus on appropriate student and/or patient needs, and/or change in usual demeanor.

Capital University is an academic institution and as such, the provision of assessment and treatment is beyond the scope of the mission of the University.

Definitions

Chain of Custody refers to the ability to guarantee the identity and integrity of the specimen from collection through analysis and reporting of the test results.

Chemical Dependency refers to an illness that is treatable, chronic, and may be terminal if not treated. Chemical dependency has recognizable signs and symptoms characterized by physical and/or psychological dependence on mood-altering drugs including alcohol.

Chemical Substance Abuse is the personal use of any chemical substance—alcohol, non-prescribed drugs, over-the-counter drugs, illegal drugs and/or prescribed medications used in a manner for which they are not intended—that produces impairment in judgment.

Drug testing is analysis of urine, blood, hair or breath that allows a determination to be made that non-prescribed drugs are being used by the person being tested. Faculty on prescription medications can identify the drug to the laboratory before the urine analysis is done. A form providing information about prescription medications is included at the end of this document.
For Cause indicates that the person being evaluated has demonstrated behavior consistent with chemical substance abuse. Behaviors that would be regarded as suspicious include, but are not limited to, the following: slurred speech, decreased coordination, drowsiness, pinpoint or dilated pupils, redened eyes, forgetfulness, difficulty concentrating, impaired judgment, sedation, decreased inhibitions, euphoria, incomplete, sloppy or inaccurate course or committee work, or repeatedly being late to class, lab or the clinical area.

Impaired Nursing Practice is practice in which the nurse’s ability to care for patients is diminished because of the misuse of chemicals which leads to impaired decision making, critical thinking and clinical judgments.

Self-reporting is acknowledgement by a person that they have been misusing over the counter, prescribed or non-prescribed drugs prior to discovery by a formal drug test.

Treatment is a term to cover the steps that are necessary to provide a faculty member with feedback about the impaired behavior, including referring the faculty member for assessment and treatment and providing for follow-up monitoring.

DON Policy on Drug Testing

1. All faculty will be tested at the following times:
   a. Upon employment as a member of the faculty of the Capital University Department of Nursing
   b. “For cause” if the Dean of the Department of Nursing, or designee, determines that behavior reasonably suggests the use of an illegal substance or abuse of alcohol.

2. Refusal to be tested “for cause”
   a. A faculty member who reports to a meeting, classroom, laboratory or the clinical area and refuses to submit to drug testing within four hours of the request may be dismissed from employment at Capital University DON.

3. Self-Reporting of Chemical Dependency
   a. A faculty member who voluntarily self-reports a chemical dependency problem will be advised by the Dean of the Department of Nursing or designee regarding subsequent consequences and actions.
   b. In addition, the faculty will be advised with regards to available peer assistance programs and referred to applicable Ohio Board of Nursing statute and administrative rules, Section 4723.34 of the Ohio Revised Code, “Duty to report misconduct by licensee” (p. 131).
   c. In all cases, the faculty member will be expected to seek assessment, follow through with treatment recommendations, and sign and comply with the “Contract to Return to Clinical Nursing Practice/Laboratory/Classroom”.

1. Initial testing (on-site)
   a. Faculty in the Department of Nursing will be asked to sign an authorization form before submitting to drug testing, and a declaration of legal use of prescribed medication if
applicable. (Appendix B)

b. Initial testing will be conducted onsite at the Department of Nursing by a certified testing service that will collect all urine specimens.

c. Collection will be done according to standards set by the contracted laboratory.

d. Results of the test will be sent to the Dean of the Department of Nursing.

2. “For cause” testing (off site)

a. “For cause” testing will be done off-site at the testing center specified by the Dean of the DON.

b. Individuals selected for testing will be responsible for getting to the laboratory.

c. Results will be sent to the Department of Nursing.

3. Cost of Testing

a. The initial cost for faculty drug testing will be paid by the Capital University DON.

b. The cost of “for cause” drug testing will be borne by the faculty member.

4. Action in the Event of a Positive Urine Drug Test

1. The faculty member who tests positive for a non-prescribed drug in the urine will be prohibited from engaging in clinical, classroom and/or laboratory practice.

2. Following an initial positive urine test, a second random urine test will be required within seven days.

3. If the follow-up drug screen is found to be positive, the faculty member will be withdrawn from clinical, classroom and/or laboratory nursing courses.

   a. A contract with the faculty member will be offered. The faculty member must sign and comply with the stipulations in the contract.

   b. All costs associated treatment will be borne by the faculty member.

Confidentiality

1. Drug testing results will be maintained in the faculty member’s personnel file in a secure area in the Dean’s Administrative Assistant’s office.

2. If action is required subsequent to positive drug testing, the information regarding drug testing results or treatment information will be treated as confidential.
DEPARTMENT OF NURSING

FACULTY CERTIFICATION, RELEASE AND AUTHORIZATION

I, ________________________________, hereby affirm that I have read and understand (Faculty Name) this Drug Testing policy for faculty in the Department of Nursing, and that I have had an opportunity to ask responsible Department officials any questions I may have about the policy.

I hereby give my consent to any person, agency or organization conducting any test or providing any treatment or other service pursuant to this policy to provide information on the results of such test, treatment or other service directly to the Dean of the Department of Nursing or the Dean’s designated representative.

____________________________________  ________________________
Faculty Signature                        Date

____________________________________  ________________________
Witness Signature                        Date

Approved: DON Faculty Organization, 12/14/06; 09/10
DECLARATION OF LEGAL USE OF PRESCRIBED MEDICATION

I, ________________________________, am currently taking the following medications:

(Faculty Name)

<table>
<thead>
<tr>
<th>Name of Medication</th>
<th>Name &amp; Phone Number of Licensed Prescriber</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature:_________________________________________ Date: ____________________

Approved: DON Faculty Organization, 12/14/06
CAPITAL UNIVERSITY
DEPARTMENT OF NURSING

FACULTY CONTRACT FOR CONTINUED EMPLOYMENT

I, ______________________________, as a faculty member in the Capital University Department of Nursing, hereby agree to:

1. Follow the Aftercare Contract that was developed as a result of an assessment for substance abuse. The contract is dated _______________ and a copy is attached to this contract.

2. Follow any additional requirements or conditions set forth by the Dean of the Department of Nursing that are related to problematic behavior.

3. Have a urine test for drugs done one week prior to beginning a clinical module or semester. The test will be done at the laboratory that the Department of Nursing has identified.

4. Have a drug test done within four hours “for cause” after being contacted. If I refuse to have testing done, I understand that I will be unable to be in the classroom, laboratory and/or clinical setting.

This contract will be in effect from the initial signing until such time as I leave employment at Capital University Department of Nursing. I understand that I will be responsible for all costs associated with laboratory fees, transportation to counseling or Alcoholics Anonymous (AA) meetings.

This contract does not replace the employment contract of a faculty member in the Capital University Department of Nursing nor does it replace the separation policies found in section 7.5 of the Capital University Faculty Handbook.

I understand that Capital University Department of Nursing will maintain the confidentiality of my information and documentation of my progress as outlined in the Drug Testing Policy for faculty in the Department of Nursing so long as I remain in compliance with this contract. However, if I test positive for any non-prescribed substance in the future, I may be terminated from employment from the Department of Nursing and may be reported to the Ohio Board of Nursing as outlined in section 4723.34 of the Ohio Revised Code.

I have read the contract, it has been explained to me and I understand it. I voluntarily and knowingly enter into this contract. My signature is validation of this agreement.

_________________________________  _______________________
Faculty                        Date

_________________________________  _______________________
Dean, Department of Nursing     Date

Approved: DON Faculty Organization, 12/14/06
OHIO REVISED CODE STATEMENT ON MISCONDUCT

Section 4723.34 of the Ohio Revised Code, Reporting misconduct [Effective Until 3/21/2013]

(A) Reports to the board of nursing shall be made as follows:

(1) Every employer of registered nurses, licensed practical nurses, or dialysis technicians shall report to the board of nursing the name of any current or former employee who holds a nursing license or dialysis technician certificate issued under this chapter who has engaged in conduct that would be grounds for disciplinary action by the board under section 4723.28 of the Revised Code. Every employer of certified community health workers shall report to the board the name of any current or former employee who holds a community health worker certificate issued under this chapter who has engaged in conduct that would be grounds for disciplinary action by the board under section 4723.86 of the Revised Code. Every employer of medication aides shall report to the board the name of any current or former employee who holds a medication aide certificate issued under this chapter who has engaged in conduct that would be grounds for disciplinary action by the board under section 4723.652 of the Revised Code.

(B) If any person fails to provide a report required by this section, the board may seek an order from a court of competent jurisdiction compelling submission of the report.

Effective Date: 09-26-2003; 06-30-2005

4723.34 Reporting misconduct [Effective 3/21/2013]

(A) A person or governmental entity that employs, or contracts directly or through another person or governmental entity for the provision of services by, registered nurses, licensed practical nurses, dialysis technicians, medication aides, or certified community health workers and that knows or has reason to believe that a current or former employee or person providing services under a contract who holds a license or certificate issued under this chapter engaged in conduct that would be grounds for disciplinary action by the board of nursing under this chapter or rules adopted under it shall report to the board of nursing the name of such current or former employee or person providing services under a contract. The report shall be made on the person’s or governmental entity’s behalf by an individual licensed by the board who the person or governmental entity has designated to make such reports.

A prosecutor in a case described in divisions (B)(3) to (5) of section 4723.28 of the Revised Code, or in a case where the trial court issued an order of dismissal upon technical or procedural grounds of a charge of a misdemeanor committed in the course of practice, a felony charge, or a charge of gross immorality or moral turpitude, who knows or has reason to believe that the person charged is licensed under this chapter to practice nursing as a registered nurse or as a licensed practical nurse or holds a certificate issued under this chapter to practice nursing as a dialysis technician shall notify the board of nursing of the charge. With regard to certified community health workers and medication aides, the prosecutor in a case involving a charge of a misdemeanor committed in the course of employment, a felony charge, or a charge of gross immorality or moral turpitude, including a case dismissed on technical or procedural grounds, who knows or has reason to believe that the person charged holds a community health worker or medication aide certificate issued under this chapter shall notify the board of the charge.
Each notification from a prosecutor shall be made on forms prescribed and provided by the board. The report shall include the name and address of the license or certificate holder, the charge, and the certified court documents recording the action.

(B) If any person or governmental entity fails to provide a report required by this section, the board may seek an order from a court of competent jurisdiction compelling submission of the report.

Amended by 129th General Assembly File No. 194, HB 303, § 1, eff. 3/21/2013.

Effective Date: 09-26-2003; 06-30-2005

Updated 2/13
There are inherent risks and health hazards in all occupations and professions. Nursing is no exception. The American Nurses Association (ANA) Code of Ethics for Nurses with Interpretive Statements (The American Nurses Association, 2001) states, in part, that “The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety . . . (Provision 5). It is the responsibility of the Department of Nursing to provide for the means by which its students and employees may obtain the knowledge and skills to minimize their exposure to health risks and to protect themselves from occupational harm.

POLICY

Content in nursing courses will address known risks to the health practitioner and associated prevention techniques. Faculty are accountable for following established practices for reducing occupational health risks. Examples of occupational health risks include back strain, stress, exposure to communicable disease, or other injury. Faculty are encouraged to keep detailed personal health histories and build positive health habits for health promotion and disease prevention. Faculty should inform students that they are accountable to follow established practices for reducing occupational health risks. Information regarding these practice policies and guidelines may be found in the respective program student handbooks.

Emergency care for injuries associated with clinical experience will be given in the clinical agency for both faculty and students, according to agency resources and policies. Follow-up care is available through Campus Health Services or the faculty or student’s own private health care practitioner. Students eligible for Capital University student health insurance may receive health services, as provided for by the policy, at the Campus Health Center.

GUIDELINES

Faculty are responsible for notifying the Dean of the Department of Nursing and the appropriate program Associate Dean should a health problem arise which could affect their safety and performance in the clinical area. Faculty are also responsible for seeking appropriate health care for any health problems, including follow-up care.

*Faculty should inform students that they are responsible for notifying their advisor or clinical faculty member for such health problems. Student responsibility in these matters is delineated in the respective program student handbooks*

9/26/90, 10/15/90, 3/16/98, Rev 5/07; 08/10
DEPARTMENT OF NURSING

POLICY REGARDING HEALTH CARE REQUIREMENTS FOR FACULTY

I. All Faculty must:
   A. Be licensed to practice as a Registered Nurse in the State of Ohio.
   B. Maintain and show proof of liability insurance.
   C. Maintain OSHA and HIPPA regulations
   D. Obtain and show proof of annual influenza vaccine (unless contraindicated for medical or religious reasons)
   E. Documentation of a completed Hepatitis B vaccine series is required prior to teaching in the lab or within the clinical setting (see Exposure Control Plan)

Faculty are expected to comply with the clinical placement requirements of the agency in which they supervise students. This may include CPR, TB test, Hepatitis A, and other medical requirements. ANY PAPERWORK PROVIDED TO AGENCIES THAT VERIFY YOUR COMPLIANCE WITH THEIR REGULATIONS MUST ALSO BE PROVIDED TO THE DEPARTMENT OF NURSING. COPIES OF THESE DOCUMENTS WILL BE MAINTAINED IN YOUR PERSONNEL FILE.

II. Compliance and Documentation:
   A. New faculty will be made aware of these requirements during orientation
   B. If mandated, faculty are expected to comply with clinical agency health care requirements.
   C. Faculty are expected to maintain all the above health requirements and provide yearly documentation of all requirements for employee file.

Adopted by DON Faculty
3/91/90
Rev. 12/12/91, 1/18/93, 3/16/98, 5/05, 5/07, 05/10
DEPARTMENT OF NURSING

OSHA POLICY

The Department of Nursing bases policies and practices on the Occupational Safety and Health Administration (OSHA) requirements as recorded in the Federal Register. The complete text of the OSHA standards from the Federal Register may be found on the OSHA Web page, http://www.osha.gov

99, Rev. 5/07; 08/10
DEPARTMENT OF NURSING

EXPOSURE CONTROL PLAN

The Capital University Department of Nursing (CUDON) is committed to protecting its employees from harmful exposure to blood-borne pathogens. It has, for this purpose, adopted the rules and procedures through a Exposure Control Plan (Plan) in accordance with the Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) Guidelines.

Blood-borne pathogens are microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, the Hepatitis B virus (HBV), the human immunodeficiency virus (HIV), the hepatitis C virus, and Treponema palladium (which causes syphilis).

Plan Accessibility

This Plan will be made accessible to employees by its placement in the nursing office on the shelves by the receptionist station. The Faculty Affairs Committee will designate one committee member to serve as the contact person for questions regarding the Plan, yearly updates, and yearly training. This person will be announced at the opening Fall faculty meeting annually.

Regular Plan Review

This Plan will be reviewed and updated at least once each year. It will also be updated whenever CUDON either 1) adds new employees at risk of occupational exposure to blood or other potentially infectious materials or 2) revises any current employee positions, tasks or procedures so that an employee is placed at risk of occupational exposure.

Plan to Be Made Available to OSHA Upon Request

This Plan will be made available upon request for examination and copying.

Plan Contents

1. Exposure Determination: All employees whose duties place them at risk of exposure to blood or other potentially infectious materials will be identified.

2. Designation of Biohazards: Red biohazard warning labels will be affixed to all containers, refrigerators/freezers and other pieces of equipment which might become contaminated with blood or other potentially infectious materials. Red bags or red containers may also be used to designate biohazards.

3. Exposure Control Program: The program describes the precautions, engineering controls and work practice controls by which employees will be protected from risk of exposure to blood or other potentially infectious materials. The program has six parts: 1) general exposure avoidance; 2) hand washing; 3) safe handling and disposal of sharps; 4) safe handling of specimens and decontamination of health care equipment; 5) use of personal protective equipment; and 6) safe housekeeping procedures (cleaning, proper disposal of regulated waste
and proper cleaning and contaminated laundry).

4 Hepatitis B Vaccinations: Hepatitis B vaccinations are available at no cost to all employees of the Department of Nursing at risk of exposure to blood or other potentially infectious materials. These vaccinations will be administered under the supervision of a licensed physician or other qualified health care professional.

5 Post-exposure Evaluation and Follow-up: After an exposure incident, the Faculty Affairs contact person will document the incident and the Department of Nursing will provide a confidential medical evaluation at no cost to the exposed individual. The source individual will be identified, if possible, with testing of the blood of the source individual and the exposed employee. Confidential post-exposure prophylaxis and detailed testing information will be made available to the exposed employee in a timely manner.

6 Medical Recordkeeping: Accurate and current medical/vaccination records on each employee who is at risk for exposure to blood and other potentially infectious materials will be secured in the nursing office apart from the employee's personnel file or student's educational file. Records related to exposure incidents will be added to this file as needed. Records will be retained 30 years after the date the employee has terminated affiliation with Capital University.

7 Training Program for Employees: An ongoing training program is provided at no cost during working hours to all employees with risk of exposure to blood or other potentially infectious materials. This training is considered a continuing process, with a minimum requirement of formal retraining once each year. The mandatory annual update is provided each year by the Faculty Affairs contact person to faculty. Provision is made in the Exposure Control Plan Notebook for faculty previously trained by other institutions within the year.

Capital University
Department of Nursing
1/18/93
Rev. 3/16/98
Rev. 5/07
Rev. 2/13
DEPARTMENT OF NURSING

GUIDELINES FOR CARING FOR PERSONS WITH KNOWN CONTAGIOUS DISEASES

The faculty of the Department of Nursing endorse the American Nurses Association (ANA) Code of Ethics for Nurses with Interpretive Statements (2001), which states in part that . . . “The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of the health problem (Provision 1, emphasis added). Accordingly, objectives guiding faculty’s assignment of students in the clinical setting provide for:

1. Protection of the rights and welfare of students, faculty and clients;
2. Consistency with the Department’s mission to educate students comprehensively in the practice of nursing; and

These objectives guide decision making with regard to students’ cognitive, psychomotor, and affective learning experiences associated with patients with contagious diseases. The Department will follow Center for Disease Control (CDC) guidelines and apply current knowledge about disease processes such as HIV/AIDS, hepatitis, tuberculosis, and other contagious conditions.

Guidelines:
1. CDC Guidelines will be followed for laboratory and clinical components of all relevant nursing courses;
2. Nursing 221(TUP) and Nursing 362 (C-NAP) course content will include medical/surgical asepsis, universal precautions, and isolation techniques;
3. 300- and 400-level pre-licensure nursing courses incorporate theory on the pathophysiology, transmission, and treatment of contagious diseases.
4. Nursing course syllabi (as appropriate), and faculty supervision of students in the clinical settings will be consistent with CDC guidelines and agency policies whenever there is contact with patients with known contagious diseases and in the routine care of all patients.
5. The following parameters will be considered in determining clinical assignments for persons with known contagious diseases:
   a) The faculty exercise professional judgment in determining that the student possesses the necessary cognitive, psychomotor, and affective skills to care for the patient in question with the contagious disease;
   b) The faculty makes the patient assignment consistent with both the clinical objectives of the course and student’s demonstrated cognitive, psychomotor, and affective skills; and
   c) The faculty to student ratio in the clinical setting allows for the faculty to provide appropriate guidance, direction, and supervision.

The faculty expect students will care for patients with contagious diseases when assigned. Students have the right to discuss their clinical assignments with faculty. Unique or “at risk” aspects of a student’s health status may preclude assignment to a patient with a known contagious disease.

DON Adopted 4/18/88 Rev 8/99; 5/07; 08/10
Universal Precautions for Prevention of Transmission of HIV and Other Bloodborne Infections

Updated: 1996 Released: 1997

"Universal precautions," as defined by CDC, are a set of precautions designed to prevent transmission of human immunodeficiency virus (HIV), hepatitis B virus (HBV), and other bloodborne pathogens when providing first aid or health care. Under universal precautions, blood and certain body fluids of all patients are considered potentially infectious for HIV, HBV and other bloodborne pathogens.


Familiarity with Universal Precautions for Prevention of Transmission of HIV and Other Bloodborne Infections is essential for faculty and students in the safe provision of nursing care. The state of this science is such that the faculty should access current information directly from Federal Government and other reliable websites. Resources include:

Department of Health & Human Services, Centers for Disease Control & Prevention: http://www.cdc.gov/ncidod/dhqp/bp_universal_precautions.html

Department of Health & Human Services, Centers for Disease Control & Prevention, Guidelines for Isolation Precautions in Hospitals: http://www.cdc.gov/ncidod/dhqp/gl_isolation_hicpac.html


8/99
Rev 5/07; 08/10
DEPARTMENT OF NURSING

POLICY AND PROCEDURES ON EXPOSURE TO CONTAMINATED FLUIDS

Policy

Students who, in the course of clinical practice, pierce their own skin with a contaminated sharp or are otherwise exposed to patient body fluids, shall follow the involved clinical agency’s policy on follow-up. If the involved clinical agency does not have a specific procedure of follow-up resources, the student will seek follow-up from Campus Health Services or their own health care provider. In all instances, students will notify their clinical instructor if they incur a contaminated stick or other body fluid exposure.

The current Center for Disease Control (CDC) guidelines represent the standard of care for teaching and follow-up at the Department of Nursing.

Procedures

1. The student who incurs exposure to a patient's body fluids, either through a contaminated stick or other means, will immediately inform the clinical faculty, if the faculty is not already present.
2. The clinical faculty member will inform the student about specific follow-up in the agency and will direct the student to that care, or will refer the student to Campus Health Services or the student's private health care provider. Current Center for Disease Control (CDC) recommendations represent the standard of care.
3. The clinical faculty member will complete an "Unusual Incident Form" for Department of Nursing records noting the event and follow-up and will inform the Course Coordinator and the Dean about the incident.
4. Before returning to clinical practice, the student will provide a written statement from the health care provider indicating that the necessary follow-up has been addressed and that the student is ready to return to the clinical area.

10/8/90
10/15/90
1/18/93; 08/10
DEPARTMENT OF NURSING

POLICY AND PROCEDURE ON CRIMINAL RECORD CHECK

Policy

Hospitals and health care agencies require evidence of satisfactory criminal record checks as a condition for clinical practice by faculty in clinical courses or practicum. Therefore, all nursing faculty will need to execute a criminal records check completed by the Bureau of Criminal Identification and Investigation (BCII) and the FBI, upon employment through the Human Resources Office, on need, or by request of the Dean.

Procedure

A complete list of web cast sites is available online, arranged on a county-by-county basis, at www.webcheck.ag.state.oh.us/webcheckcommunity.htm. When locating an electronic fingerprinting site on this web page, please note that only the locations designated by the notation of “NWC” perform both the BCII and FBI records check.

Conviction of (or plea of guilty or no contest, or judicial findings of guilt to) a felony or misdemeanor may result in termination of employment from the Department of Nursing.

2/01/08 Faculty Organization; 2/13
DEPARTMENT OF NURSING

PRIVACY POLICIES

The Health Insurance Portability and Accountability Act (HIPAA)
The Family Educational Rights and Privacy Act (FERPA),

Faculty of the Department of Nursing must comply with two Federal privacy laws:

1. The Health Insurance Portability and Accountability Act (HIPAA). HIPAA was enacted by the U.S. Congress in 1996. In addition to a number of other provisions, Title II of HIPAA, the Administrative Simplification (AS) provisions, address the security and privacy of health data. While it is the intention of this act to encourage the widespread use of electronic data interchange in the U.S. health care system, it put security standards into effect as of April 1, 2003. Included in the security standards are provisions requiring health care providers, including institutions, to develop procedures to clearly identify employees or classes of employees who will have access to protected health information (PHI). This access must be restricted to only those employees who have a need for it to complete their job function. Procedures must address access authorization.

   a. Both faculty and the students they supervise must comply with agency policies relative to HIPAA regulations.

   b. Both faculty and students must comply with any clinical agency privacy orientations, including the signing of confidentiality agreements, in accordance with standard agreements between said clinical agencies and the Department of Nursing

   c. Current information on HIPAA laws and provisions may be accessed through the Department of Health and Human Services, Office for Civil Rights – HIPAA:

      http://www.hhs.gov/ocr/hipaa/

   d. In accordance with the Ohio Board of Nursing (OBN) Rule 4723-5-12 under the Ohio Administrative Code (OAC), Faculty and students shall not use social media, texting, emailing or other forms of communication with or about a patient for non-health care purposes or for purposes other than fulfilling the faculty clinical responsibilities or student’s assigned clinical responsibilities.

2. The Family Educational Rights and Privacy Act (FERPA), known as the Buckley Amendment, is a federal law that protects the privacy of educational records. It affords students the following rights with respect to their education records: the right to inspect and review, the right to request amendment, the right to consent to certain disclosures, the right to file a complaint. Capital University recognizes the rights of students regarding their educational records, and maintains a University FERPA policy. Faculty are held accountable for upholding the provisions of the FERPA law and of the Capital University FERPA policy. A complete copy of the policy may be accessed from the Capital University web site,


5/07; Rev 8/16
Department of Nursing  
Simulation Policy

The Capital University Department of Nursing (DON) seeks to improve safety and quality of care through the use of experiential learning. Simulation is a type of experiential learning that is utilized throughout the nursing curriculum. In order to maintain standards and best practices of simulation, all faculty members teaching simulation for the first time will participate in an orientation program that includes formal training and targeted work with an experienced mentor. The goals of the faculty mentorship are to support professional development of faculty concerning simulation and evidence based pedagogy, and simulation evaluation as well as introduction of different types of experiential learning methods in nursing education, including simulation. Other areas of the mentorship may include a variety of experiential and learning methods in the laboratory.

Faculty members who serve as mentors in this process must have formal training in simulation pedagogy, and in the use and care of the simulator(s)/simulation equipment. This training shall include operational procedures for mid-fidelity and high-fidelity simulators, maintenance of simulation equipment, simulation theory, standards, design, implementation, facilitation, debriefing and evaluation. After completing formal training faculty are qualified to serve as mentors for simulation-based learning. Documentation of faculty training will be retained in the Department of Nursing Faculty personnel file.

Faculty training curriculum may include the following areas of concern:

1. Theories related to simulation.
2. Standards related to simulation.
3. Simulation design and fidelity.
4. Operation of simulator(s) and simulation equipment.
5. Creating a student-centered learning environment that promotes active learning and reflection.
6. Facilitation methods.
7. Assessment and evaluation of knowledge, skills, attitudes and behaviors.
8. Professional integrity and behavior.
9. Fostering student learning by providing support throughout the simulation experience including pre-simulation activities, evaluation and debriefing.
10. Evaluation of the effectiveness of the simulation design, implementation & student experience.
11. Evaluation of learning outcomes from simulation.
12. Frameworks and methods of debriefing participants.
13. Document retention of simulation design plans on Faculty Organization website.

Approved by FO: 1/20/17
DEPARTMENT OF NURSING

POLICY ON RECORDS RETENTION

1. Enrolled students for all programs (advising files)
   (Official copies of all transcripts reside in the Office of the Registrar for Capital University)

   1.1. Admission profile (Traditional Undergraduate)
   1.2. Census record (C-NAP, BSN Completion and Masters)
   1.3. Unofficial transcripts for all college work completed for transfers, BSN Completion, and Masters students
   1.4. Copies of official University and Department letters including such things as Dean’s List, Admission, Academic Affairs Action, letters of recommendation
   1.5. Copy of audit from Registrar that includes all completed course work including transfer and transient work
   1.6. Copy of Capital University transcript prior to graduation
   1.7. Copy of registration forms (drop/add, transient) for in process and transient course work requests
   1.8. Copy of curriculum plan in progress (Traditional Undergraduate, C-NAP)
   1.9. Clinical evaluation tool (Traditional Undergraduate, C-NAP)
   1.10. Copies of notations related to advising as appropriate
   1.11. Copies of petitions and/or variance forms
   1.12. Faculty are required to retain a copy of the exams, the item analysis, and individual student test reports until the end of the next semester after the end of the course.

2. Graduates (all programs)

   2.1. Clinical & laboratory evaluation tool (Traditional Undergraduate, C-NAP)
   2.2. Any record of problematic behavior and related academic affairs action
   2.3. Letters of recommendation
   2.4. Documentation of awards received
   2.5. Immunizations, health assessments, professional liability, finger printing, background checks, drug testing

3. Program records

   3.1. Minutes for all Department of Nursing standing committees and regular occurring ad hoc committee shall be the responsibility of the chair of the committee. These records should reflect all meeting times, minutes, and any supplemental materials considered. These records will be maintained electronically.
   3.2. Course faculty are required to maintain electronic records of current course syllabi and course schedule. These materials are to be updated each semester, and archived on the S:Drive. Faculty are also required to archive each semester for each course: course syllabi, course schedules and guidelines for assignments on the Faculty Organization site on the Course Management System.
4. Personnel files

**Faculty and teaching assistants**

4.1. Vitae indicating academic credentials, years of clinical practice (recorded with month and year), and years of teaching experience

4.2. Proof of current active licensure in Ohio (may be recorded by Administrative Assistant on master list)

4.3. Transcripts demonstrating completion of nursing education program(s).

4.4. Results of drug testing (if abnormal) and criminal background checks (if record or no record is found in hires prior to 2011, as 2012 implemented a University background check policy where these records are now currently kept in the Human Resources Office, Yochum Hall)

4.5. Copies of publications and grant applications authored by the individual

4.6. Copies of written communications deemed appropriate to be placed in the personnel file

5. Office staff

5.1. Copy of employment application (original to Human Resources)

5.2. Copy of annual reviews and any action taken (original to Human Resources)

5.3. Any written communications deemed appropriate to be placed in the personnel file

Faculty may also refer to the University’s Records Retention Policy located at [www.capital.edu/Policies-and-handbooks](http://www.capital.edu/Policies-and-handbooks)

Updated December 2007; 08/10; 2/13, 10/16
There are four areas in which to complete your peer evaluation of a classroom instruction. The factors listed below are neither inclusive nor exclusive but are provided as suggested areas around which to organize your thoughts.

**Suitability of Content:**

Factors to be considered may include:

1. Presents material that is current, accurate, pertinent, and at an appropriate level
2. Presents content congruent with class objectives and assigned readings
3. Distinguishes between factual material and opinions
4. Cites relevant authorities
5. Uses examples drawn from students’ experience
6. Presents divergent viewpoints

**Organization and Clarity of Presentation:**

Factors to be considered may include:

1. States the focus
2. Systematically discusses the content
3. Defines new terms, concepts, and principles
4. Clarifies points that students do not understand
5. Uses relevant examples
6. Related new ideas to familiar ones
7. Uses multimedia materials if applicable and available
8. Summarizes main ideas

Narrative Evaluation Summary:
Style of Presentations:

Factors to be considered may be included:

1. Greets students
2. Speaks at an appropriate rate and can be heard
3. Establishes eye contact with students
4. Speaks in a manner free of distractions
5. Responds to students’ comments and questions constructively
6. Uses teaching methods that enhance learning
7. Deals with distracting situations

Narrative evaluation summary:

Questioning Ability:

Factors to be considered may be included:

1. Addresses questions to students
2. Pauses to allow students time to think
3. Encourages students to think through difficult questions
4. Repeats answers when necessary for the class to hear
5. Encourages students to respond to each other’s questions
6. Answers students’ questions satisfactorily
7. Limits time-consuming questions of dubious interest
8. Responds to signs of puzzlement, boredom, and curiosity

Narrative evaluation summary:

Strengths

Area for Growth

_________________________________

Signature

Capital University Department of Nursing
APTE for FacAffCom JM/sc
9/15/05; 08/10; 2/13
CAPITAL UNIVERSITY
DEPARTMENT OF NURSING

EVALUATION OF FACULTY ADVISOR

FACULTY NAME: ___________________________ PROGRAM: ___________________________

Response Key:  
SA - Strongly Agree  
A  –  Agree  
D  -  Disagree  
SD – Strongly Disagree  
NA – Not Applicable

Directions: Check the appropriate response next to the evaluative statement:

My Advisor:

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. meets with me as the need arises</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. helps me identify my individual learning needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. develops a curriculum plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. discusses options for scheduling courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. assists me in revising my schedule as necessary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. helps me assess the impact of work and/or extracurricular activities on my studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. is informed about support services at Capital University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. provides recommendations and/or references as requested</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. treats me with respect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. explains what I can expect from my advisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. explains what is expected of me as an advisee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. overall, does a satisfactory job of advising</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Short Answer:

The most helpful thing my advisor does:

I would like my advisor to:

Additional Comments:

Signature: ____________________________

FA/cvd  12/07; 08/10
CAPITAL UNIVERSITY
DEPARTMENT OF NURSING

EVALUATION OF FACULTY MEMBER
COURSE PEER/ ASSOCIATE DEAN/COORDINATOR

FACULTY NAME ___________________________ COURSE: ___________ DATE _____________

NUMBER OF SEMESTERS YOU HAVE TAUGHT TOGETHER IN THE PAST TWO YEARS
___

Response Key: SA - Strongly Agree SD - Strongly Disagree
A - Agree NA - Not Applicable
D - Disagree

Directions: Circle response next to evaluation statement

1. Prepares for and attends course meetings SA A D SD NA
2. Communicates absences from meetings, classroom and clinical experiences in advance SA A D SD NA
3. Makes constructive and relevant suggestions during course meetings SA A D SD NA
4. Contributes to the enrichment of the course by offering new ideas, content, teaching strategies, and learning experiences SA A D SD NA
5. Presents material that is organized, current, and congruent with class objectives SA A D SD NA
6. Demonstrates flexibility, sensitivity, and willingness to pick up course responsibilities as needed SA A D SD NA
7. Reviews teaching materials and facilitates review and purchase SA A D SD NA
8. Submits current, organized reading assignments congruent with class objectives SA A D SD NA
9. Uses a variety of teaching strategies that enhance learning SA A D SD NA
10. Completes assigned tasks, grades, tests, and assignments in a timely manner SA A D SD NA
11. Constructs test items based on expected level of SA A D SD NA
learning and course content

12. Revises test questions based on item analysis and peer/student input
   SA A D SD NA

13. Evaluates students based on course objectives and grading criteria
   SA A D SD NA

14. Maintains current and accurate records of students’ progress and performance
   SA A D SD NA

15. Keeps course peers and Associate Dean informed of students’ progress including issues/concerns
   SA A D SD NA

16. Handles student issues in a manner which promotes the well-being of all involved
   SA A D SD NA

17. Collects course/faculty evaluations in a confidential manner
   SA A D SD NA

18. Incorporates input from student/peer evaluations into course when appropriate
   SA A D SD NA

19. Solicits feedback from clinical agency (agencies) where students are placed and follows contract policies of agency
   SA A D SD NA

20. Uses professional and academic standards in practice, teaching, and the design of the course
   SA A D SD NA

21. Communicates changes in the course in designated program committee
   SA A D SD NA

22. Has syllabus which follows DON format and reading list
   SA A D SD NA

23. Contributes to course in a collaborative manner

COMMENTS:

______________________________
Signature

Capital University
Department to Nursing
APTE for FacAff JM/sc. 9/15/05; 08/10
CAPITAL UNIVERSITY
DEPARTMENT OF NURSING

EVALUATION OF FACULTY COMMITTEE WORK

FACULTY NAME ___________________________  DATE ___________________________

COMMITTEE ______________________________

Response Key: SA - Strongly Agree  SD - Strongly Disagree
                A - Agree  NA - Not Applicable
                D - Disagree

1. Is punctual for meetings SA  A  D  SD  NA
2. Is prepared for meetings SA  A  D  SD  NA
3. Attends meetings on a consistent basis when teaching schedule does not conflict with meeting time SA  A  D  SD  NA
4. Notifies chairperson if unable to attend meeting SA  A  D  SD  NA
5. Expresses interest and concern about the committee’s goals and functions SA  A  D  SD  NA
6. Follows through on committee work by appropriate action and communication SA  A  D  SD  NA
7. Completes committee assignments within designated time frame SA  A  D  SD  NA
8. Assumes equal amount of responsibility for completion of committee work as other members SA  A  D  SD  NA
9. Contributes pertinent ideas and suggestions in an effective manner SA  A  D  SD  NA
10. Actively listens to contributions made by others SA  A  D  SD  NA
11. Works collaboratively toward committee goals SA  A  D  SD  NA

Comments:

__________________________________________
Signature

Copyright
Capital University
Department of Nursing
APT for FA 9/15/05; 08/10 May not use without permission
EVALUATION BY CHAIRPERSON OF FACULTY COMMITTEE WORK

COMMITTEE ________________________ FACULTY NAME ________________________

DATE ________________________________

Response Key:  
SA - Strongly Agree  SD - Strongly Disagree  
A - Agree  NA - Not Applicable  
D - Disagree

Directions: Circle response next to evaluation statement

1. Is prepared for meetings on a consistent basis  SA  A  D  SD  NA  
2. Attends meetings on a consistent basis when teaching schedule does not conflict with meeting time  SA  A  D  SD  NA  
3. Notifies chairperson if unable to attend meeting  SA  A  D  SD  NA  
4. Contributes pertinent ideas and suggestions in a collaborative manner  SA  A  D  SD  NA  
5. Completes committee assignments within designated time frame  SA  A  D  SD  NA  

Comments:

Signature ________________________________

Copyright  
Capital University  
Department of Nursing  
Fac.Aff.Com. JM/sc  
2/18/02; 08/10  
May not use without permission
CAPITAL UNIVERSITY
DEPARTMENT OF NURSING

EVALUATION OF THE ASSOCIATE DEANS OF THE
PRE-LICENSURE PROGRAMS

Directions: The four areas in this evaluation are part of the Associate Dean’s job description. Circle how you feel the Associate Dean’s is meeting the descriptors in the four areas. Please feel free to give examples and expand in the narrative section.

Enrollment Management

Factors to be considered:

- Participates in recruitment of traditional, transfer, and accelerated nursing students
- Coordinates admission and orientation of new students
- Assigns students to advisers
- Determines need for course sections and coordinates postings
- Monitors progress of enrolled students in collaboration with advisers
- Recommends and implements recruitment and retention strategies

Circle how the Associate Dean meets these descriptors: Exceeds Meets Needs to Improve

Narrative evaluation summary:

________________________________________________________________________

________________________________________________________________________

Program Operation

Factors to be considered:

- Prepares course section offerings, time schedules, and room assignments
- Maintains communications with faculty, Registrar, Finance Office, and Bookstore
- Oversees record keeping related to enrollment and progression of students (transcripts, audits, etc.)
- Makes recommendations related to agency contract agreements
  - Works in collaboration with Dean, and Associate Dean of Post-Licensure Programs to provide for off-campus study
- Yearly updates and maintains the Traditional Undergraduate Student Handbook online
- Serves on the Department of Nursing Executive Committee
- Collaborates with the Dean to recruit new faculty to staff courses
  - Coordinates orientation of new faculty with other program Associate Deans
- Chairs Pre-Licensure Programs Committee
- Recommends purchases of learning resources
- Provides oversight for standardized testing within the curriculum
- Provides input into the annual budget and works with the Dean to allocate funds
Circle how the Associate Dean meets these descriptors: Exceeds  Meets  Needs to Improve

Narrative evaluation summary:
________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Program Evaluation

Factors to be considered:

- Participates in the data collection and analysis within the Department’s Evaluation Plan
  - Makes recommendation for Improving the functioning of the Department
  - Coordinates assessment initiatives for the program
  - Prepares assessment evaluation reports as scheduled

Circle how effective the Associate Dean is in this area: Exceeds  Meets  Needs to Improve

Narrative evaluation summary:
________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Scholarship and Leadership

Factors to be considered:

- Provides leadership within the Department, university, profession, and community
- Supports the bylaws and policies of the Department of Nursing
- Supports scholarship activities of the Pre-Licensure Programs’ faculty

Circle how the Associate Dean meets these descriptors: Exceeds  Meets  Needs to Improve

Narrative evaluation summary:
________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Signature __________________________ Date ______________________

Thank you for your time and input into this evaluation!

FacAffCom
Rev. 2/10/06; 08/10; 2/13
CAPITAL UNIVERSITY  
DEPARTMENT OF NURSING  

EVALUATION OF THE ASSOCIATE DEAN OF THE GRADUATE PROGRAMS  

**Directions:** The four areas in this evaluation are part of the Associate Dean’s job description. Circle how you feel this Associate Dean is meeting the descriptors in the four areas. Please feel free to give examples and expand in the narrative section.

**Enrollment Management**

**Factors to be considered:**

- Participates in recruitment of Post-Licensure students (conducts open houses, fairs, agency visits, and interviews prospective students)
- Coordinates admission and orientation of new students
- Assigns students to advisers
- Determines need for course sections and coordinates postings
- Monitors progress of enrolled students in collaboration with advisers
- Recommends and implements recruitment and retention strategies
- Manages program marketing
- Updates website for Post-Licensure Programs as needed

Circle how the Associate Dean meets these descriptors:  Exceeds  Meets  Needs to Improve

Narrative evaluation summary:

___________________________  ___________________________  ___________________________

___________________________  ___________________________

_________________________

**Program Operation**

**Factors to be considered:**

- Prepares course time schedules and room assignments
- Assists students with changes to schedules
- Maintains communications with faculty, Registrar, Law Department, SOM, Seminary, and Bookstore
- Oversees record keeping related to enrollment and progression of students (transcripts, audits, etc.)
- Makes recommendations related to agency contract agreements
  - Works in collaboration with Dean and Associate Dean of Pre-Licensure Programs to provide for off-campus study
- Yearly updates and maintains the Graduate Student Handbook online
- Chairs the Post-Licensure Programs Committee and serves on the Department of Nursing Executive Committee
and the University Graduate Advisory Committee

- Collaborates with the Dean to recruit new faculty to staff courses
- Orient new faculty
- Provides input into the annual budget and works with the Dean to allocate funds

Circle how the Associate Dean meets these descriptors:  Exceeds  Meets  Needs to Improve

Narrative evaluation summary:

____________________________________________________

Program Evaluation

Factors to be considered:

- Participates in the data collection and analysis within the Department’s Evaluation Plan
- Monitors activities related to program assessment
- Prepares assessment evaluation reports

Circle how effective the Associate Dean is in this area:  Exceeds  Meets  Needs to Improve

Narrative evaluation summary:

____________________________________________________

Scholarship and Leadership

Factors to be considered:

- Provides leadership within the Department, university, profession, and community
- Supports the bylaws and policies of the Department of Nursing
- Supports scholarship activities of the faculty

Circle how the Associate Dean meets these descriptors:  Exceeds  Meets  Needs to Improve

Narrative evaluation summary:

Signature ___________________________  Date ______________________

Thank you for your time and input into this evaluation!

FacAffCom. Rev. 2/10/06; 08/10; 2/13
Annual Report  
Academic Year  
Faculty Member Name

The annual report should document your academic activities associated with your employment as a faculty member at Capital University during the past academic year (Fall, Spring, and Summer). The document below outlines the topics that are to be included in this annual report. Citations of academic work should be in MLA, APA, or other standard format. Please create this document in Microsoft Word and submit an electronic copy to your Assistant Dean. Associated documents such as examples of scholarly products should be submitted in PDF format whenever possible. Faculty members' annual reports are due to assistant deans during the Fall semester. The annual report covers the past academic year. A copy of the annual report format may be found on CapPoint (https://cappoint.capital.edu/acad/cal) under “Shared Documents”

1) **Current Curriculum Vita (CV).** Please include your complete CV with the activities within the last academic year including summer highlighted by making them **bold font.**

2) **Teaching**

   a) Summary of Teaching Responsibilities. Please include all courses taught within the review period along with an explanation of any teaching load reassignment time. Be sure to indicate if team teaching a course.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Prefix &amp; No.</th>
<th>Section</th>
<th>Title</th>
<th>Indicate Load/Overload</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   b) Qualitative Evaluations of Teaching

   c) Quantitative Evaluations of Teaching

   d) All syllabi should be submitted separately to your support staff for electronic archiving at the beginning of the semester.

   e) Self-Evaluation and Future Plans
3) Scholarship
   a) Relevant Professional Memberships
   b) Publications (include reprint in PDF format, if possible)
      i) Juried or Peer Reviewed
      ii) Books and Monographs
      iii) Other Publications
   c) Presentations/Posters/Performances
   d) Invited Talks, Workshops, Performances, and Other Indications of Scholarship
   e) Grants Submitted
   f) Grants Awarded
   g) Summary Related to Mentoring Student Scholarship (including a listing of student scholarship citations)
   h) Activities to Maintain and Extend Knowledge (continuing education activities, faculty development activities, etc.)
   i) Self-Evaluation and Future Plans

4) Service
   a) Summary of Advising Responsibilities
      i) Listing of number of advisees
      ii) Results of Advisor Assessment Tool – to be implemented in 10-11 annual report
   b) Committee Service
   c) Department, College, and University Service
   d) Service to Discipline
   e) Community Engagement/Service

Self-Evaluation and Future Plans

Qualitative evaluations may include student narrative comments from IDEA forms, formative and summative narrative comments or other appropriate evidence of qualitative teaching assessments.

Quantitative evaluations use the IDEA summary evaluation of teaching effectiveness. Please use the Excel file template to summarize the IDEA data. This requires you to review IDEA results and create a summary graph of student ratings of learning on relevant objectives for all of your classes.
Release Form

I, ________________________________ give my permission for my project / paper
please print name

titled _______________________________ to be copied or used in its
please print project/paper title

original form as a part of the documentation needed for self-study reports for
accreditation.

Signature ________________________________

Witness ________________________________

Date ________________________________

Course ________________________________
Release for Photography/Videography

I, _________________________________ grant permission to be photographed and/or videotaped for images to be used in the development of communications materials and placements including, but not limited to, publications, advertising and the World Wide Web. I understand these images can be reproduced and published at the discretion of the university. I also understand that my name will not be used without my consent. I understand and agree that such materials including, but not limited to, all negatives, positives, digital images, prints and tapes shall become and remain the sole property of Capital University.

I acknowledge that I understand the uses to which these photos will be applied and have had an opportunity to ask questions regarding them. I am providing this release voluntarily.

Signature ___________________________ Date ________________

Project Description ________________________________________

_________________________________________________________________

_________________________________________________________________
TRAVEL EXPENSE FORM

Directions: Please refer to the Faculty Development and Travel Funding Guidelines for travel policies and procedures. Complete one travel request for each individual faculty member or student per event. Electronically submit your Travel Request via electronic mail to the assistant dean and copy your Dean. For questions contact Liz Cook (236-6204).

<table>
<thead>
<tr>
<th>Date</th>
<th>Explanation</th>
<th>Auto Mileage</th>
<th>Other Trans.</th>
<th>Lodging</th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
<th>Tips</th>
<th>Misc.</th>
<th>Explorations</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Purpose and/or destination of trip or expense:**

**Name:** ____________________________

**Address:** ____________________________

**City and State:** ____________________________

**Dept. name to be charged:** ____________________________

**Accnt. to be charged:** ____________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Explanation</th>
<th>Auto Mileage</th>
<th>Other Trans.</th>
<th>Lodging</th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
<th>Tips</th>
<th>Misc.</th>
<th>Mileage Cost</th>
<th>Total Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**Credit Card Charges**

**Date** | **Amount**

- 
- 

**Total** $0.00

**Cash Advances**

**Date** | **Amount**

- 
- 

**Total** $0.00

<table>
<thead>
<tr>
<th>Total Mileage Cost</th>
<th>$0.00</th>
<th>Other Trans.</th>
<th>Lodging</th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
<th>Tips</th>
<th>Misc.</th>
<th>Mileage Cost</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$1.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$1.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$1.00</td>
<td>$1.00</td>
</tr>
</tbody>
</table>

**Balances Due**

**Me University** $0.00

I hereby certify that this is a true statement of expenses incurred.

__________________________ (Signature)

Approved for payment: ____________________________ (Dept. Head) Date: ____________________________ Date received by Treasurer: ____________________________

Approved by Treasurer: ____________________________ Paid: ____________________________ Check No: ____________________________