CAPITAL UNIVERSITY

SCHOOL OF NURSING FACULTY HANDBOOK

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

Approved and Updated: March, 2020
Preface

*The School of Nursing Handbook* contains policies, procedures and communications that are specific to the School 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 School of Nursing Committees such as, but not limited to, the Faculty Organization of the School 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.

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Dean of Nursing
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SCHOOL OF NURSING

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.

The Philosophy and Goals of the School of Nursing provide both the foundation and the framework for the nursing program. Nursing’s Mission is educating professional nurse leaders for lives of service promoting health and healing. These complement the mission and values of Capital University.

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 individual, students are supported in their professional development. Through collaborative experiences, students participate actively in the learning process in a caring culture that values self-care and learning.

The faculty of the School of Nursing embrace 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 and well-being using the clinical reasoning process.

Nurses enter into therapeutic partnerships with individuals and groups through their professional roles, such as clinician, educator, advocate, leader, consultant, and role model. Holistic nurses support people in finding balance, harmony, and peace throughout their life.
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 reasoning and decision making congruent with the level of practice. Nursing education develops students who provide culturally sensitive, ethically grounded, and spiritually appropriate, evidence-informed/based health care services. Holistic nursing requires individuals to integrate self-care, self-responsibility, spirituality, and reflection in their own lives. The pre-licensure nursing programs provide a foundation for the development of creativity, maturity, and the growth of intellectual and cultural perspectives. The graduate program 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. 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. 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 enhance nursing’s specialized body of knowledge. Preparation for graduate professional nursing practice is based on a program of study that includes the application of theories, research, and advanced clinical skills within a multidisciplinary context and develops awareness and the ability to provide leadership in healthcare systems and the profession of nursing. Within nursing coursework, students develop a variety of skills and learn to make clinical judgments based on analysis of holistic assessment 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.

The curriculum concepts serve as the organizing structure for the curriculum and are expressed in the conceptual framework. Health, the overarching concept, focuses on holistic health promotion, disease prevention, risk reduction, illness care, rehabilitation, and palliation. Faculty believe that six other concepts are also essential to nursing: Caring, Critical Thinking/Clinical Reasoning, Communication, Transitions, Culture, and Systems. These core concepts reflect professional holistic nursing practice and offer a frame of reference for profession of nursing.

Rev. 2019  Rev 1/14; FO Approved 1/14; Adopted 8/14 (? FO minutes for approval in Sp 19)
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 demonstrate increasing knowledge, skills, and attitudes related to critical thinking/clinical judgment, caring, communication and transitions. Students apply these professional nursing practice concepts with interpersonal, individual, group, population, and interprofessional and/or intraprofessional teams to deliver person-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 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 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
Oxygenation & Hemostasis
Protection
Sensation/Perception/Movement
Sexuality & Reproduction
Psychological Domain – Development & Functional Ability across the Lifespan

- Stress/Coping
- Grief and Loss
- Mood and Affect
- Cognition
- Maladaptation

Social & Spiritual Domains – Development & Functional Ability Across the Lifespan

- Family Dynamics
- Motivation
- Adherence
- 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 actions that comfort, nurture, and value the self and others. e.g., 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). Professional nurses engage in care-giving interventions and complementary/integrative health care approaches with the use of self as an instrument of healing. Nursing sub-concepts related to care-giving include:

- Holistic self-care
- Patient Centered Care OR person-centered
- Complementary / Integrative Therapies or healthcare approaches
- Holistic nursing interventions that support Health Promotion, Risk Reduction, Illness Care, Rehabilitation, Palliation
- Therapeutic Environment
- Caritas Processes
- Presence
- 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 Health Assessment
- Clinical Judgment/Clinical Reasoning
- Expected Patient Outcomes
- Evidence-Based Practice
- Evidence-Informed Practice
- Professional Standards of Care
- Evidences-Based Care Bundles

**COMMUNICATION** is an interactive process that involves verbal and nonverbal dimensions. Through this process, information is exchanged and meaning is shared among individuals and groups using common 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 (Thornton & Mariano, 2016). 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. 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; Agency for Healthcare Research and Quality, 2019). It is the responsibility of the professional nurse to use standardized frameworks of professional communication and person-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 and/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). Culturally competent healthcare is care “delivered with knowledge of and sensitivity to cultural factors that influence the health and illness behaviors of an individual client, family, or community” (Engebretson, 2016, p 439). 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
- Cultural sensitivity
- Cultural humility

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 complex healthcare delivery systems. The professional nursing role within healthcare organizations includes knowledge, skills, attitudes and abilities that facilitate quality and safety in healthcare. Sub-concepts related to the professional nursing role in healthcare delivery systems include:
- Populations
- Complex Adaptive Systems
- Health Care Organizations
- Boundaries
- Safety
- Healthcare Quality
- Collaboration and Teamwork
- Health Policies
- Healthcare Economics
- Informatics & Technology

SON 12/17/98; 2/8; 4/10, 8/10; Revised PLCC: 1/14; FO Approved 1/14; Adopted 8/14

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

SON 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 School 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:

Goal 1. 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:

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

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

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

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

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

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

1.7 Analyze and apply levels of evidence to develop a professional practice that reflects best evidence based practices in patient care management.

1.8 Evaluate the efficiency, effectiveness, and quality of the care provided in relation to expected patient outcomes or benchmarks.
1.9 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.

Goal 2. Demonstrating the holistic caring practice of professional nursing.

*Competencies demonstrating caring include the ability to:*

2.1 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.

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

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

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

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

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

Goal 3. Communicating effectively to collaborate with clients, and inter/intraprofessional teams.

*Competencies demonstrating effective communication include the ability to:*

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

3.2 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.

3.3 Use principles of therapeutic communication in the delivery of nursing care.

3.4 Acknowledge and use the contributions of clients and members of the health care delivery systems.

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

3.6 Document nursing care according to current professional, ethical, and legal guidelines.
3.7 Recognize and utilize standard nursing language systems.

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

3.9 Represent the School of Nursing and affiliating agencies with respect and dignity.

3.10 Advocate for safe, quality, nursing care.

3.11 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.

**Goal 4. Facilitating transitions for self and clients.**

*Competencies demonstrating transitions include the ability to:*

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

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

4.3 Demonstrate personal responsibility and accountability for professional behaviors.

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

4.5 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.

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

4.7 Integrate principles of change theory while navigating transitional conditions in the education process and within healthcare environments.

**Goal 5. Demonstrating cultural competence.**

*Competencies demonstrating cultural competence include the ability to:*

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

5.2 Be sensitive to and respect the beliefs, values, norms, lifeways, and health care practices of individuals and groups from diverse backgrounds.
5.3 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.

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

**Goal 6. Functioning within a variety of systems.**

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

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

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

6.3 Function effectively in intra/interprofessional collaboration and teamwork.

6.4 Analyze safety and quality concerns in health care systems.

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

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

6.7 Recognize the influence of health policy and economics on the healthcare system and on health outcomes.

Rev PLCC: 1/14; FO Approved 1/14; Adopted: 8/14
Expected Individual Learning Outcomes and Competencies of the Capital University Graduate Nursing Program

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.

1.1 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)

1.2 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.

2.1 Identify problems relevant to area of practice/ concentrate

2.2 Synthesize and communicate current research and practice evidence / knowledge related to identified problems

2.3 Use a team based approach to program development and implementation as appropriate

2.4 Apply leadership principles to implement changes that improve quality of clinical and educational outcomes

2.5 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.

3.1 Actively and ethically participate in research to improve area of clinical / practice expertise

3.2 Address social determinants of health to plan and evaluate health care/ educational interventions as appropriate

3.3 Evaluate ethical implications of evidence based practice decisions for individual clients / aggregate populations and recommended program changes

3.4 Identify specific databases and current research relevant to a defined clinical / educational / organizational problem
3.5 Perform rigorous critique of current research and disseminate meaningful evidence to improve practice outcomes

3.6 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.**

4.1 Analyze databases to answer clinical / educational / administrative questions

4.2 Identify ethical principles for health information management systems and practices

4.3 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.**

5.1 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

5.2 Develop advocacy strategies to influence health care

5.3 Analyze how policies influence the structure and financing of health care practice and health outcomes

5.4 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.**

6.1 Value unitary science as foundational to development of advanced practice role

6.2 Identify the ethics of caring and its contribution to unity of self, others, nature and life forces as central to holistic nursing

6.3 Integrate ethical, aesthetic, empiric and personal ways of knowing into practice and educational decision-making

6.4 Explore and adopt holistic self-care practices to achieve balance in personal wellbeing and professional life

6.5 Participate in reflective practice to improve clinical practice, clinical leadership, learning and personal wellbeing
6.6 Use selected integrative therapies in current practice/educational settings.

Approved October 2013, Post-Licensure Nursing Program Committee; Reviewed Graduate Nursing Committee Feb 2019.
II. Structure and Governance

Capital University Table of Organization
Capital University School of Nursing
Organization Structure: Administrative, Faculty Governance, and Committee Reporting Relationships

Dean of Nursing
  - Advisory Board
  - Executive Committee

Associate Dean of the Pre-Licensure Program
  - Pre-Licensure Program Committee
    - Course Coordinators

Associate Dean of the Graduate Program
  - Graduate Program Committee
    - Course Coordinators

Faculty Governance
  - Total Faculty Committee (Faculty Organization)
    - Faculty Affairs Committee
    - Instructional Technology Committee
    - Student Affairs Committee
    - Academic Affairs Committee
    - Off Campus Studies Committee
CAPITAL UNIVERSITY
SCHOOL OF NURSING

FACULTY BYLAWS

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

ARTICLE II. The members of the faculty shall consist of all persons appointed to the School 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 School 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 School of Nursing and the Undergraduate Faculty, Ad Hoc Committees or individual faculty of the School of Nursing.
E. Receive information relating to the University administrative policies and decisions.
F. Review and implement the School 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 School 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 archived electronically by each standing committee.

E. All committees shall implement the evaluation responsibilities listed in the School 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 School 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.
      2. Assure compliance of the School of Nursing Comprehensive Evaluation Plan.
      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 School of Nursing.
      6. Participate in on-going School 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 SON 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 Program
         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 School of Nursing Undergraduate Student Handbook as needed annually.
         c. Ensure student representation to SON 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 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 School 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 School of Nursing policies and procedures.

11. Consult with the faculty within the School 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. Graduate Program Committee

   a. Members: This committee shall consist of all MSN faculty (employed 75% and who teach and advise one or both programs). One student representative from the graduate program shall be elected each fall.

   b. The Associate Dean of the Graduate Nursing Programs 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 Graduate Program Curriculum Committee of the School of Nursing.
      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 Graduate Program 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. Graduate Program Curriculum Committee

a. Membership (Two-year term)
The membership of this committee shall consist of one faculty representative from School of Nursing graduate core courses; one
representative from administration concentrate; one representative from education concentrate; one representative from clinical concentrate. One student members from the graduate program shall be elected each fall. The Associate Dean of the Graduate Programs 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 Graduate Program Curriculum Committee consists of the same number and composition as the Graduate Program Committee, then the roles of the Curriculum Committee may be carried out through the Graduate 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 Graduate Program committee.
2. Coordinate all matters directly related to the curricula of the Graduate 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 Graduate program committee for vote of approval.
4. Recommend changes in policy or procedures related to curriculum matters to Graduate 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 Graduate 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 School 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 School of Nursing to the nursing faculty for action at least 10 working days prior to a meeting of the School of Nursing faculty.
   4. Annually review, revise and implement, as necessary, the Capital University School of Nursing Exposure Control Plan (OSHA).
   5. Document annual faculty review of HIPAA, FERPA, and exposure control plan regulations and related policies and procedures.
   6. Review and update the School 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 School of Nursing and Undergraduate Faculty Committees at the May Faculty Organization meeting.
   11. Design and implement faculty development programs.
   12. Recognize faculty achievement.
   13. Support the creation of a caring, healing environment for faculty, staff, and students.
   14. Solicit nominations for the Sharon Coil Award in March. Select recipients of award with input from the School of Nursing Dean. Award will be presented at the final F.O. meeting of the year. This award was established in honor of Sharon Coil, Administrative Assistant to the nursing program at Capital University for 22 years. Those eligible to be
nominated for the Coil Award may be any faculty/staff member of the School of Nursing (SON) or persons outside the SON who give to the faculty or staff of the SON in some special way. Criteria for the Coil Award include:

- Committed and conscientious
- Efficient and competent
- Outstanding contribution to faculty, other staff and/or students
- Compassionate and caring heart

8. Instructional Technology Committee

a. Membership (two-year term)

The membership of the committee shall consist of three elected faculty members. The fourth committee member is the 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 School 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 School 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 School 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 School of Nursing pinning events.
6. Identify qualified candidates for the School 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 School of Nursing

ARTICLE VII. School of Nursing Advisory Board

The School 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 School of Nursing in Ohio and across the region and to serve as an advocacy network and ambassadors for the School 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 School 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 (2020-2025)

Abbreviations: Commission on Collegiate Nursing Education (CCNE), Ohio Administrative Code (OAC), Ohio Board of Nursing (OBN), Faculty Evaluation Committee (FEC), Organization (FO), CU School of Nursing (CU SON), Nursing Comprehensive Evaluation Plan (N-CEP), Faculty Evaluation Committee (FEC), Instructional Technology Committee (ITC), Center for Excellence in Learning and Teaching (CELT)

<table>
<thead>
<tr>
<th>Standards</th>
<th>Key Element and/or OBN Rules</th>
<th>Action/Evidence</th>
<th>Frequency</th>
<th>Responsibility</th>
</tr>
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<tbody>
<tr>
<td>CCNE Standard I: Program Quality: Mission and Governance</td>
<td>1-A. The mission, goals, and expected program outcomes are: congruent with those of the parent institution; and reviewed periodically and revised as appropriate.</td>
<td>Comparison and analysis of University and Nursing Program mission, goals and expected outcomes in relationship to professional nursing standards and guidelines for preparation of nursing professionals.</td>
<td>Every 5th year (2020, 2025, 2030)</td>
<td>Dean &amp; Faculty Organization (FO) Committee</td>
</tr>
<tr>
<td>Ohio Board of Nursing Rules Compliance²</td>
<td>Rule 4723-5-09, (OAC): Organization &amp; administration of program</td>
<td>Mission, goals and expected outcomes are reviewed and revised in relationship to professional standards and guidelines that are applicable to each program.</td>
<td>Every 5th year (2020, 2025, 2030)</td>
<td>Dean &amp; Faculty Organization (FO) Committee</td>
</tr>
<tr>
<td>Rule 4723-5-12, (OAC): Program Policies</td>
<td>Rule 4723-5-17, (OAC): Program contractual relationships</td>
<td>1-C. The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.</td>
<td>Mission, goals and expected program outcomes are reviewed with advisory board every 5th year for input.</td>
<td>Review and update strategic</td>
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</tbody>
</table>
Rule 4723-5-21, (OAC): Program Records

1-D. The nursing unit’s expectations for faculty are written and communicated to the faculty & are congruent with institutional expectations.

Rule 4723-5-09 (OAC)
Organization & Admin of Program

Upon appointment, Dean and Associate Deans conduct faculty orientation process according to policies published in Faculty Handbook related to orientation of faculty and instructional staff.

Nursing faculty expectations are published in Nursing Faculty Handbook. The Faculty Handbook is reviewed and updated every 2 years and as needed. Changes to faculty expectations are approved by faculty according to process in nursing faculty by-laws.

For faculty on tenure track, expectations are published in the CU Faculty Handbook. Tenure track faculty follow the review process published in the CU Faculty Handbook. The Dean and the FEC Committee communicate expectations.

Evidence:
1. Minutes Advisory Board Meeting
2. Nursing Faculty Handbook
3. CU Faculty Handbook

Upon Appointment & through Nursing and CU Faculty Orientation Process.

Faculty Handbook review and update every 2 years. (2020, 2022, 2024, 2026, 2028, 2030).

Ad hoc update to Faculty Handbook for changes in CU policies.

Faculty annual performance review with Dean

Tenure Track faculty are reviewed through the FEC process at 1 year, 3 years and 6 years.

Dean, Associate Deans; consultation with Provost’s Office & Faculty Evaluation Committee & Nursing Faculty Affairs Committee

Rule 4723-5-09 (A-2) (OAC)
Org & Admin of Program

1-E. Faculty and students participate in program governance.

Minutes of FO and Program Committees are reviewed to assure faculty and student participation in governance.

Faculty Handbook bylaws are reviewed by Faculty Affairs and approved in FO meetings every two years.

Monthly FO and Program Committee Meetings including student representatives

Review and update Faculty Handbooks every 2 years (2020, 2022, 2024, 2026, 2028, 2030)

Review and update to Student

Faculty Organization Committee, Faculty Affairs Committee, Program Committees & Associate Deans in accordance with by-laws.

Faculty Affairs Committee reviews by-laws every two years.

Dean, Associate Deans; consultation with Provost’s Office & Faculty Evaluation Committee & Nursing Faculty Affairs Committee
| 1-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, & expected program outcomes. These policies are: fair and equitable; published and accessible; and reviewed and revised as necessary to foster program improvement. | Associate Deans and the Nursing Academic Affairs Committee review Nursing Academic Policies in side-by-side comparison with Nursing and CU academic policies published in Bulletin and Student Handbooks annually. | Annually & ongoing | Associate Deans, Nursing Academic Affairs Committee. |
| Rule 4723-5-12, (OAC) Program Policies | 1. Minutes of FO meetings | 2. Nursing Faculty Handbook | |
| Rule 4723-5-21, (OAC) Program Records | Rule 4723-5-12, (OAC) Program Policies | CU publishes definition, policies & procedures for institutional level complaints on the CU website & in CU Faculty and Student Handbooks (ie, academic grievances, non-academic grievance, Title IX Sexual Harassment, Program Quality, Accrediting Standards & Compliance with Standards of Ohio). Nursing publishes definition, policies, and procedure for program level complaints in the Faculty and Student Handbooks. The Executive Committee reviews formal complaints against the nursing program according to procedure in Faculty Handbook and reports to the FO committee for Faculty review. Evidence: |
| 1-G. The program defines and reviews formal complaints according to established policies. | Twice per year at Executive Committee meetings | Ad hoc for complaints that required immediate action at Executive Committee meetings; Report & review at next scheduled FO meeting | Dean, Executive Committee & update to Faculty Organization Committee. |
| Rule 4723-5-12, (OAC) Program Policies | 3. FO and AAC Minutes | 4. CU Undergraduate Bulletin | CU Academic Affairs |
| | 5. Program Student Handbooks | | |
| 1-H. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications. | 1. Nursing Faculty Handbook  
1. CU Website Nursing Program Page & CU Complaints Page  
2. Executive Committee Minutes | Bulletin, Student Handbooks and Program Publications are reviewed & edited by Dean, Associate Dean and Nursing Administrative Assistant. Changes to policies are provided to students in writing; students’ signatures verifying notification are retained in student files. Changes to program requirements or progression go into effect with next admitted class. Evidence:  
1. Publications  
2. Websites  
3. Catalogs  
4. Student Program Handbooks  
5. Faculty | Annually with updates to University Bulletin, Student Handbooks and with updates to or new Program Publications | Dean, Associate Deans, & Nursing Administrative Assistants |

| Ohio Board of Nursing Rule 4723-5-12 OAC Program Policies | | |
| --- | --- | --- | --- |
| 1. Publications 2. Websites 3. Catalogs 4. Student Program Handbooks 5. Faculty | Bulletin, Student Handbooks and Program Publications are reviewed & edited by Dean, Associate Dean and Nursing Administrative Assistant. Changes to policies are provided to students in writing; students’ signatures verifying notification are retained in student files. Changes to program requirements or progression go into effect with next admitted class. Evidence:  
1. Publications  
2. Websites  
3. Catalogs  
4. Student Program Handbooks  
5. Faculty | Annually with updates to University Bulletin, Student Handbooks and with updates to or new Program Publications | Dean, Associate Deans, & Nursing Administrative Assistants |

| Ohio Board of Nursing Rule 4723-5-17 OAC Program contractual relationships. | | |
| --- | --- | --- | --- |
| Programs 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. | Contracts are reviewed upon initial agreement, at renewals, and in event of changes required by CU, agency, OAC or ORC. Review of contractual agreements is documented on spreadsheet maintained by Nursing Administrative Assistant. Evidence:  
1. Contracts | Annual Review & Ongoing for new, renewing or revised agreements. | Dean, Nursing Administrative Assistant & CU legal office. |

<table>
<thead>
<tr>
<th>CCNE Standard II Program Quality: Institutional Commitment and</th>
<th>2-A. Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and</th>
<th>Dean and Provost's office review program &amp; capital improvement budgets annually.</th>
<th>Annually</th>
<th>Dean, Associate Deans &amp; Faculty Organization Committee. Instructional</th>
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<tbody>
<tr>
<td>Resources</td>
<td>expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed.</td>
<td>Dean, Associate Deans &amp; Facilities Services review classroom and lab space adequacy annually.</td>
<td>Technology Committee</td>
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<tr>
<td>Ohio Board of Nursing Rules Compliance²</td>
<td>Rule 4723-5-09, (OAC): Program organization &amp; administration</td>
<td>Instructional Technology Committee reviews lab and classroom resources, technology and supplies annually.</td>
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<tr>
<td>Rule 4723-5-17, (OAC): Program Contractual Relationships</td>
<td>Rule 4723-5-19, OAC: Responsibilities of faculty teaching a nursing course</td>
<td>2-B. Physical resources &amp; clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources &amp; clinical sites is reviewed periodically, and resources are modified as needed.</td>
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<tr>
<td>Rule 4723-5-20, (OAC): Responsibilities of faculty, TAs, &amp; preceptors in a clinical setting</td>
<td>Rule 4723-5-09, OAC Program organization &amp; administration.</td>
<td>Dean and Provost’s office review program &amp; capital improvement budget. Faculty and Students evaluate clinical sites at end of clinical courses. Student complete clinical Evaluations at end of clinical courses.</td>
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<td>Evidence: 1. Clinical Evaluations Reports</td>
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<td>2-C. Academic support services are sufficient to meet program and student needs &amp; are evaluated on a regular basis.</td>
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<tr>
<td><strong>Rule 4723-5-12 (OAC)</strong> Program Policies</td>
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<tr>
<td>Ongoing program support services are provided by Academic Success.</td>
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<tr>
<td>Ongoing Supplemental Learning Program with Evolve is provided for students based on standardized test score.</td>
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<tr>
<td>Mid Program and End of Program Survey Data compiled by Student Services Administrative Assistant and analyzed by Associate Deans and Reported to Faculty at Program Committee Meeting and at Program Curriculum Day. Faculty review advising survey in annual report. Dean reports advising performance from CU data to FO Committee for review.</td>
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<tr>
<th>2-D. The chief nurse administrator of the nursing unit: is a registered nurse (RN); holds a graduate degree in nursing; holds a doctoral degree if the nursing unit offers a graduate program in nursing; is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.</th>
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<tbody>
<tr>
<td><strong>Rule 4723-5-09 (OAC)</strong> Program Organization and Administration</td>
</tr>
<tr>
<td>The Dean of Nursing meets qualifications set forth by CCNE and OAC. OBN approval of qualifications is located in Faculty file. Dean’s CV, &amp; Official Transcripts are in Faculty File. Position Description for Dean is located in Faculty Handbook. The Dean has and assumes authority and responsibility for the administration, planning, implementation, and evaluation of the nursing program. Evidence:</td>
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<tr>
<th>2. FO and/or Program Meeting Minutes.</th>
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<tbody>
<tr>
<td>Mid-program Survey</td>
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<tr>
<td>TUP 1st semester junior year</td>
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<tr>
<td>CNAP 3rd semester</td>
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<tr>
<td>MSN at 50% program completion</td>
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<tr>
<td>Annual Advising Survey</td>
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</tbody>
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<thead>
<tr>
<th>Associate Deans, Student Services Administrator, Student Representatives to Program Committees, Student Affairs Committee, &amp; Curriculum Committees</th>
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<tr>
<td>On appointment or change of status of appointment and ad hoc if change in qualification occurs.</td>
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<tr>
<td>Dean and Provost</td>
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<tr>
<td>Rule 4723-5-10 (OAC) Qualifications of Administrators, Faculty, TAs &amp; Preceptors</td>
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<td>---------------------------------------------</td>
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<tr>
<td>2-E. Faculty are: sufficient in number to accomplish the mission, goals, and expected program outcomes; academically prepared for the areas in which they teach; and experientially prepared for the areas in which they teach.</td>
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<tr>
<th>Rule 4723-5-09 Program Organization and Administration</th>
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<tr>
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<tr>
<th>Rule 4723-5-19 OAC: Responsibilities of faculty teaching a nursing course</th>
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<tr>
<th>Rule 4723-5-20 OAC: Responsibilities of faculty, TAs, &amp; preceptors in a clinical setting</th>
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<tr>
<th>Evidence:</th>
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<tbody>
<tr>
<td>1. Nursing Faculty Handbook</td>
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<tr>
<td>2. Dean's Nursing Faculty Personnel File</td>
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<tr>
<th>On appointment and in association with faculty annual review process and with change in qualifications.</th>
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<th>Dean, Associate Deans, Provost &amp; Individual Faculty</th>
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<th>Licenses verified on hire and every 2 years on renewal dates required by OBN.</th>
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<tr>
<th>Faculty Handbook updates every 2 years on even years.</th>
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<tr>
<th>Dean conducts annual faculty performance review with all full-time &amp; 75% faculty.</th>
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<tr>
<th>Enrollment data determine staffing ratios and is used to hire additional adjunct / part time faculty as needed to maintain ratio in compliance with OAC. Clinical Ratio published in Faculty Handbook</th>
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<tr>
<th>CU Faculty Handbook defines policies on appointment, promotion, and tenures.</th>
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<tr>
<th>FEC publishes faculty review process for tenure track faculty in CU Faculty Handbook and Nursing Faculty Handbook.</th>
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<th>Evidence:</th>
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<tbody>
<tr>
<td>1. Nursing Faculty Handbook</td>
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<td>2. Nursing Faculty Personnel Files</td>
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<td>Rule 4723-5-09 Program Organization and Administration</td>
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<tr>
<td>Rule 4723-5-20 OAC: Responsibilities of faculty, TAs, &amp; preceptors in a clinical setting</td>
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</table>

2-F. Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically & experientially qualified for their role.

Preceptor qualifications listed in Faculty Handbook. Preceptor qualifications are verified prior to student assignments by course coordinator. Preceptor Data Forms are completed and on file in nursing office.

Course coordinator and Associate Dean of Program review preceptor qualifications.

Field Associates for Graduate Program provide license verification and CV.

Course Coordinator and Grad Program Associate Dean review preceptor qualifications.

Evidence:
1. Preceptor Forms File
2. Faculty Handbook

On completion of Preceptor Data Form each semester prior to clinical placement and supervision.

Dean, Associate Deans, Faculty Course Coordinators, Individual Faculty & Nursing Student Services Administrative Assistant.

G. The 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.

Dean reviews extent of CU support during annual budget meetings.

Dean allocates budget, donor gifts and faculty load for teaching, scholarship and service to assure mission, goals and expected outcomes.

CU provides grants and awards upon faculty requests in keeping with guidelines and budget.

1. Annual Reports.
2. FO Minutes
3. Associate Dean Minutes

Annually

Dean, Associate Deans, Office of Provost & Center for Teaching & Learning.

CCNE Standard III Program Quality: Curriculum

3-A. The curriculum is developed, implemented, and Curriculum for each nursing program is published and Annual course review by nursing curriculum committee

Dean, Associate Deans, Faculty, Program Committees &
<table>
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<tr>
<th>Rule</th>
<th>Description</th>
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<tbody>
<tr>
<td>Rule 4723-5-13, (OAC)</td>
<td>Curriculum for a registered nursing education program revised to reflect clear statements of expected student outcomes that: are congruent with the program’s mission and goals; are congruent with the roles for which the program is preparing its graduates; and consider the needs of the program identified community of interest.</td>
</tr>
<tr>
<td>Rule 4723-5-13, (OAC) Rule 4723-5-19, (OAC)</td>
<td>Responsibilities of faculty teaching a nursing course</td>
</tr>
<tr>
<td>Rule 4723-5-20, (OAC)</td>
<td>Responsibilities of faculty, teaching assistants, &amp; preceptors in a clinical setting</td>
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</table>

3-B. Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards & guidelines, which are clearly evident within the curriculum & within the expected student outcomes (individual & aggregate). Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, Current Edition). Curriculum for baccalaureate program (TUP & CNAP) is published and available to all students in bulletin, on website, in student handbook and student file for undergraduate program. Ongoing curriculum development and review is carried out via the prelicensure program committee and in annual prelicensure program curriculum day and by the nursing prelicensure curriculum committee. Course reviews are conducted annually by level by both the Nursing and CU Curriculum Committees. Evidence:  
1. Syllabi,  
2. Program Student Handbooks  
3. CU Bulletin  
4. Program & FO Committee Minutes.  
Course review every 4 years by curriculum committee according to CU annual schedule of course review for levels in program.  
Annually at the Curriculum Day Every 5th year (2020; 2025-2030P for overall curriculum |

Dean, Associate Dean Prelicensure Program, Faculty, Prelicensure Program Committee & Curriculum Committee
| 3-C. Master’s curricula are developed, implemented, and revised to reflect relevant professional nursing standards & guidelines, which are clearly evident within the curriculum & within the expected student outcomes (individual & aggregate). Masters program curricula incorporate professional standards & guidelines as appropriate; All master’s degree programs incorporate *The Essentials of Master’s Education in Nursing* (AACN, Current Edition) and additional relevant professional standards & guidelines as identified by the program. | Curricula for graduate program (MSN) tracks are published and available to all students on the website and in student handbook & student file for the nursing graduate program. Ongoing curriculum development and review is carried out via the graduate program committee and in annual graduate program curriculum day and by the Nursing & CU graduate program committees. Course reviews are conducted annually by level by both the Graduate Nursing and CU Curriculum Committees. | Course review every 4th year by Nursing Graduate curriculum committee according to CU annual schedule for levels in program. Annually at the Program Curriculum Day Every 5th year (2020;2025-2030) for overall curriculum. | Dean, Associate Dean Nursing Graduate Program, Faculty, Nursing Graduate Program Committee & Curriculum Committee |

| 3-D. DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards & guidelines, which are clearly evident within the curriculum & within the expected student outcomes (individual & aggregate). DNP program curricula incorporate | Curricula for graduate DNP program is published and available to all students on website and in graduate nursing student & student files for the graduate program. Ongoing curriculum development and review is carried out via the nursing | Course review every 4th year by Nursing Graduate curriculum committee according to CU annual schedule for levels in program from program opening and onward. Annually at the Program Curriculum Day | Dean, Associate Dean Nursing Graduate Program, Faculty, Graduate Program Committee & Curriculum Committee |
professional standards & guidelines as appropriate. All DNP programs Incorporate The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, Current Edition) and additional relevant professional standards & guidelines if identified by the program.

3-E. Post-graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards & guidelines, which are clearly evident within the curriculum & within the expected student outcomes (individual & aggregate).

Curricula for graduate CNS program is published and available to all students in graduate nursing student handbook for graduate nursing program & in student files.

Ongoing curriculum development and review is carried out via the nursing graduate program committee and in annual nursing graduate program curriculum day and by the CU & Nursing graduate program committees.

Course reviews are conducted annually by level by both the Graduate Nursing and CU Curriculum Committees.

Evidence:
13. Syllabi,
14. Graduate Program Student Handbook
15. CU Bulletin
16. Graduate Program & FO Committee Minutes

Course review by Nursing Graduate curriculum committee according to CU schedule for levels in program.

Annually at the Program Curriculum Day

Every 5th year (2020; 2025; 2030) for overall curriculum

Dean, Associate Dean Nursing Graduate Program, Faculty, Nursing Graduate Program Committee & Curriculum Committee
### 3-F. The curriculum is logically structured to achieve expected student outcomes:

- Baccalaureate curricula build on a foundation of the arts, sciences, and humanities.
- Master's curricula build on a foundation comparable to baccalaureate level nursing knowledge.
- DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student.
- Post-graduate APRN certificate programs build on graduate-level nursing competencies and knowledge base.

Curricula for baccalaureate and graduate programs are reviewed and evaluated for articulation and leveling every 5 years in association with the CCNE review process and/or for changes in AACN essentials. Review is conducted at a joint meeting of the prelicensure and graduate curriculum committees. The review is reported to FO for full faculty review.

**Evidence:**
1. Curriculum Committees’ Meeting minutes.
2. FO Committee Minutes

### 3-G. Teaching-learning practices: support the achievement of expected student outcomes; consider the needs & expectations of the identified community of interest; and, expose student to individuals with diverse life experiences, perspectives & backgrounds.

**Rule 4723-5-13, (OAC)**

Associate Deans and Student Services Administrator conduct mid curricular, end of program and 1 & 6 year alumni surveys, analyze and report to program committees and/or FO committee as indicated.

Dean and Associate Deans review IDEA evaluations. Dean conducts annual faculty evaluation of teaching-learning in annual faculty review process.

Clinical Liaison conducts clinical evaluations, analyzes and reports to FO Committee.

Dean reports retention and graduation rates in annual reporting process to OBN, AACN and CCNE.

Curricula for baccalaureate and graduate programs are reviewed together for articulation and leveling every 4 years (2020; 2025, 2030)

### 20. Graduate Program & FO Committee Minutes

- Dean, Associate Deans, Faculty, Program Curriculum Committees & FO Committee.

### 20. Graduate Program & FO Committee Minutes

- Dean, Associate Deans, Faculty, Program Curriculum Committees & FO Committee.
<table>
<thead>
<tr>
<th></th>
<th>Program Committee Minutes</th>
<th>Program Curriculum Day Minutes</th>
<th>FO Committee Minutes</th>
<th>NCLEX-RN pass rates. Certification pass rates</th>
<th>Alumni Survey Results</th>
<th>IDEA Evaluation Results.</th>
<th>Annual OBN &amp; AACN reports and career services.</th>
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<tbody>
<tr>
<td>1.</td>
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<td>Ongoing each semester</td>
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<td>Students &amp; Faculty evaluate clinical sites, instructors, preceptors &amp; field associates.</td>
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<td>3.</td>
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<td>Report of clinical hours completed in clinical courses at end of each semester.</td>
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<td>4.</td>
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<td>End of each semester evaluation of student clinical and lab performance r/t course objectives</td>
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3-H The curriculum includes planned clinical practice experiences that: enable students to integrate new knowledge & demonstrate attainment of program outcomes; foster interprofessional collaborative practice; and are evaluated by faculty.

**Rule 4723-5-13, (OAC)**  
**Rule 4723-5-20, (OAC)**

- Clinical liaison conducts student & faculty evaluation of clinical sites, instructors & preceptors/field associates analyzes and reports to program and/or FO.
- Faculty report clinical hours completed at end of each semester for clinical courses.
- Dean reports total clinical & lab hours in OBN annual report.
- Faculty evaluate students clinical & lab performance r/t course objectives with course rubric.
- Ongoing each semester Students & Faculty evaluate clinical sites, instructors, preceptors & field associates.
- Report of clinical hours completed in clinical courses at end of each semester.
- End of each semester evaluation of student clinical and lab performance r/t course objectives.

3-I. Individual student performance is evaluated by the faculty & reflects achievement of expected student outcomes. Evaluation policies & procedures for individual student performance are defined & consistently applied.

**Rule 4723-5-12, (OAC)**  
**Program Policies**

- CU defines grading periods for all CU students with early reporting at 4 weeks, progress reporting at midterm and evaluation at end of course. Grades are reported on Webadvisor to Registrar.
- Faculty report midterm progress grades on course management system.
- Faculty report final grades to Registrar on Webadvisor.
- Ongoing and according to CU schedule for progress, mid-term and end of course grading periods.  
- End of each semester review of grades and progress by Nursing Academic Affairs Committee.  
- Annual Nursing Student Handbook review and update

Dean, Associate Deans, Course Coordinators, Faculty, Clinical Liaison, Course Coordinators, Nursing Academic Affairs Committee, CU Academic Affairs Committee
| Evidence: | 1. Nursing Student Handbook  
2. Nursing Academic Affairs Minutes |
|----------|--------------------------------|
| 3-J. The curriculum & teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement. | Associate Deans evaluate aggregate outcomes according to program goals based on established vehicles & benchmarks annually.  
Associate Deans track ongoing data & trends in in 10 year spreadsheet. ADs report aggregate outcomes with recommendations at annual Program Curriculum Day and/or Program Committee Meetings. Faculty use data for ongoing improvement in courses & curriculum.  
Dean reports outcomes to CU for University Assessment |
| Annually and ongoing end of course evaluations with CU IDEA evaluation process.  
Mid-program and end of program surveys.  
Annual data aggregation on program outcomes  
Associate Deans report aggregate data to Program Committees and on Annual Curriculum Day. | Dean, Associate Deans, Curriculum Committees, Program Committees & Faculty |
CCNE Standard IV
Program Effectiveness: Assessment & Achievement of Program Outcomes

Ohio Board of Nursing Rules Compliance

| Rule 4723-5-12, (OAC): Program Policies |
| Rule 2723-5-15, (OAC): Evaluation Plan of the Program |
| Rule 4723-5-19, (OAC): Responsibilities of faculty teaching a nursing course |
| Rule 4723-5-21, (OAC); Program Records |
| Rule 4723-5-23, (OAC) Program NCLEX Rates |

| 4-A. A systematic process is used to determine program effectiveness. Rule 5723-5-15, (OAC) Evaluation Plan of Program |
| Comprehensive Evaluation plan is Established for Nursing Program. Dean, Associate Deans and Faculty Implement Nursing Comprehensive Evaluation Plan as written. Associate Deans evaluate aggregate outcomes according to program goals based on established vehicles & benchmarks annually. Associate Deans track ongoing data & trends in in 10-year spreadsheet. ADs report |
| Annually – mid-program and program completion surveys Survey Alumni at 1 and 5 years in May or August. Annually: Associate Deans report to faculty in Program Committees and at Annual Committee Meeting Annual data aggregation on program outcomes Every 5 year review of Comprehensive Evaluation Plan. Ongoing - Implement Nursing Comprehensive Evaluation Plan as written |

Program Curriculum Committees & Annual Curriculum Day Meeting Faculty Office of Assessment; Office of Institutional Research

Dean, Associate Deans Nursing Student Services Administrator

Faculty Office of Assessment; Office of Institutional Research
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<td></td>
<td>aggregate outcomes with recommendations at annual Program Curriculum Day and/or Program Committee Meetings. Faculty use data for ongoing improvement in courses &amp; curriculum. Dean reports outcomes to CU for University Assessment annually.</td>
<td>6. Program Committee Minutes. 7. Program Curriculum Day Minutes. 8. FO Committee Minutes 9. Survey Results 10. 10 Year Aggregate Data Spreadsheet</td>
<td>4-B. Program completion rates demonstrate program effectiveness. Rule 4723-5-12, (OAC) Rule 4723-5-23, (OAC) Dean and Associate Deans monitor program completion rates. CU Office of Institutional Research and Office of Provost collect data as a part of ongoing University Outcomes Assessment including program completions. Dean reports program completion for required OBN, AACN &amp; CCNE reports. Completion is defined in program: Prelicensure Programs at entry to Junior year to graduation. CNAP at start of 2nd year to graduation. MSN and DNP at 50% of</td>
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</table>
| 4-C. Licensure pass rates demonstrate program effectiveness. **Rule 4723-5-23, (OAC)** | CU Office of Institutional Research and Office of Provost collect data as a part of ongoing University Outcomes Assessment. Dean reports 1st time NCLEX-RN pass rates to CU office for Assessment and to AACN and CCNE as indicated for required surveys/reports.

Associate Dean of Prelicensure tracks pass rates on 10-year spreadsheet and reports rates to Prelicensure Committee. | Annual review and in association with reporting requirements to OBN, AACN and CCNE | Dean, Associate Deans, Nursing Student Services Administrator, Office of Assessment & Office of Institutional Research |
|---|---|---|---|
| 4-D. Certification pass rates demonstrate program effectiveness. | CU Office of Institutional Research and Office of Provost collect data as a part of ongoing University Outcomes Assessment. Dean reports 1st time certification exam pass rates to CU office for Assessment and to AACN or CCNE as indicated for required reports/surveys.

Associate Dean of Prelicensure tracks pass rates on 10-year spreadsheet and reports rates to Prelicensure Committee. | Annual review and in association with reporting requirements to OBN, AACN and CCNE | Dean, Associate Deans and Nursing Student Services Administrator & Office of Institutional Research |
| 4-E. Employment rates demonstrate program effectiveness. | The CU office of Career Services and Institutional Research collect employment rates annually as an ongoing aspect of University Outcomes Assessment.

Student Services Administrator collects data on employment at graduation of nursing students.

Dean and Associate Deans track employment rates. Dean reports employment rates as annually. | Annually | Dean, Associate Deans and Nursing Student Services Administrator, Office of Institutional Research & Director of Career Development |
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<tr>
<th>Section</th>
<th>Description</th>
<th>Evidence</th>
<th>Responsible Parties</th>
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<tr>
<td>4-F.</td>
<td>Data regarding completion, licensure, certification, &amp; employment rates are used, as appropriate, to foster ongoing program improvement.</td>
<td>1. FO Meeting Minutes 2. Program Committee Minutes</td>
<td>Dean, Associate Deans, Program Committees and Course Coordinators, CU Office of Assessment</td>
</tr>
<tr>
<td>4-G.</td>
<td>Aggregate faculty outcomes demonstrate program effectiveness.</td>
<td>Faculty Annual Report Faculty CVs IDEA Evaluations Annual Faculty Review Process with Dean</td>
<td>Dean, Faculty, Nursing Administrative Assistants &amp; CU Office of Assessment</td>
</tr>
<tr>
<td>4-H.</td>
<td>Aggregate faculty outcomes data are analyzed and used, as appropriate, to foster ongoing program improvement.</td>
<td>Annually: Dean reports aggregate outcomes to FO Committee for review. Annual faculty evaluation process</td>
<td>Dean, Faculty, Nursing Administrative Assistants.</td>
</tr>
<tr>
<td>4-I.</td>
<td>Program outcomes demonstrate program effectiveness.</td>
<td>Annually using Mid Program &amp; End of Program Surveys HESI Total &amp; Sub-Scale Scores Alumni Surveys Employer Surveys 10 Year Outcomes Spreadsheet</td>
<td>Dean, Associate Deans, Faculty, Program &amp; Curriculum Committees, &amp; CU Office of Assessment</td>
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Indicated for Ohio Dept. of Education, AACN and/or CCNE. CU Career Services and Institutional Research report employment rates to Ohio Dept of Education.
monitors and tracks data based on program goals.
Faculty administer HESI specialty and exit exams.
Deans and Associate Deans, Student Services Administrator and Administrative Assistant aggregate data related to program goals and established benchmarks. Dean and Associate Deans report data annually at Program, Curriculum Day and FO Meetings as indicated.

2. FO Minutes
3. Program Minutes
4. 10 Year Spreadsheet

4-J. Program outcomes data are used, as appropriate, to foster ongoing program improvement.
Annual Program Curriculum Days are conducted. Associate Deans report aggregate data analysis and recommendations. Faculty use data for ongoing program improvement.

1. Program Curriculum Day Minutes

Ohio Board of Nursing Rules Compliance not covered by CCNE process
Rule 4723-5-15, (OAC) Evaluation Plan of the program.
Rule 4723-4-21, (OAC) Program Records
Program has a comprehensive evaluation plan
Program records including student records, graduates, faculty, instructional personnel, program minutes, contractual relationships are kept in accordance with OBN rules.
Nursing comprehensive evaluation plan is published in Faculty Handbook.
Nursing comprehensive evaluation is reviewed and updated periodically and as needed.
Records retention plan is published in Nursing Faculty Handbook.
CU records retention plan is published in CU Policies.

Every 5 years or with major programmatic change or change in accreditation standards or OBN Rule updates.
(2020, 2025, 2030)

Dean, Associate Deans, Nursing Executive Committee & FO Committee
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<th>Evidence:</th>
<th>Evidence:</th>
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<tr>
<td>3. CU Faculty Handbook</td>
<td>Faculty that are certified in Holistic Nursing &amp; the Faculty Representative to AHNCC review the curriculum &amp; courses Q5 years for evidence of Holistic Core Values &amp; Standards &amp; implementation.</td>
</tr>
<tr>
<td>4. CU Policies and Procedures on CapPoint</td>
<td>The Program Curriculum Committees review courses Q4 years by level according to the CU assessment schedule. The curriculum committees make recommendations &amp; report to course faculty. The Associate Dean reports &amp; Faculty review outcomes at the annual Program Curriculum Day.</td>
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**AHNCC Endorsement Standards**

**AHNCC Endorsement Standards**

**AHNCC Endorsement Standards**

**AHNCC Endorsement Standards**

- AHNA Core Values:
  1. Holistic Philosophies, Theories & Ethics.
  5. Holistic Education & Research

**Course Syllabi**

- Student & Faculty Artifacts
- AHNCC re-endorsement application and endorsement outcome.

**AHNCC re-endorsement**

- Application and endorsement outcome.

**According to AHNCC Re-Endorsement Schedule**

- Q 5 years (2020, 2025, 2030).

**Faculty that are certified in Holistic Nursing**

- The Faculty Representative to AHNCC review the curriculum & courses Q5 years for evidence of Holistic Core Values & Standards & implementation.

**The Program Curriculum Committees**

- Review courses Q4 years by level according to the CU assessment schedule. The curriculum committees make recommendations & report to course faculty. The Associate Dean reports & Faculty review outcomes at the annual Program Curriculum Day.

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2. Ohio Administrative Code 4723, Chapter 5, "Prelicensure Nursing Education Programs Leading to Licensure as a Registered or Practical Nurse."
3. Strategic Plan 2020-2025, Capital University, Department of Nursing.
Faculty of the School 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 School of Nursing.

**Advising files**

Student advising files are centralized and located in the BHSN 315 office and clinical folders are 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 clinical folder. 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 SON 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 as 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 of Capital University 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 School 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 or 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, and the Office of Student Services, as appropriate. The Department, in consultation with the School 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. Minutes of all meetings and committee actions are electronically archived on the SON 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 School 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 School 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 expected to maintain course materials including syllabi, 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 School 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.

**ECHO360 Universal Capture**

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 resource 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.

**Video/Audio Meeting Platform**

Capital University uses video/audio meeting platforms such as Adobe Connect or Zoom 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, Capital e-mail in the School of Nursing is the required 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 24 hours on weekdays when University is in session and within 48 hours weekends/holidays).

**Social Media**

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

B. Faculty / Student Communications. When using communications technologies to communicate with students outside of the classroom, Faculty are required 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 School of Nursing fax number is 614-236-6157. Staff can provide assistance.

**Parscore**

The University and School 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 Battelle 315.

**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 School of Nursing copyright, electronic copies are to be maintained by the faculty on the course iLearn site.

**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. 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; 2/13, 8/16, 2/20
### III. Employment in the School of Nursing

#### SCHOOL OF NURSING

#### QUALIFICATIONS FOR APPOINTMENT

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

<table>
<thead>
<tr>
<th>Rank</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Instructor</strong></td>
<td>Master’s degree and two (2) years of clinical nursing experience</td>
</tr>
<tr>
<td><strong>Term Appointment</strong></td>
<td></td>
</tr>
<tr>
<td><strong>B. Assistant Professor</strong></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><strong>Term Appointment</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assistant Professor</strong></td>
<td>Earned doctorate; two (2) years of clinical nursing practice is required.</td>
</tr>
<tr>
<td><strong>Tenure Track</strong></td>
<td></td>
</tr>
<tr>
<td><strong>C. Associate Professor</strong></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><strong>Tenure Track</strong></td>
<td></td>
</tr>
<tr>
<td><strong>D. Professor</strong></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><strong>Tenure Track</strong></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).

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1 Merriam-Webster Online Dictionary
2 Boyer, 1990
3 Based in part on Halpern et al. 1998.
### 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>
<tr>
<td>Students; Educator peers.</td>
<td>Various publics; Peers; Patrons; Students.</td>
<td>Users; Educators; Students; Peers.</td>
<td>Users; Customers; Educators; Peers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 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.

1.8.5. 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.

<table>
<thead>
<tr>
<th>Review Timeline for Tenure and Promotion from Associate to Full Professor</th>
<th>At least 5th Year as Associate Professor</th>
<th>At least 6th Year as Associate Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRC Approved</td>
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<tr>
<td>PRC Observations</td>
<td>S O N D I J F M A M J J A</td>
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<tr>
<td>Dean Observations</td>
<td>S O N D I J F M A M J J A</td>
<td></td>
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<tr>
<td>PRC Report Due</td>
<td>S O N D I J F M A M J J A</td>
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<tr>
<td>Dean Report Due</td>
<td>S O N D I J F M A M J J A</td>
<td></td>
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<tr>
<td>P&amp;T Report Preparation</td>
<td>S O N D I J F M A M J J A</td>
<td></td>
</tr>
<tr>
<td>Tenured Faculty Review</td>
<td>S O N D I J F M A M J J A</td>
<td></td>
</tr>
<tr>
<td>Tenured Faculty Letter Due</td>
<td>S O N D I J F M A M J J A</td>
<td></td>
</tr>
<tr>
<td>Assistant Dean Letter Due</td>
<td>S O N D I J F M A M J J A</td>
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</tr>
<tr>
<td>Submit Portfolio to FEC</td>
<td>S O N D I J F M A M J J A</td>
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<tr>
<td>FEC Review Portfolio</td>
<td>S O N D I J F M A M J J A</td>
<td></td>
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<tr>
<td>FEC Interview Candidate</td>
<td>S O N D I J F M A M J J A</td>
<td></td>
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<tr>
<td>FEC Letter Due</td>
<td>S O N D I J F M A M J J A</td>
<td></td>
</tr>
<tr>
<td>Administrative Review</td>
<td>S O N D I J F M A M J J A</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 SCHOOL OF NURSING 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></td>
<td>_____ Does not use assessment to improve teaching and learning</td>
<td>_____ Uses assessment data to improve courses and promote effective teaching and learning</td>
<td>_____ Actively engages in teaching/learning scholarship</td>
<td></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>
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</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 that 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></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></td>
<td>_____ Demonstrates a pattern of not being available for student consultation</td>
<td>_____ Is consistently available for consultation with students</td>
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<tr>
<td>Instructor-Student Interaction</td>
<td></td>
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</tr>
<tr>
<td>Future Plans/Goals for Teaching</td>
<td>_____ Limited goals identified for teaching</td>
<td>_____ Identifies goals for future teaching improvements and has implemented them</td>
<td>_____ Disseminate outcomes of creative and innovative strategies to colleagues/professionals</td>
<td>Annual report</td>
</tr>
<tr>
<td></td>
<td>_____ Has not supervised student scholarship</td>
<td>_____ Sets teaching goals in annual report and demonstrates progress toward goals</td>
<td>_____ Sets teaching goals in annual report and demonstrates progress toward goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_____ Has not had students disseminate their scholarship</td>
<td>_____ Has evaluated and revised personal teaching goals to enhance teaching</td>
<td>_____ Evidence of creative and innovative goals to enhance teaching</td>
<td></td>
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<tr>
<td>Student Scholarship Activities</td>
<td></td>
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<td></td>
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<td></td>
<td>Annual report; Symposium program; conference documentation</td>
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<tr>
<td>Has had a student disseminate his/her scholarship</td>
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<td>-------------------------------------------------</td>
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</tbody>
</table>
| If Teaching Classes that Serve Other Departments or General Education  
| |  
| ____ Syllabus, course content, assignments, and evaluation procedures do not reflect the learning goals, objectives, and commitments of constituents being served |  
| ____ Syllabus, course content, assignments, and evaluation procedures for service courses reflect the learning goals, objectives, and commitments of the constituents being served |  
| ____ Syllabus, course content, and assignments, and evaluation procedures for service courses reflect the learning goals, objectives, and commitments of the constituents being served |  
| ____ Reflects upon learning goals, objectives, and commitments of the constituents being served and continues to adjust course to better meet these goals |  
| Syllabi |
## SCHOLARSHIP

### Scholarly Activity

<table>
<thead>
<tr>
<th>Below Expected Level</th>
<th>Expected Level</th>
<th>Above Expected Level</th>
<th>Documentation Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______ Has not engaged in any scholarly activity in past 5 years</td>
<td>_______ Ongoing scholarly activities include keeping current in the discipline, within specific field of expertise and broadly within the discipline</td>
<td>_______ Has multiple lines of ongoing scholarly activities</td>
<td>Annual report narrative; conference materials</td>
</tr>
<tr>
<td>_________________</td>
<td>_________________</td>
<td>_________________</td>
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</tr>
</tbody>
</table>

#### Examples

- a) Peer reviewed articles submitted and under review
- b) Service on editorial board for peer reviewed journal
- c) Develop and submit research/program (PI, co-PI, or team member)
- d) Evidence of grant writing and submission
- e) Implementation of grant award
- f) Conducting non-grant funded research relevant to nursing practice
- g) Consultation with outside agencies that require research data analysis or development of new knowledge/systems
- h) Developing continuing education programs for professional organization
- i) Chair or committee member of thesis committee that reflects collaborative faculty-student work

### Dissemination of Knowledge

<table>
<thead>
<tr>
<th>Below Expected Level</th>
<th>Expected Level</th>
<th>Above Expected Level</th>
<th>Documentation Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______ Has less than 2-3 peer reviewed publications, grant applications, posters or presentations accepted or published over the review period.</td>
<td>_______ Has minimum of 3 peer reviewed paper or poster conference presentations, external grant awards*, or invited talks over review period.</td>
<td>_______ Has multiple disseminations; more than 3 peer reviewed articles or equivalent scholarly publications over review period.</td>
<td>Reprints; conference materials</td>
</tr>
<tr>
<td>_________________</td>
<td>_________________</td>
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<td>_________________</td>
</tr>
</tbody>
</table>

#### Examples

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

### Future Plans/Goals for Scholarship

<table>
<thead>
<tr>
<th>Below Expected Level</th>
<th>Expected Level</th>
<th>Above Expected Level</th>
<th>Documentation Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______ Has limited or ill-defined plans/goals for scholarly activity</td>
<td>_______ Identified goals for ongoing scholarly activity</td>
<td>_______ Has multiple plans for future scholarly activity and has started to implement them</td>
<td>Annual report</td>
</tr>
<tr>
<td>_________________</td>
<td>_________________</td>
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</tr>
</tbody>
</table>

*Major grant applications that have been submitted but not awarded may be considered if the work demonstrates a significant investment of faculty scholarship.
<table>
<thead>
<tr>
<th>SCHOLARSHIP</th>
<th>Below Expected Level</th>
<th>Expected Level</th>
<th>Above Expected Level</th>
<th>Documentation examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department</strong></td>
<td>___ Is not engaged with the department</td>
<td>____ Is active in student recruitment</td>
<td>____ Assumes an effective leadership role in the work of the department (e.g., participation in standing committees; curricular review, assessment, student organizations)</td>
<td>Department letter; committee chair evaluations</td>
</tr>
<tr>
<td>a) Committees</td>
<td>___ Did not do significant committee work</td>
<td>___ Contributes to the work of the department (e.g., participation in standing committees; curricular review, assessment, student organizations)</td>
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<tr>
<td>b) Faculty mentoring—faculty, graduate students, student organizations</td>
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<td>c) Recruitment—open house, call/e-mail, interview applicants</td>
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<tr>
<td>d) Department initiatives—Accreditation, Curriculum Review, OBN visit, NCLEX preparation</td>
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<tr>
<td><strong>Student Advising</strong></td>
<td>___ Does not adhere to department advising policy when advising students</td>
<td>____ Regularly advises students according to the department guidelines</td>
<td>____ Official advising load is often greater than that of the department</td>
<td>Student advising evaluations; Department chair letter; Annual report; Exit interview data, as available</td>
</tr>
<tr>
<td>a) Meets advising load</td>
<td></td>
<td>____ Has an official advising load appropriate to the department or program</td>
<td>____ Advises a student campus organization</td>
<td></td>
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<tr>
<td>b) Maintains records/student files</td>
<td></td>
<td>____ Reflects on the advising assessment feedback</td>
<td>____ Participates in summer advising</td>
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</tr>
<tr>
<td>Analyze and utilize advisee feedback</td>
<td></td>
<td></td>
<td>____ Demonstrates higher level of commitment to assist students in meeting their educational needs</td>
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<tr>
<td><strong>College and University</strong></td>
<td></td>
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<tr>
<td>a) Collegiate fellow</td>
<td>____ 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</td>
<td>____ Regularly attends and is active in college or university committees</td>
<td>____ Has a leadership role in college or university committees, or serves as Program Director or equivalent position</td>
<td>Annual report; departmental letter; departmental chair letter; letters from committee chairs (optional)</td>
</tr>
<tr>
<td>b) Faculty forum</td>
<td></td>
<td>____ Regularly attends department, college and university functions (e.g., meetings, commencement, convocation)</td>
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<tr>
<td>c) Summer advising</td>
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<tr>
<td>d) Capital scholars</td>
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<tr>
<td>e) College and university meetings</td>
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<tr>
<td>Faculty mentoring</td>
<td></td>
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<tr>
<td><strong>Community</strong></td>
<td>___ Does no significant service to the community</td>
<td>____ Participates in service in civic, charitable, advocacy, or religious institutions and organizations drawing upon professional knowledge or in ways that are consistent with the mission and goals of Capital University</td>
<td>____ Participates in service in civic, charitable, advocacy, or religious institutions and organizations drawing upon professional knowledge or in ways that are consistent with the mission and goals of Capital University</td>
<td>Annual report; letters from organizations, as available</td>
</tr>
<tr>
<td>a) Board member</td>
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<tr>
<td>b) Service learning</td>
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<tr>
<td>c) Committee membership volunteerism</td>
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<tr>
<td><strong>Discipline/Profession</strong></td>
<td></td>
<td></td>
<td>____ Demonstrates long-term leadership in professional organizations or is an ongoing reviewer for conferences or granting agencies, or serves as an editor for professional publications</td>
<td>Annual report; letters from organizations, when available</td>
</tr>
<tr>
<td>a) Board member</td>
<td></td>
<td>____ Is regularly active in the discipline/profession</td>
<td>____ Encourages students to remain active in the discipline/profession after graduation</td>
<td></td>
</tr>
<tr>
<td>b) Reviewer for peer reviewed journal, textbook, abstracts for conferences, or proposals for granting agencies</td>
<td>____ Does little or no service to the discipline/profession</td>
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<tr>
<td>c) Serve on journal editorial board</td>
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<tr>
<td>d) Leadership in professional organization volunteerism related to nursing</td>
<td>____ Has limited or ill-defined plans/goals for future service</td>
<td>____ Identifies goals for ongoing service</td>
<td>____ Has multiple plans for future service and has started to implement them</td>
<td>Annual report</td>
</tr>
<tr>
<td><strong>Future Plans/Goals for Service</strong></td>
<td>____ Has limited or ill-defined plans/goals for future service</td>
<td>____ Identifies goals for ongoing service</td>
<td>____ Has multiple plans for future service and has started to implement them</td>
<td></td>
</tr>
</tbody>
</table>

*First year faculty are not expected to do academic advising.
Revised: Appointment, Promotion, Tenure, Evaluation (APTE) Committee
School of Nursing: August 2011; Accepted by Faculty Organization, School of Nursing April, 2016
School 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
SCHOOL OF NURSING
School of Nursing
Guidelines for Orienting New Faculty, Adjuncts and Teaching Assistants

Faculty_________________________  Mentor__________________________

These guidelines are used to facilitate orientation of new faculty to the School of Nursing (SON). This form will be initiated by the Dean, Associate Dean or Clinical Liaison 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 SON. 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 at the time of appointment to items indicated by a star (*) by the Dean, Associate Dean, Course Coordinator and/or the Clinical Liaison. The Course Coordinator or Clinical Liaison will serve as their mentor. Course related orientation based on the teaching assignment shall be SON annually or at the beginning of the course and following the Guidelines for Course Orientation.

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Course, Clinical and Lab evaluation
Clinical & Lab Evaluation Tool
University Calendar
Midterm Posting of grades
Midterm & Final Grade Posting
Variance Form

8. Expectation of Faculty Advising
   Advising Folder Location & Contents
   Summer Faculty Advising
   Web Advisor
   Unlock policy
   Evaluation of Advisor

9. Student Organizations
   CUSNA
   Theta Theta
   Men in Nursing
   Brain Bowl

10. Fuld Lab*
    Purpose
    Staffing & hours

11. Laboratory *
    Lab manager role
    Supplies
    Scheduling

12. Clinical *
    Agency contracts
    Negotiating placement
    Monitoring of Health Requirements
    Parking
    Orientation to Agency
    Travel & mileage reimbursement
    Preceptor Role & validation

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

Updated 12/2007 EFH, 12/12 JKM, Approved/Updated FO 4/1/18;
___________________________________ Date ____________________________ Dean
___________________________________ Date ____________________________ Associate Dean
___________________________________ Date ____________________________ Faculty Member or TA
___________________________________ Date ___________Mentor/Course Coordinator if applicable
___________________________________ Date ___________ Clinical Laisson if applicable
Course Orientation for Part-Time Faculty Adjuncts and Teaching Assistants

Course Number________________ Course Title______________________________

Name (Course Coordinator/Mentor/Clinical Liaison)_________________________

Name:  Adjunct Faculty / Teaching Assistant:_______________________________

Guidelines for Course Coordinator / Mentor or Clinical Liaison: Program orientation is completed at the time of initial appointment to the nursing program according to the Guidelines for Orienting New Faculty Form (Nursing Faculty Handbook). Course orientation is provided upon appointment or annually for part-time adjuncts and teaching assistants that are assigned to the specific course. Course Coordinators/Mentors and/or the Clinical Liaison shall meet with the Adjunct and/or Teaching Assistant (TA) assigned to teach in the course at the beginning of the appointment and/or assignment to the course to review the course orientation topics and responsibilities listed in A - C below. Provide a copy of the adjunct or teaching assistant evaluation form (Faculty Handbook) so that the part-time faculty and/or teaching assistant understands the criteria by which he/she will be evaluated annually.

A. Course Orientation Topics

1. Course Syllabus
2. Course Calendar/Schedule
3. Course Objectives
4. Lab and/or Clinical Objectives and activities
5. List of enrolled students assigned to teach
6. Clinical and/or Laboratory Evaluation Criteria and Form
7. Qualifications for faculty teaching in a nursing course (Faculty only) (4723-5-01 OAC; 4723-5-10 OAC)
8. Qualifications for teaching assistants (Faculty & Teaching Assistants) (4723-5-01 OAC; 4723-5-10 OAC)
9. Definition of “Clinical Experience” (4723-5-01 OAC)
10. Responsibilities related to supervision of nursing students (4723.32 ORC; 4723.5.20 OAC)
11. Policies and Rules r/t student conduct and safe nursing care r/t clinical and/or laboratory practice (4723 ORC; 4723-5-12 - C1-26 OAC; Prelicensure Nursing Student Handbook)
12. Documentation required in the Faculty File in the School of Nursing
   a. Official Transcripts for all academic degrees
   b. Verification of unencumbered Nursing License in State of Ohio
   c. Resume with practice experience listed in months and years
   d. Agency requirements for CPR and immunizations
   e. FBI/BCI Background Check
   f. Results of Drug Screen
   g. Current professional liability insurance verification
   h. Signed copy of New Faculty Orientation Form and Course Orientation Form for Part-time Faculty Adjuncts or Teaching Assistants (Signed at the time of appointment or in first semester following appointment).
i. Signed copy of the form for Notification of Teaching Assistant Responsibilities (Teaching Assistants only) (Must be signed each semester to establish the faculty who will provide direction to the teaching assistant)

13. Agency requirements for orientation of teaching assistants or faculty.

14. Policies related clinical cancellation and make-up of clinical hours.

B. Responsibilities for teaching in the course
   (Check area of responsibilities assigned to teach in the course)

☐ Lecture (Nursing Faculty [MS, MSN, CNP or PhD degrees] only)

☐ Lab (Faculty [MS/MSN/DNP/PhD degrees] or TAs [BSN degrees])

☐ Clinical (Faculty [MS/MSN/DNP/PhD degrees] or TAs [BSN degrees])

Agency/unit_______________________________________

C. Evaluation of Adjuncts or Teaching Assistants

Provide Evaluation Form

Signature below indicates that the adjunct or TA received the orientation to the course, the teaching assignment/responsibilities listed above as applicable and the criteria for evaluation of adjuncts or teaching assistants.

___________________________________ ____________________________
Course Coordinator / Mentor /       Date Adjunct or Teaching Assistant/    Date

Document History: Approved 4/18 Faculty Organization
SCHOOL OF NURSING

POSITION DESCRIPTION

DEAN

Requirement:
- 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 4723-5-10
- Additional requirements such as but not limited to satisfactory drug and criminal background checks may be required.

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

Appointment:
- Provost of the University

Responsible to:
- Provost of the University

Responsibilities:

I. Provide Leadership in the School 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, and 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 relationship with the alumni.
   H. Facilitate communication within the School 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 contract 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 for support academic programs.
   P. Coordinate with the Office of Admissions 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 School of Nursing and the campus community.
   C. Demonstrate leadership in strategic planning for the School of Nursing congruent with the University.

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

IV. **Contribute the scholarly outcomes of the School of Nursing as well as the larger academic community.**

**Evaluation:** Within the School 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; 12/19
SCHOOL OF NURSING

POSITION DESCRIPTION
ASSOCIATE DEAN PRE-LICENSURE PROGRAMS

Requirement: 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, School 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 Office of Admissions to facilitate student admissions.
      2. Assist in open house and orientation programs along with individual student meeting.
      3. Review transcripts of transfer and change of major students.
      4. Advise student application 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 the Office of Admissions office and approve admissions of C-NAP student.
      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 pre-licensure 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 SON, 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 the curriculum.
   E. Submit Fall, Spring and Summer schedule of course offerings the Registrar.
   F. Maintain communication with Dean related to Admissions Office, Finance, Registrar, and Bookstore.
      1. Assist in the mentoring and support of faculty.
   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-Licensure Program Committee and set annual goals.
   J. Update the Pre-Licensure 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 SON and CU guidelines.
Q. Collect grades for 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 letters to classes annually.
   1. Update students on changes in the Pre-Licensure Handbook.
   2. Update students on program fees or expenses in addition to published tuition and fees.
   3. Coordinate signature sheets for policies that affect students.
   4. Plan Orientation Day for new C-NAP students.
   5. Participate in Orientation Day for TUP students.
   6. Update sophomores on clinical requirements including health screenings.
   7. Discuss NCLEX-RN application with seniors.

T. Initiate student survey of current TUP and C-NAP students.
U. Review documents and publications for accuracy.
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.

III. Program Development
A. Recommend program modification and course revisions, new tracks or programs to Pre-Licensure Curriculum and Program Committees.
B. Coordinate with Pre-Licensure 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.

IV. 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.

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

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

Approved by the SON 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, 12/19
SCHOOL OF NURSING

POSITION DESCRIPTION
ASSOCIATE DEAN GRADUATE PROGRAMS

Requirement: Doctorate in nursing or related field
Licensure: Current, unrestricted, unencumbered, active Ohio RN License
Appointment: Dean, School of Nursing
Responsible for: Administrative support to 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 the Office of Admissions.
         This includes assisting in open houses, development of recruitment material.
      2. Interview and advise prospective students.
      3. Coordinate admission review process for graduate students.
      4. Develop plans of study for graduate programs.
      5. Assign students to a faculty advisor.
      6. Recommend recruitment and retention strategies.
      7. Assist in website update for graduate programs.
      8. Conduct SON orientation for new students enrolled in graduate 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 and manage the schedule for course offerings and time schedules.
      2. Assist student with changes to schedules.
      3. Monitor student’s information related to course offerings.
      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 Admission, 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 concentrates).
      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 graduate 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 Graduate 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 Graduate Program Committee.
L. Serve in an advising role to the graduate 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 modification and course revisions to Graduate Curriculum and Program Committees.
B. Develop annual planning retreat for graduate 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 process)
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 the CCNE.
C. Oversee and/or administer yearly survey of nursing alumni and their employers.
D. Prepare assessment evaluation reports as needed.

V. Scholarship and Leadership
A. Support the scholarly outcomes of faculty.
B. Provide leadership with the School, University, profession, and community.
C. Support the mission, policies and bylaws of the School of Nursing.

Evaluation: Annually by the Dean
Biennially by the faculty

Terms of Appointment: 0.50 FTE
Nine-month contract with summer supplemental contract
Academic rank in the School of Nursing

Approved by the SON Exe. Com. 11/10/00; 1/9/06; 10/07; Updated 8/10; 5/11; 1/13, 11/16, 12/19
SCHOOL 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
Appointmen 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 School of Nursing committees
   3. Membership and participation on the School 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 School 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 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 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
SCHOOL 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 School of Nursing Faculty Organization
   2. Membership and participation on the School 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 School 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
SCHOOL OF NURSING

POSITION DESCRIPTION FOR
ADJUNCT COURSE FACULTY

Requirements: Masters of Science in Nursing (minimum)
Licensure: Registered Nurse in Ohio with at least two years 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 School 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 School 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 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.

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  
School 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 School 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 School 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 School 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 School of Nursing philosophy, mission, and faculty expectations.

b. The role of the mentor is critical to the successful use of Teaching Assistants.
   1. A designated faculty mentor will be assigned to each Teaching Assistant.
   2. Faculty mentor will orient the Teaching Assistant to the course, lab and/or clinical objectives / learning outcomes and evaluation rubrics.
   3. Faculty mentor will direct and supervise the activities of the teaching assistant if utilized in accordance with 4725-5-19 OAC.
   4. 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
School 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
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></th>
<th>1. Performance of assigned responsibilities as set out in Notification of Teaching Assistant Duties form</th>
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<tbody>
<tr>
<td></td>
<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>
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<tr>
<td></td>
<td>□ Attends required meetings and/or training sessions</td>
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<td></td>
<td>□ Interacts effectively and maintains a professional demeanor with a wide diversity of individuals and work styles. Is receptive to feedback</td>
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<td>□ Represents Capital University School of Nursing professionally</td>
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<tr>
<td></td>
<td>□ Seeks guidance appropriately from faculty mentor</td>
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<th>2. Teaching Skills</th>
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<tr>
<td></td>
<td>□ Has appropriate level of knowledge of subject area and related expertise</td>
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<tr>
<td></td>
<td>□ Uses information, materials, equipment, and techniques accurately and appropriately</td>
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<tr>
<td></td>
<td>□ Supervises student practice in the clinical setting by providing guidance, direction, and support to the clinical</td>
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</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
SCHOOL 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, School 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
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 School 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
SCHOOL OF NURSING
POSITION DESCRIPTION
LABORATORY MANAGER

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 School 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
SCHOOL 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
SCHOOL OF NURSING
DOCUMENTATION OF PRECEPTOR EXPERIENCE POLICY

Preceptors are valuable assets to Capital University's School 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, in partnership with the Student Services Administrative Assistant, will maintain documentation of preceptor qualifications, orientation, and evaluations. The Preceptor Qualifications Form, Preceptor Contact Form, and License Verification are maintained in the Preceptor Notebook. This notebook may be found in the Student Services Office.

2. Documentation needs to include:
   a. Completion of Preceptor Qualifications Form. The qualifications summary should be used as a guide to assure that preceptors meet the Ohio Standards for preceptors prior to the clinical experience. This form must be completed prior to student assignment to the preceptor. This form is archived in the Preceptor Notebook.
   b. Course materials 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 School of Nursing. The evaluation is a component of the student's final evaluation.
   e. Preceptor evaluation of their experience with Capital University faculty. Faculty are responsible to share a summary of the preceptor evaluation with appropriate clinical staff.
   f. For preceptors who have completed the Preceptor Qualifications Form, the Preceptor Contact Form is completed each time a student is assigned to that preceptor. Prior to the student meeting with the preceptor, license verification must be completed. This assures that the preceptor continues to hold a current, valid license as an RN. The Preceptor Contact Form is archived in the Preceptor Notebook.

Traditional Undergraduate Program Committee 01/15/03; 08/10
School of Nursing 2013
CAPITAL UNIVERSITY SCHOOL OF NURSING
PRECEPTOR DATA FORM*

SECTION I: NAME, ADDRESS, EDUCATION and EXPERIENCE

Preceptor Name: ___________________________________________________ Date________

Facility/Employer Name: _______________________________________________________

Facility Address: _____________________________________________________________

**Education**: Name of Original Education Program: __________________________ Date of Graduation ___

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

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Nursing Experience

<table>
<thead>
<tr>
<th>Years and Months</th>
<th>Years and Months</th>
<th>Years and Months</th>
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<tbody>
<tr>
<td>Experience as RN</td>
<td>Experience as LPN</td>
<td>Experience as LPN</td>
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</table>

SECTION IIA: CURRENT SPECIALTY CERTIFICATION

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

SECTION IIB: DEMONSTRATED EXPERTISE

Describe your expertise in your area of clinical practice: ________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

SECTION III: LICENSURE: (Attach copy of license verification)

<table>
<thead>
<tr>
<th>State of Licensure</th>
<th>Licensure Type</th>
<th>License Number</th>
<th>Expiration Date</th>
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<tbody>
<tr>
<td>RN</td>
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<tr>
<td>LPN</td>
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</table>

Students Name: _____________________________________________________________

CU Faculty Member: ___________________________________________________________

Course: ___________________________________________ Term: __________________________
**Section IV: 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</th>
<th>Unit or practice area</th>
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**SECTION V: 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
   - The role of the teaching assistant or preceptor;
   - The responsibilities of the faculty member;
   - The course and clinical objectives or outcomes;
   - 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 Contact Information**

<table>
<thead>
<tr>
<th>Preceptor Work Phone</th>
<th>Preceptor Alt. Phone</th>
<th>Preceptor Email</th>
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<tbody>
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**Preceptor Signature (attesting to accuracy of information)**

Signature: ____________________________________________ Date ____________

(Signature indicates that the Preceptor “attests to” the information provided)

**Printed Name**

________________________________________ Date ____________

Faculty Signature

*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
SCHOOL OF NURSING

POSITION DESCRIPTION FOR
SENIOR ADMINISTRATIVE ASSISTANT (DEAN)

This is a full time individual who reports directly to the Dean of the School 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 School 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 School 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
SCHOOL OF NURSING

POSITION DESCRIPTION FOR
SENIOR ADMINISTRATIVE ASSISTANT (STUDENT SERVICES)

This is a full time individual who reports directly to the Dean of the School 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 School of Nursing including TUP, C-NAP, and Graduate 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 School 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 School 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 School 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 SON 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
SCHOOL 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 School 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 School 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
SCHOOL OF NURSING

POSITION DESCRIPTION

STUDENT LABORATORY ASSISTANT

Requirement: Junior or senior-level student in School of Nursing in good standing
Appointment by: Dean, School 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
SCHOOL OF NURSING

POLICY ON FACULTY WORKLOAD

Faculty in the School 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 School 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 School 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 School 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 School of Nursing and/or the University. If clarification is needed please consult the *CU Faculty Handbook* and discuss this with the Dean of the School 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 School 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 School 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
SCHOOL 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 School of Nursing.

Faculty teaching in the clinical setting are to use the Student Evaluation of Clinical Instructor form to elicit student feedback. An electronic version of this feedback form is available on iLearn. The data received can be used by the faculty in self-evaluation as well as in the evaluation completed by the course coordinator.

Rev 1/08; 09/10, 1/20
SCHOOL 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 \(^3,4\) 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.

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2 Halpern et al. (1998).
SCHOOL OF NURSING

STATEMENT ON REIMBURSEMENT FOR CLINICAL TRAVEL

The School 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 School 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
SCHOOL 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 School 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.
IV. Teaching and Advising

SCHOOL 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 School 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 School 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 School 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 School of Nursing Program Handbooks. It is the policy of the School of Nursing faculty that:

A. The provisions of the School 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 School 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
SCHOOL OF NURSING
ADVISING GUIDELINES

To meet the mission and goals of the School 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 School 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
SCHOOL OF NURSING
Course Syllabus

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.

CAPITAL UNIVERSITY
SCHOOL OF NURSING

NURSING XXX SYLLABUS
XX SEMESTER, YEAR

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 School 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 School 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 School 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 School 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 School 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 School 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 School 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 School of Nursing to assure safe and quality nursing care as well as adherence to policies, guidelines, standards and procedures of the School 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 School 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 School 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
School of Nursing Faculty as outlined in the School 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, School of Nursing Policies as defined in the School 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 School 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
(Faculty 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.)
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 School 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, School 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
School of Nursing
10/18/93; Rev 5/00; Rev 12/10

Original: Student Clinical Folder
cc: Dean, School of Nursing
Program Associate Dean
Advisor
Chair, Academic Affairs Committee
Student
SCHOOL 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 SON 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 School of Nursing administrator (ie: clinical/course coordinator, Associate Dean, Dean, Director of Facilities or other designee).

Approved by FO: 11/16
CAPITAL UNIVERSITY
SCHOOL 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 ________________________________ Date

Signature of Individual Completing Incident Report ____________________________
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.

<table>
<thead>
<tr>
<th>1. CRITICAL THINKING / CLINICAL JUDGMENT</th>
<th>Clinical Rating</th>
<th>Lab Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies relevant knowledge, standards and evidence from liberal arts, and biological, behavioral and nursing sciences to deliver safe and effective care to ill adults.</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>Utilizes cognitive, empirical, intuitive, and reflective processes for clinical reasoning to arrive at an accurate clinical judgment in care of acute ill adults.</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>Holistically collects biopsychosocial assessment data in N300 populations.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Analyzes data to determine and prioritize level/status of health present.</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>Recognizes salient factors related to dynamic changes in health status.</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>Interrelates factors influencing health and health care.</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>Identifies measurable and realistic outcomes of care for ill adults.</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>Develops prioritized plan of care based on standards of care and/or care bundles for ill adults.</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
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</tbody>
</table>
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.  

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

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

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<tbody>
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<td>1 2 3 4 5 n/a</td>
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</table>

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

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

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Practices holistic, carative behaviors to ill adults.  

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

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<td>1 2 3 4 5 n/a</td>
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Provides patient-centered care to ill adults.  

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</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  

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

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Documents care according to professional/legal/ethical guidelines.  

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Utilizes standardized nursing language in documentation & care planning.  

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

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

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Represents the SON and agencies with respect and dignity.  

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Utilizes communication frameworks to promote patient safety and quality care.  

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Communicates effectively within inter/intra professional & team contexts.  

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

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Advocates for safe, quality nursing care to ill adults.  

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

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

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

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5. SYSTEMS

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Promotes continuity of care across adult health care settings.

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

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Demonstrates flexibility while maintaining professional standards in response to change.

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

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Analyzes safety and quality concerns in adult health.

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

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6. TRANSITIONS

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<th>Clinical Rating</th>
<th>Lab Rating</th>
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<tbody>
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<td>1 2 3 4 5 n/a</td>
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Uses knowledge of growth and developmental theory when planning & implementing care.

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</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 care.

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Manages care to assist patient through health transitions.

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

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<tr>
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<tbody>
<tr>
<td>1 2 3 4 5 n/a</td>
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Applies principles and knowledge of holistic self-care to self & patients.

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<th>Clinical Rating</th>
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Demonstrates flexibility to changing adult health care environments while maintaining professional standards.

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<th>Clinical Rating</th>
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</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-_________________________
**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.


Approved 8/1/99, Updated 1/08, 8/10, 10/16
V. Health and Safety Policies

School 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.
SCHOOL OF NURSING

FACULTY DRUG TESTING POLICY

Background

The Capital University School of Nursing (SON) drug testing policy is established to meet contractual requirements established by clinical facilities used by the SON 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 School 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 SON. 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.

SON 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 School of Nursing
   b. “For cause” if the Dean of the School 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 SON.

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 School 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 School 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 by a certified testing service that will collect all urine specimens.
c. Collection will be according to standards set by the contracted laboratory.
d. Results of the test will be sent to the Dean of the School of Nursing.

2. “For cause” testing (off site)
   a. “For cause” testing will be off-site at the testing center specified by the Dean of the SON.
   b. Individuals selected for testing will be responsible for getting to the laboratory.
c. Results will be sent to the School of Nursing.

3. Cost of Testing
   a. The initial cost for faculty drug testing will be paid by the Capital University SON.
   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.

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Approved SON Faculty, 12/14/06; 08/10, 6/16, Reviewed (3/20)
May not use without permission.
SCHOOL OF NURSING

FACULTY CERTIFICATION, RELEASE AND AUTHORIZATION

I, ________________________________, hereby affirm that I have read and understand this Drug Testing policy for faculty in the School of Nursing, and that I have had an opportunity to ask responsible School 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 School of Nursing or the Dean’s designated representative.

__________________________________________  __________________________
Faculty Signature                          Date

__________________________________________  __________________________
Witness Signature                          Date

Approved: SON Faculty Organization, 12/14/06; 09/10, Reviewed (3/20)
CAPITAL UNIVERSITY SCHOOL OF NURSING

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>
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Signature:____________________________________________ Date: ____________________

Reviewed (3/20)
CAPITAL UNIVERSITY  
SCHOOL OF NURSING  

FACULTY CONTRACT FOR CONTINUED EMPLOYMENT  

I, ______________________________, as a faculty member in the Capital University School 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 School of Nursing that are related to problematic behavior.  

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

4. Have a drug test SON within four hours “for cause” after being contacted. If I refuse to have testing SON, 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 School 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 School 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 School 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 School 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 School 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, School of Nursing  Date  

Approved: SON Faculty Organization, 12/14/06, Reviewed (3/20)
OHIO REVISED CODE STATEMENT ON MISCONDUCT

Section 4723.34 of the Ohio Revised Code, Reporting misconduct [Effective 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 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
SCHOOL OF NURSING

POLICY AND GUIDELINES FOR OCCUPATIONAL HEALTH

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 School 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 School 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 Reviewed (3/20)
SCHOOL 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 SCHOOL 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 SON Faculty
3/91/90
Rev. 12/12/91, 1/18/93, 3/16/98, 5/05, 5/07; 05/10, 3/20
SCHOOL OF NURSING

OSHA POLICY

The School 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; 3/20
SCHOOL OF NURSING

EXPOSURE CONTROL PLAN

The Capital University School of Nursing (CUSON) 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 CUSON 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. The Biohazard box is located in the main lab in the locked storage room.

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 School of Nursing at risk of exposure to blood or other potentially infectious materials. These vaccinations will be administered under the supervision of a licensed independent practitioner.

5 Post-exposure Evaluation and Follow-up: After an exposure incident, the Faculty Affairs contact person will document the incident and the School of Nursing will provide a confidential medical evaluation at no cost to the exposed individual. If the exposure occurred in the hospital setting, the faculty should report to the Associate Health and Wellness Nurse to report. The source individual will be identified, if possible, with testing of the blood of the source individual and the exposed employee. This will be coordinated by the Associate Health and Wellness Nurse. Confidential post-exposure prophylaxis and detailed testing information will be made available to the exposed employee in a timely manner, as evaluated by the independent health care practitioner.

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
School of Nursing
1/18/93
Rev. 3/16/98
Rev. 5/07
Rev. 2/13
Rev. (3/20)
SCHOOL OF NURSING

GUIDELINES FOR CARING FOR PERSONS WITH KNOWN CONTAGIOUS DISEASES

The faculty of the School of Nursing endorse the American Nurses Association (ANA) Code of Ethics for Nurses with Interpretive Statements, 3rd ed. (2015), 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 300 (TUP) and (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.

SON Adopted 4/18/88 Rev 8/99; 5/07; 08/10, reviewed (3/20)
Universal Precautions for Preventing Transmission of Bloodborne Infections

Updated: 1996 Released: 1997, reviewed 9/16

"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, 3/20
SCHOOL 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 School 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 required follow-up to the exposure. This care may be provided by the agency where the exposure occurred, 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 School 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
3/20
SCHOOL 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 School of Nursing.

2/01/08 Faculty Organization; 2/13
SCHOOL OF NURSING

PRIVACY POLICIES
The Health Insurance Portability and Accountability Act (HIPAA)
The Family Educational Rights and Privacy Act (FERPA),

Faculty of the School 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 School 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, https://www.capital.edu/academics/academic-offices/registrar/student-rights/
School of Nursing
Simulation Policy

The Capital University School of Nursing (SON) 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 School 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
SCHOOL 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 School 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
School of Nursing

Policy on Student Complaints and Grievances

I. Capital University School of Nursing has a formal process for addressing and resolving student complaints and grievances emerging from alleged violations of School policies, procedures, or established practices on the part of a School faculty or staff member.

II. When registering complaints, students must follow appropriate procedures. If a student has any questions about the proper procedure to follow, they may contact the Dean or Associate Dean of Nursing.

III. This policy addresses student complaints and grievances not otherwise covered by another University policy or procedure. If the complaint involves Student Grade Grievances, Academic Appeals, Student Conduct violations, or situations covered under the University’s policies on Human Dignity, Non-Discrimination, Title IX (Sexual Harassment and Gender Discrimination), Disabilities policies, Accreditation Standards or other Capital University Policies should be initiated and follow the policies and procedures listed in the Capital University Student Handbook (https://www.capital.edu/uploadedfiles/content/audience_navigation/current_student/student_handbook20969.pdf).

References to these policies are available at https://www.capital.edu/about-capital/complaints/.

IV. Informal Resolution: Students are encouraged to address complaints and grievances directly with the involved faculty or staff member. Faculty and staff are also encouraged to resolve complaints through this process, whenever possible. The general procedure to be followed:

   a. Students should request a meeting with the involved faculty or staff member. The meeting may occur either in person or via telephone. If this discussion does not result in resolution of the student’s concern, the student may request a meeting with next most senior supervisor or administrator responsible for the program involved.

      • For example, for a non-academic issue not resolved through a discussion with the involved faculty member, the student may next contact the Associate Dean who oversees the student’s educational program. If the student’s complaint or concern is not resolved at this level, the student may then submit a written request. This will initiate the Formal Resolution process outlined below.

V. Formal Resolution: When student complaints or grievances have not been resolved through
informal methods, a Formal Resolution process is available. A formal grievance can be submitted in writing directly to the Dean of Nursing.

VI. **Formal Resolution Process**: All students complaints and grievances submitted for Formal Resolution will follow this process:

**A. Step 1**: The written complaint should be submitted and/or referred to the appropriate Associate Dean of Nursing who oversees the student’s area of study. The Associate Dean will investigate the student’s complaint by speaking with the student, communicating with others involved in the complaint, and by gathering other information and data as necessary. Typically, a written response will be provided to the student (either in person or via email) within ten (10) business days from the date of the complaint. If additional time is needed, the Associate Dean will notify the student before the end of this same 10 day period.

   i. If the formal complaint pertains to the Associate Deans or the Dean of the School of Nursing, then the complaint should be referred to the Provost of Capital University for resolution. The Provost, or his/her designee, will investigate the student’s complaint by speaking with the student, communicating with others involved in the complaint, and by gathering other information and data as necessary. Typically, a written response will be provided to the student (either in person or via email) within ten (10) business days from the date of the complaint. If additional time is needed, the Provost will notify the student before the end of this same 10 day period. Decisions by the Provost, or his/her designee, are final as to the decision in question.

**B. Step 2**: Decisions made by the Associate Deans involving students are final, except that decisions having a material adverse impact on students may be appealed, in writing, to the School of Nursing Dean within ten (10) business days of the written decision being provided to the student. The Dean will issue his or her decision within twenty (20) business days of receiving the student's appeal. The Dean’s review of the decision is a limited appeal. The Dean will review the decision only to determine whether the Associate Dean abused his or her discretion and whether there was a material adverse impact on students. Example of decisions not having a material adverse impact includes, but are not limited to: parking fines, late fees, computer lab charges, and library fees. If the Dean finds that the decision was an abuse of discretion, the Dean may, at the Dean’s discretion do any of the following: remand the decision to the Associate Dean for action consistent with the Dean’s determination; reverse or modify the decision; make the appropriate referral of the matter to another appropriate university office. The Dean may confine the review to written materials submitted by the student and written materials submitted by the Associate Dean. The determination by the Dean hereunder is final, as to the decision in question.
i. The Dean of Nursing will also refer the complaint decision to the Executive Committee of the School of Nursing for review in terms of the relevant Bylaws and Policies of the Nursing Faculty Handbook, Policies in the Nursing Student Handbooks, and Policies of Capital University, Standards of Practice, and/or Agency Contracts. This review should assist the School in assessing the effectiveness of its policies and determining whether the policies and practices of the School should be clarified. The Executive Committee will report the complaint, decision/remedy to the Faculty Organization Committee at its next meeting.

VII. **Recording of Complaints:** The School will keep a record of complaints submitted through the Formal Resolution process, including the appeals (if any) and the resolutions, on file in the administrative offices of the Dean for the School of Nursing.
VI. Frequently Used Forms and Guides

CAPITAL UNIVERSITY
SCHOOL OF NURSING

COLLEAGUE FACULTY CLASSROOM EVALUATION

FACULTY NAME: _________________________ DATE: _________________________

CLASS TOPIC: ___________________________ COURSE NUMBER: ____________

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

Narrative Evaluation Summary:

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:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Area for Growth</th>
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</table>

Signature

Capital University School of Nursing
APTE for FacAffCom JM/sc
9/15/05; 08/10; 2/13
# 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:

<table>
<thead>
<tr>
<th>My Advisor:</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>NA</th>
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</thead>
<tbody>
<tr>
<td>1. meets with me as the need arises</td>
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<td>2. helps me identify my individual learning needs</td>
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<td>3. develops a curriculum plan</td>
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<td>4. discusses options for scheduling courses</td>
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<td>5. assists me in revising my schedule as necessary</td>
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<td>6. helps me assess the impact of work and/or extracurricular activities on my studies</td>
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<td>7. is informed about support services at Capital University</td>
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<td>8. provides recommendations and/or references as requested</td>
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<td>9. treats me with respect</td>
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<tr>
<td>10. explains what I can expect from my advisor</td>
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<tr>
<td>11. explains what is expected of me as an advisee</td>
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<td>12. overall, does a satisfactory job of advising</td>
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</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  
SCHOOL 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  
A - Agree  
D - Disagree  
SD - Strongly Disagree  
NA - Not Applicable

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 SON 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
SCHOOL 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

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School of Nursing
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## CAPITAL UNIVERSITY
### SCHOOL OF NURSING

### EVALUATION BY CHAIRPERSON OF FACULTY COMMITTEE WORK

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>FACULTY NAME</th>
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<tbody>
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<tr>
<th>DATE</th>
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</table>

### Response Key:

- **SA** - Strongly Agree
- **A** - Agree
- **D** - Disagree
- **SD** - Strongly Disagree
- **NA** - Not Applicable

### 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 ____________________________

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Capital University
School of Nursing
Part-Time Faculty Performance Evaluation

Course Number____________________Course Title__________________________

Name: Adjunct Faculty

Name: Clinical Liaison/Faculty Course/Clinical Coordinator__________________

This form is to be completed for part-time faculty (MS/MSN/DNP or PhD degree) by the clinical liaison or faculty/clinical course coordinator on an annual basis. (Teaching Assistants (BSN degree) are evaluated using the Teaching Assistant Performance Evaluation Form). In part A, mark the box to indicate the responsibilities of the adjunct faculty for teaching in the course. In part B, please rate the adjunct faculty member by placing a check mark in the appropriate boxes for Clinical, Laboratory or Theory teaching as applicable to the teaching assignment. In part C, provide recommendation for rehire.

A. Responsibilities for teaching in the course
(Check area of responsibilities assigned to teach in the course)

☐ Lecture  
☐ Lab  
☐ Clinical

B. Performance Evaluation Ratings
(EE = Exceeds Expectation; ME = Meets Expectation; NI = Needs Improvement; NA = Not Applicable).

<table>
<thead>
<tr>
<th>1. Clinical or Laboratory Teaching (if applicable)</th>
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<tbody>
<tr>
<td>A. Demonstrates competency &amp; expertise related to the practice area.</td>
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<tr>
<td>B. Makes appropriate clinical or laboratory assignments that give students opportunity to meet the course/clinical and/or lab objectives and are in accordance with OBN definition of clinical experience (4723.5.01 OAC).</td>
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<tr>
<td>C. Supervises students in clinical or laboratory according to the School of Nursing Policies, Agency Policies, and OBN Responsibilities related to supervision of nursing students (4723.5.20 OAC) as relevant.</td>
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<tr>
<td>D. Provides guidance, direction and support in the supervision of students in clinical or lab to assure learning, patient safety, and quality of care.</td>
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<tr>
<td>E. Contributes to student evaluation with fairness and impartiality in accordance with the clinical or laboratory objectives and evaluation rubrics.</td>
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<tr>
<td>F. Displays sensitivity, concern, and respect during interaction with students, faculty and staff.</td>
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<tr>
<td>G. Is punctual, prepared and organized for lab or clinical.</td>
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<tr>
<td>H. Represents Capital University Department with professionalism</td>
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<tr>
<td>I. Attends required course meetings and/or training sessions</td>
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<tr>
<td>J. Seeks guidance appropriately from course faculty and/or clinical liaison; accepts and utilizes guidance and feedback to improve teaching effectiveness</td>
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<tr>
<td>K. Provides the planned clinical or laboratory hours as scheduled</td>
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</table>

2. Theory / Lecture Teaching (if applicable) | EE | ME | NI | NA

<table>
<thead>
<tr>
<th>1. Clinical or Laboratory Teaching (if applicable)</th>
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<tbody>
<tr>
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<td>J. Seeks guidance appropriately from course faculty and/or clinical liaison; accepts and utilizes guidance and feedback to improve teaching effectiveness</td>
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<tr>
<td>K. Provides the planned clinical or laboratory hours as scheduled</td>
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</tbody>
</table>
A. Displays course organization and clarity r/t syllabus, calendar, guidelines for assignments, & evaluation rubrics.

B. Demonstrates knowledge and expertise in subject manner.

C. Delivers course content in organized, current and objective form. (Discusses major points, recent developments & various points of view without personal bias.)

D. Encourages student engagement and provides opportunities for application, analysis, evaluation, integration and/or synthesis as relevant.

E. Evaluations reflect course and lesson objectives

F. Displays enthusiasm and interest in subject matter and student learning

G. Provides timely, objective, and instructive feedback to students on course assignments

H. Demonstrates sensitivity, interest, & respect for students in the classroom

I. Identifies goals for session; establishes and manages classroom behavior and learning environment to promote learning

J. Provides the planned theory course hours as scheduled

C. Recommendation regarding rehire

3. Overall Evaluation (Check Yes or No in box)  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Recommendation for rehire

D. Narrative Evaluation (Additional Comments may be added here.)

E. Adjunct Faculty Comments (Responses may be added here.)

Evaluator’s Signature  
Printed Name  
Date

Adjunct Faculty Signature  
Printed Name  
Date

Document History: Approved 4/18 Faculty Organization
CAPITAL UNIVERSITY
SCHOOL 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 School 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 School 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
SCHOOL 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 School 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 School 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
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>
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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).

| Name: ____________________________ | Dept. name to be charged: ____________________________ |
| Address: _________________________ | Account 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>Explanations</th>
<th>Total</th>
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</tbody>
</table>

Total Expenses $0.00

Credit Card Charges

Date | Amount
--- | ---

Card Total $0.00

Cash Advances

Date | Amount
--- | ---

Total Mileage Cost $0.00

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<th>Subtotals</th>
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<td>Lodging</td>
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<tr>
<td>Tips</td>
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<tr>
<td>Misc.</td>
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<tr>
<td>Mileage Cost</td>
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</tr>
</tbody>
</table>

$ - Advances Total: $0.00

Balance Due: $0.00

University

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: __________