Saint Francis Medical Center
College of Nursing
Peoria, Illinois

FACULTY - ACADEMIC HANDBOOK
2016 - 2018
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SECTION I
ABOUT THE COLLEGE

MISSION STATEMENT

PHILOSOPHY

COLLEGE GOALS

VISION

QUALITY STATEMENT

STATEMENT OF VALUES

ORGANIZING FRAMEWORK
MISSION STATEMENT

Saint Francis Medical Center College of Nursing is a private, Catholic, specialized institution. The College, founded and operated by The Sisters of the Third Order of Saint Francis, is enriched by the heritage of the Sisters who have a mission of caring and commitment to quality health care.

The College provides nursing education programs at the undergraduate and the graduate levels. The upper division baccalaureate program prepares the student for the practice of professional nursing. This program builds on and incorporates theories, concepts, and principles from behavioral, natural, and social sciences. The graduate program builds on the prior nursing knowledge and experiences to prepare the nurse for the advanced roles in nursing. The College serves the community by educating competent entry level and advanced practitioners in a tradition of excellence in nursing, who deliver caring, comprehensive, and complex care responsive to the changing needs of society in a dynamic healthcare environment. The faculty and students of the College participate in both scholarly and service activities that contribute to knowledge development related to education, nursing, and healthcare.
PHILOSOPHY

The philosophy of Saint Francis Medical Center College of Nursing, developed by the faculty, is congruent with the Corporate Philosophy and Corporate Mission Statement of the Sisters of the Third Order of St. Francis. It is in accord with Catholic philosophy and follows the ideals of St. Francis of Assisi, who had a great love for God and humankind, especially the sick and the poor.

Philosophy of Nursing
We believe each person is created by God with a mortal body and an immortal soul whose ultimate aim is eternal salvation. We believe each person, born with intellect and free will, has personal dignity and natural rights with associated responsibilities to God, humankind, and society.

The individual, as a member of society, is an adaptive being who is constantly interacting with the environment while striving toward self-actualization throughout the life cycle. We believe society is a multicultural system composed of interdependent individuals, families, groups and communities. Society has the responsibility to provide a health care system, which is responsive to changing knowledge, technology, and human resources, and is accessible to its members. The faculty believes health is a dynamic state in which the individual adapts to one’s internal and external environments so that there is a state of physical, emotional, intellectual, social and spiritual well-being. We believe that health encompasses both wellness and illness. Inherent in the individual’s rights is the right to attain optimal health and the right to health care.

We believe professional nursing is an art and an applied science which builds on the behavioral, natural, and social sciences. Nursing utilizes selected concepts, theories, principles, and research in the implementation of the nursing process. The nurse, through application of the nursing process, assists the patient in achieving optimal health status by facilitating adaptation within the individual’s social system. As the health care system changes, the professional nurse must be prepared to assume a variety of emerging roles. The goals of nursing are the promotion and maintenance of health, the care and rehabilitation of the sick and the injured, and the support of the dying. To achieve the goals of nursing, the professional nurse collaborates with the patient, family, and members of the interprofessional health care team in planning and providing care, and in promoting health of the individual, the family, and the community.

We believe caring is an essential element of both the art and science of nursing. Caring permeates all areas of nursing practice and facilitates the achievement of nursing goals. Caring is a helping relationship which is influenced by cultural and spiritual values and which promotes growth and self-actualization of the patient and the nurse.

Philosophy of Nursing Education
The faculty believes that the purpose of nursing education is to promote a student centered learning environment that develops critical thinking, skills of inquiry, creative thinking and problem solving in the process of obtaining knowledge. The faculty believes that learning, a life-long process, occurs when the individual is an active participant.
Learning is both an independent and interdependent process. We believe that students learn through cyclical processes in which theory and practice reinforce one another. The faculty accepts responsibility as educators to foster a student centered learning environment which maximizes each individual’s unique potential. The learner in a student centered learning environment draws from previous experiences to make meaning of current situations.

We believe that the student is a unique individual who has intrinsic worth, is deserving of respect, and is capable of making informed decisions regarding learning. The faculty recognizes that the learner comes from a sociocultural background with diverse life experiences and varied attitudes and values. The faculty believes that the student is at the center of the curriculum and is an active participant in learning and “coming to know”. The faculty acts as a guide and facilitator in the learning process and is responsible for the development, implementation, and evaluation of the learning experience. Planned learning activities advance intellectual inquiry, self-reflection, critical thinking, effective communication, and self-directed, independent learning.

We believe that the goal of the academic programs is to facilitate deep learning which involves the critical analysis of new ideas, linking them to already known theories, concepts, and principles. This type of learning leads to understanding and long-term retention of concepts so that they may be used as the basis for problem solving in unfamiliar contexts. Deep learning promotes understanding and application for life.

**Baccalaureate and Graduate Education**

The faculty believes that the baccalaureate nursing education builds upon and incorporates the natural and social sciences and the liberal arts. This broad foundation provides the understanding of humankind and society necessary for the learner to begin the implementation of the nursing process. We believe professional nursing education integrates theories, principles, and knowledge from the general studies with nursing theories, concepts, and experiences. Baccalaureate nursing education prepares the graduate for the practice of professional nursing as a generalist who is able to function independently and interdependently with individuals, families and groups in a variety of health care settings. Graduate nursing education prepares the individual for advanced nursing practice. The graduate is prepared to function autonomously in a variety of roles and settings. Students integrate theory, research, and practice for the improvement of patient care and the advancement of nursing practice and the profession.

We believe the Judeo Christian tenets underlying the nursing education at Saint Francis Medical Center College of Nursing promote values essential for the personal and professional philosophy of God and humankind. These values, inculcated throughout the curricula, guide the learner to evolve into an ethical and accountable professional nurse.

Faculty/College Senate 5/2008
College Board 6/2008
OSF Healthcare Systems Board 7/2012
COLLEGE GOALS

Saint Francis Medical Center College of Nursing offers educational opportunities which:

1. Prepare the graduate to practice professional nursing in a variety of roles and health care settings.
2. Provide the essential foundation for graduate study in nursing.
3. Foster the commitment to personal and professional growth and accountability.

VISION

Embracing our Catholic heritage and standards of nursing excellence, Saint Francis Medical Center College of Nursing will provide the highest quality nursing education programs that produce the most prepared nurses, leaders, and educators capable of administering the highest quality professional nursing care and nursing education.

QUALITY STATEMENT

Quality is our commitment to excellence in nursing education, being the very best of the best. It is achieved by applying Quality Improvement initiatives to reach beyond expectations in teaching, learning, and services to students and stakeholders.

Approved: College Senate 3/10
STATEMENT OF VALUES

The philosophy of Saint Francis Medical Center College of Nursing, developed by the faculty, is congruent with the Corporate Philosophy and Corporate Mission Statement of The Sisters of the Third Order of St. Francis. It is in accord with Catholic philosophy and flows from the ideals of St. Francis of Assisi who had a great love for God and humankind, especially the sick and the poor. The following values flow from this philosophy and permeate all aspects of the College. The purposes of the College of Nursing Value Statements are to: support the mission and philosophy, provide direction for the day-to-day activities and decisions, specify how individuals should behave, and provide meaning to each person’s work.

January 2007, the College Senate approved the revision of the College Statement of Core Values into four categories: personal and professional development, service, quality, and agility. Personal and professional development includes learning, caring, leadership, and personal worth and dignity. Service includes integrity, accountability, and responsibility. Quality includes excellence.

I. Personal & Professional Development-

Learning- is a life long, interactive process in which critical thinking and intellectual inquiry skills are developed and a change of behavior, attitude or thought patterns occur. Learners are valued as unique individuals, with diverse life experiences and varied attitudes and values, who are active participants in the process.

Caring- develops helping relationships influenced by cultural and spiritual values and promotes the growth and self-actualization of the client, nurse, student, and employee. The College values open and honest communication, which fosters trusting relationships among ourselves and those we serve.

Leadership- is facilitating action by developing people to achieve and maintain change (Yoder-Wise and Kowalski, 2006). Leadership embraces the importance of responsibility, accountability, and commitment. It is the ability to have a vision for the College, enable and empower other to attain the vision through using and developing trusting relationships.

Personal worth & dignity- recognizes the unique value of each person as an individual, regardless of race, color, age, gender, ethnic background, or religion. Born with intellect and free will, the individual is a member of society and an adaptive being who is constantly interacting with the environment while striving toward self-actualization throughout the life cycle.

II. Service

Integrity - believes in Judeo-Christian tenets, which permeate the curriculum and promote the ethical values of human dignity, justice, service, and respect for life. These values provide a foundation for the institution in its practices and relationships and are essential in the College's commitment to high standards of institutional and individual integrity.

Responsibility- is the obligation to accomplish a task or assignment (Wise and Kolwaski, 2006). Accepting responsibility for one’s work or life provides a sense of inner control, which leads to owning responsible for what is happening in one’s life (Barker, Sullivan and Emery, 2006).

Accountability- is defined as the act of accepting ownership for one’s responsibilities and the results or the lack of results, without blame and rationalizations. Accountability focuses on outcomes (Wise and Kolwaski, 2006). Accountability is a personal choice to demonstrate
ownership necessary for achieving the desired, clearly identified outcomes and results. We believe that each employee will ask what else I can do to achieve, advance, grow, or enhance the achievement of the outcomes of the College and their personal life (O’Grady & Malloch, 2003). The College accepts responsibility and holds each other accountable for carrying out the Mission of the College through quality nursing education, qualified faculty, and sufficient support for excellence in student learning outcomes. The College strives to educate students about the need for personal and professional accountability.

III. **Quality** – includes excellence. We believe in achieving the best results possible not just doing a job.

   **Excellence** is the commitment to quality nursing education programs at the undergraduate and graduate levels. Quality and excellence are ensured through the collection, analysis, and use evidence based practice and education and data from the Systematic Evaluation Plan for development, maintenance, or revision of the educational programs and outcomes of the College. The College is committed to being the best of the best.

IV. **Agility** – is the commitment to being future focused and forward thinking in planning and delivering nursing education programs. This forward and focused thinking propels the College towards its Mission of excellence in nursing education.

Approved 1/19/07
Revised 3/23/07
Revision Approval
College Senate 5/4/07
College Board 6/15/07
ORGANIZING FRAMEWORK

The organizing framework incorporates theories, concepts, and principles from behavioral, natural, and social sciences. This framework is developed from the four major concepts of the nursing metaparadigm (person, health, nursing, and environment) as well as the concepts of society and student centered learning. Each of the major concepts has a number of subconcepts.

Person is conceptualized as an individual, a member of society, and an adaptive being that is constantly interacting with the environment while striving toward self-actualization throughout the life cycle. A person is a holistic being created by God with responsibilities to God, humankind, and society. All persons have both basic and higher level needs whereas each individual has a unique combination of physical, emotional, social, intellectual, and spiritual needs which may vary in priority. The term “person” refers not only to patients and families, but also to students.

Health is a state of being, which is relative and dynamic; has physical, emotional, social, cultural, and spiritual dimensions; and encompasses wellness and illness. Wellness is a state in which all aspects of a person’s functioning are balanced, purposeful, and directed toward attaining one’s optimal health. Health promotion is a major focus of professional nursing practice. Illness is an abnormal process in which any aspect of a person’s functioning is diminished or impaired as compared with one’s previous condition.

Nursing, an art and an applied science, is a practice discipline characterized by caring. The art of nursing is demonstrated in the development of a caring relationship through the application of communication skills and teaching/learning principles in interactions which are influenced by cultural and spiritual values and which promote the growth and self-actualization of the patient and/or nurse. The goals of nursing, to promote and maintain health, rehabilitate and restore the sick and injured, and support the critically ill and/or dying, are achieved through the nursing process. This analytical approach of assessing, diagnosing, planning, implementing, and evaluating pervades all areas of nursing. Nursing, as an applied science based on theory, requires critical thinking and intellectual inquiry and is expanded by nursing research which provides the empirical foundation for evidence-based practice. Exposure to nursing theory enhances the nursing process. Professional nursing is actualized through the roles of caregiver, educator, leader, manager, advocate, and researcher. The graduate has expanded roles to include management, leadership, caregiver, researcher and educator. These expanded roles include responsibilities in the management of outcomes, risks, services, and resources; case management; program development and evaluation; and interprofessional team management. The graduate prepared nurse uses advanced knowledge and critical thinking skills to respond to the changing health care environment.

Environment is conceptualized as a dynamic milieu of internal and external stimuli, circumstances, and influences which surround and affect persons. By a process of interaction and adaptation, a varying degree of balance between the internal and external environment is maintained. The adaptive response is dependent upon the individual’s
rational attributes, genetic endowment, growth and development, learning emanating from past experiences, perceptions of the present, and speculations on the future. In the selection of student learning experiences, situations are chosen for the promotion and maintenance of patient health; for the rehabilitation and restoration of the sick and injured; and for the support of those who are in crisis or dying. Graduate student learning opportunities focus on assessing the effectiveness of interprofessional collaboration, identifying factors (e.g., culture, finances, regulatory requirements, external demands, and other contextual variables in the environment of care) that influence outcomes, identifying significant organizational relationships that are facilitators or barriers to any proposed change, and identifying differences created by organizational culture that occur between and among departments, teams, and/or groups within an organization that can affect how a change is implemented.

Society encompasses the individual, family, population groups, and community. Society is defined as a multicultural system composed of interdependent individuals, families, groups, and communities. Communities may be national, international, or broad groupings of people having common traditions, institutions, and collective activities and interests.

Persistent and growing underserved, rural, and vulnerable populations are a major focus of contemporary professional nursing. Numerous societal demands require creative interventions, alternative settings and new partnerships and coalitions to maximize health care delivery and decrease health disparities.

Student centered learning places the responsibility for learning on the student who works cooperatively with peers and faculty to establish mutual learning goals. The premise of student centered learning is that students will have greater motivation to learn if they perceive that they have a vested interest in their own learning. Instead of the teacher being the sole, infallible source of information, the teacher shares control of the learning environment. Students are encouraged to explore, experiment, and discover on their own and in cooperation with peers. An important aspect of student centered learning is the practice of experiential learning. Such intellectual exercise facilitates the student’s ability to make connections in such a way that the student is able to successfully apply previously learned concepts to new and unfamiliar situations.

The primary concepts for the undergraduate curriculum progress from the promotion and maintenance of health to support in crisis and dying. All other concepts and subconcepts are pervasive, including quality and safety which are integral to the programs.

In the graduate curriculum, the pervasive concepts are theory, role development, caring/communication, leadership, critical thinking, therapeutic nursing interventions, research, environment, culture and ethics. Additional skill sets are incorporated into nursing courses which include health care policy, finance, current practice of nursing, current trends in health care, current trends in education, community concepts, health care delivery, values and accountability.
Subconcepts, as identified by the college, further define and expand the major concepts of person, health, nursing, environment, society, and student centered learning as follows:

PERSON:
- A person is an individual created by God with a mortal body and an immortal soul whose ultimate aim is eternal salvation. An individual has personal dignity and natural rights with associated responsibilities to God, self, and others.
- A person is a member of society who has a dependent role, an interdependent role, and an independent role in the family, group, or community in which the person functions.
- A person is an adaptive being who is constantly responding to alterations in the environment to achieve an integration of physical, emotional, intellectual, social, cultural and spiritual health.
- All persons have needs, which are perceived and/or unperceived physical, emotional, intellectual, social, and spiritual requirements. As persons pass through developmental stages of life striving toward self-actualization, their need progresses from the basic to higher levels.

HEALTH:
- Wellness is a state in which all aspects of a person’s functioning are balanced, purposeful, and directed toward attaining one’s full potential.
- Illness is an abnormal process in which any aspect of a person’s functioning is diminished or impaired as compared with one’s previous condition.
- Dimensions of health are the physical, emotional, intellectual, social, cultural, and spiritual aspects of a person.
- Health promotion includes encouraging healthy lifestyles, creating supportive environments for health, strengthening community action, reorienting health services to place primary focus on promoting health and preventing disease, and building healthy public policy (Turner as cited in Pender, 2006).

NURSING:
- The nursing process is a systematic method of organizing the delivery of evidence-based nursing care. Components of the process are: assessing health status and health potential, formulating nursing diagnoses, planning individualized interventions, implementing planned care, and evaluating the patient’s response.
- Graduate nursing education prepares the nurse to function autonomously in a variety of roles, and integrates theory, research, and practice for the improvement of patient care and the advancement of the nursing profession.
- The art of nursing is the skill manifested in the competent, caring management of patient care.
- Caring is the helping relationship which is influenced by spiritual and cultural values and which promotes the growth and self-actualization of the patient and/or nurse. The concept of caring encompasses the processes of interaction, communication, and teaching/learning.
• Nursing is an applied science, which integrates theory, research and practice to provide an empirical foundation for best practices.

• The goals of nursing are the promotion and maintenance of health, the restoration and rehabilitation of the sick and injured, and the support of the critically ill and/or dying.

• The professional nurse functions in the interrelated roles of care giver, educator, leader, advocate, facilitator, researcher, and manager. The graduate functions with advanced expertise in the expanded roles of clinician, which includes caregiver, manager, and leader; and educator, which includes teacher, scholar and collaborator.

• The professional nurse is accountable and liable for her/his actions, willing to be judged against performance expectations, willing to live with the results of one’s actions and be able to determine where those results were successful and where they need change or modification.

SOCIETY:

• An individual is a member of society who has a role in a family, group, and community.

• A family is the basic unit of society; two or more people living together with shared emotional and economic involvement; a group of people who interact with care and concern for each other.

• A population group is a number of persons considered together because of common interests or similarities.

• A community is an interacting population, people with common interest living in a particular area; people with common history or social, economic, and political interests.

• A global community describes all populations worldwide who interact with one another and share information and resources. Common concerns of the global community include vulnerability and health disparity.

ENVIRONMENT:

• The internal environment consists of the set of factors inside a person that may influence one’s health, e.g. genetic factors, physiological processes, psychological variables, intellectual and spiritual dimensions.

• The external environment consists of the set of factors outside and distinct from a person that may influence one’s health, e.g. physical, social, cultural, and economic variables.

• Within the global healthcare environment, the graduate nurse will incorporate creative problem solving to discover innovative alternative solutions to system problems, to develop innovative solutions that can be generalized across differing population groups and/or specialties, and to lead nursing and interprofessional groups in implementing innovative patient care programs that address patient care issues across the full continuum of care, different population groups, and/or different specialties.
STUDENT CENTERED LEARNING:

- The student is an active participant in the learning process.
- The student assumes responsibility for his/her own learning.
- The student and teacher form a partnership for the achievement of learning outcomes.
- The student works collaboratively with peers, faculty, and health care staff to master concepts as outlined by the curriculum.
- The student, through the process of experiential learning, is able to appropriately employ previously learned information when faced with new situations. The curriculum emphasizes experiential learning which affords students the opportunity to integrate abstract, conceptual knowledge into concrete applications, leading to broader, more enduring learning outcomes. Dewey (1916) describes the process of making connections through experience as follows:

To “learn from experience” is to make a backward and forward connection between what we do to things and what we suffer or enjoy from things in consequence (p. 140).

Experience is crucial to the process of learning because it brings people together and encourages participation. This is abundantly evident in the realm of nursing education due to the essential component of clinical experience. The real-world “hands-on” experiences in the clinical setting which allow the student to work with actual patients, as well as simulated experiences in the clinical laboratory, are invaluable to the student’s development as a competent practitioner.

With respect to curriculum development at the College of Nursing, for an experience to be a valuable learning process the student must have the opportunity for, and be guided toward "reflective thought" so that the relevance of the experience can be assessed and the experience can be placed into context. According to Dewey ([1910], 1991) it is the teacher’s duty to foster intellectual curiosity by keeping alive, the sacred spark of wonder and to fan the flame that already glows…[and to] protect the spirit of inquiry, to keep it from becoming blasé …wooden from routine, fossilized through dogmatic instruction, or dissipated by random exercise upon trivial things (p. 34).

The concept of “reflective thought” enables the student to refuse to accept something at face value so that he/she may suspend judgment in order to allow for further inquiry. The challenge of reflective thought is to develop the ability to suspend conclusions and master the ability to search for further evidence. It is essential to maintain a state of doubt while conducting systematic and protracted inquiry (Dewey[1910], 1991).

“Deep learning” in a concept-based curriculum facilitates the learners’ ability to:
- Search for meaning;
- Focus on the central concepts needed to solve a problem;
- Interact actively with peers, faculty, and members of the healthcare team;
- Identify connections between different modules of study;
• Relate new and previous knowledge;
• Link course content to real life;
• Develop an intrinsic curiosity in the subject;
• Have time to pursue interests through good time management;
• Have a positive educational experience that promotes confidence in the ability to understand and succeed.

We believe that a concept-based curriculum emphasizes the "inquiry" model of learning and moves students away from the "memorization" model, which does not result in deep learning.

The curriculum of the College is designed to meet or exceed contemporary standards of higher education by:
• Creating collaborative opportunities with local, regional, national and international communities;
• Promoting learning as a lifelong process;
• Integrating theory and practice which fosters the ability of students to comprehend and apply fundamental concepts:
• Fostering the students’ ability to relate abstract ideas to the concrete practical realities of life (Kolb, 1984)
• Addressing the unique concerns of a growing segment of the student population - older students who "demand that the relevance and application of ideas be demonstrated and tested against their own accumulated experience and wisdom". (Kolb, 1984)
• Facilitating the development of time-management and teamwork skills in response to societal and workplace expectations;
• Developing partnerships with students, faculty, and employers to provide graduates with the knowledge, skills and experience they need to lead successful professional lives.

The Higher Education Academy available at:
http://www.engsc.ac.uk/er/theory/learning.asp

Revised 12/99, Approved 1/2000, Revised 9/04
Revised/Approved 5/08
SECTION 2
COLLEGE GOVERNANCE

COLLEGE BOARD

COLLEGE ADMINISTRATION

ORGANIZATIONAL CHART

SHARED GOVERNANCE DECISION MAKING STRUCTURE

COLLEGE SENATE COMMITTEE STRUCTURES

RULES AND REGULATIONS OF THE COLLEGE SENATE
COLLEGE BOARD

PURPOSE
The College Board shall have as its primary concern the general well-being of the College and shall be responsible for policies necessary to accomplish its stated mission and goals. It shall have authority and responsibilities with respect to the day-to-day business and affairs of the College as are set forth in these Bylaws and as the Board of Directors may from time to time delegate.

GOVERNANCE
The College Board shall exercise the following responsibilities with respect to the governance, operation and management of the College:

1. Oversee the provision of quality nursing education at the College.
2. Approve the mission, philosophy and goals of the College subject to confirmation by the Board of Directors.
3. Make recommendations to the Board of Directors for proposed Bylaw amendments.
4. Designate and approve standing and ad hoc committees of the College Board.
5. Assure compliance by College Board members with the Conflict of Interest Policy.
6. Interview and recommend to the Board of Directors, a candidate for the position of President of the College of Nursing. Following the appointment of the President by the Board of Directors, the College Board will monitor and evaluate the President, following the Saint Francis Medical Center Leader Evaluation Process.
7. Upon the recommendation of the President confirm all full-time faculty appointments and approve faculty promotions.
8. Approve and oversee the academic program including general and educational policies for the College pertaining to academic programs, student tuition and fees, faculty and student affairs, and College facilities and equipment to assure high academic and professional standards and to comply with regulatory and accrediting bodies.
9. Review data relating to compliance by the College with the applicable standards of regulatory bodies such as the State Board of Nursing and applicable to accreditation organizations, and provide feedback and recommendation thereon to the President. Respond to government regulations and legislative issues which may affect the College.
10. Review the available financial resources and approve the budget of the College subject to the confirmation of Saint Francis Medical Center and the Board of Directors.
11. Monitor financial reports regarding the operations of the College.
12. Promote the College to the community and prospective students and represent the community to the College.
13. Participate in development activities that strengthen the financial resources of the College.
14. Participate in the development of strategic plans for the College.
15. Review the performance of the College Board according to the stated responsibilities.
16. Develop recommendations for the President or the Board of Directors regarding policies and initiatives to advance the College Mission.

COLLEGE ADMINISTRATION*

Section A. Powers and Duties of the President of the College

The College Board vests in the President the senior responsibility and the authority for the effective administration of Saint Francis Medical Center College of Nursing.

The President shall be responsible for the overall management of the College, within the philosophic framework and administrative policies adopted by the Board of Directors and the College Board. The President of the College shall be the principal agent through which the College Board carries out its policies and decisions. The President reports regularly to the College Board and to the Board of Directors as needed.

Section B. Powers and Duties of the Deans

The Dean for the Graduate Program and the Dean for the Undergraduate Program, as delegated by the President are responsible for overseeing the implementation of the respective academic program within the philosophic framework and general policies of the Board of Directors and the College Board. In case of absence or disability of the President the duties of that office shall be performed as follows: The Dean of the Graduate Program or the Dean of the Undergraduate Program.

*Bylaws of the Board for Saint Francis Medical Center College of Nursing
Rev. 10/2005
Saint Francis Medical Center College of Nursing
Organizational Chart

College Board

Administrative Assistant*
Secretary**

President of
the College

Leadership Team

Contracted Agencies

Dean,
Graduate
Program

Dean,
Undergraduate
Program

Institutional
Effectiveness/
Assessment Specialist

Instructional Design/
Technology Specialist

Librarian

Library Technician

Counselor

Alumni
Relations
Representative

Director of
Admissions/Registrar

Coordinator,
Admissions

Professional
Nurse
Recruiter

Graduate
Program
Admissions
Assistant***

Undergraduate
Program
Admissions
Assistant

Assistant Dean,
Support Services

Coordinator,
Student
Finance/
Financial
Assistance

Coordinator,
Student
Finance/
Accounts Receivable

Student Finance
Assistant,
Accounts Receivable

Health Nurse/
Lab Assistant

College Support
Representative II

College Support
Representative II

Students – all positions relate to students

*Administrative Assistant supports the President, Deans, and Assistant Dean of Support Services
**Secretary supports the Deans and reports to the President
***Graduate Program Admissions Assistant supports the Director of Admissions/Registrar and the Dean of the Graduate Program
Saint Francis Medical Center College of Nursing
Shared Governance Decision-making Structure

Finance
Budget, Tuition & Fees, Financial Planning, Physical Resources

Marketing & Development
Awareness of College, Development Planning

Nominating
New Board Members

Educational Affairs
Faculty, Personnel Policies & Procedures, Student Life, Educational & Program Standards

Long Range Planning
Long Range Plan/Strategic Plan

Leadership Team

The College Board

PRESIDENT
Chief Executive Officer

Administrative Staff
Student Support Staff
Deans, Assistant Dean, Librarian, Counselor, Health Nurse, Director of Admissions/Registrar, Recruiter, Ed. Tech Specialist, Institutional Effectiveness/Assessment Spec., Student Finance, Alumni Relations Rep

College Senate

Student Organizations

* BSN
Admission & Progression
Admission, Recruitment, Progression, Graduation, Appeals, Recruitment & Marketing Plan, Retention

President

* Curriculum Committee
Development, Implementation, Evaluation, Revisions, Class Schedules

* Evaluation Committee
Systematic Evaluation and Assessment Plan, College Surveys

* Faculty Affairs

* Student Representation
(a) Indirect Governance

* Educational Resources
Library & Media Resources, Library Policies & Procedures, Lab Equipment

* Graduate
Admission & Progression, Graduation, Curriculum Development, Implementation, Evaluation, Revision, Recruitment & Marketing Plan, Retention

* Faculty Promotion

* Faculty Selection

* Faculty Appeal

* Research Committee

Revised June 2008
COLLEGE SENATE COMMITTEE STRUCTURE

Baccalaureate Program
  - Curriculum
    - Admission & Progression
  - Evaluation
    - Research
      - Faculty Affairs
      - Educational Resources
      - Promotion
      - Selection
      - Appeal
  - Masters and DNP Programs
    - Graduate

Revised 2016
RULES AND REGULATIONS OF THE COLLEGE SENATE

Article I  NAME

The name of this organization shall be "College Senate of Saint Francis Medical Center College of Nursing" (hereafter referred to as "College Senate" and "College").

Article II  OBJECTIVES

The College Senate shall:

1. Provide a framework to achieve the goals of the College through the efforts of all administrators, faculty and professional staff members.
2. Promote professional growth and development of its members.
3. Promote participation in the development of the policies and programs of the College and in fulfilling the mission of the College.

Article III  FUNCTIONS

The functions of the College Senate shall be:

1. Develop, implement, and evaluate the Mission, Philosophy and Goals of the College.
2. Develop, implement, and evaluate the programs and curricula, which fulfill the goals of the College.
3. Develop, implement, and evaluate the Rules and Regulations of the College Senate.
4. Participate in the development, implementation, and evaluation of the organizational plan for the College.
5. Provide opportunity for faculty and professional staff interaction and a forum for discussion of issues related to nursing or nursing education.
6. Develop, implement, and evaluate policies and processes pertaining to the College.
7. Approve objectives and functions of the standing committees.
8. Receive and act on recommendations from standing committees.
9. Provide representatives to serve as members on select clinical agency committees.
10. Use the Systematic Assessment and Evaluation Plan to systematically assess student outcomes and evaluate the educational programs of the College.
11. Provide for student input into the educational programs through membership on select standing committees.
12. Conduct studies and research pertinent to the educational programs.
13. Study educational issues and trends as related to nursing education and community needs as a basis for change in programs or curricula.
14. Participate in the preparation of an annual budget for the College.
15. Prepare and publish necessary documents for accreditation and approval of the College.
16. Confer with College Board on matters of concern to the community and the College.
17. Make recommendations to the College Board and/or the Board of Directors in regard to decisions beyond the scope of the College Senate.
18. Assist with planning, implementation and evaluation of the strategic plan of the College and the quality improvement process.
Article IV  MEMBERSHIP

Membership in the College Senate shall consist of the administrative and teaching personnel and professional staff of the College who meet qualifications as defined in the faculty and professional staff personnel policies and job descriptions.

SECTION A: Administration and Faculty members

1. President of the College
2. Dean Graduate Program
3. Dean Undergraduate Program
4. Faculty (full and part-time)

SECTION B: Associate Members

1. Assistant Dean Support Services
2. Institutional Effectiveness and Assessment Specialist
3. Instructional Design and Technology Specialist
4. Director of Admissions/Registrar
5. Alumni Relations Representative
6. Counselor
7. Health Nurse
8. Librarian
9. Professional Nurse Recruiter
10. Coordinator of Student Finance-Financial Assistance
11. Coordinator of Student Accounts & Business Service
12. College Support Representative

SECTION C: Ex officio Members

1. Adjunct Faculty
2. Representative(s) from clinical agency (ies) as possible.

Article V  VOTING PRIVILEGES

1. All members who are full-time faculty have all the rights, responsibilities and privileges of the College Senate which include: attendance, participation and voting at College Senate meetings; serving on committees; and other activities of the College Senate as called upon to do so.
2. Members who are part-time faculty have the rights, responsibilities and privileges of the College Senate, which include attendance, participation and voting at College Senate meetings.
3. Associate members shall have rights and privileges of attendance, participation, and voting on non-curricular matters at College Senate meetings; serving on committees as appointed; and other activities of the College Senate as called upon to do so.
4. Ex officio members shall have the rights and privileges of attendance and participation at College Senate meetings and committees as designated.
5. All motions of the College Senate and its Standing Committees require a majority vote of the members present to pass.
Article VI  OFFICERS

SECTION A: The officers of the College Senate shall be:

1. Chairperson - President of the College
2. Vice-Chairperson - Dean Graduate Program
3. Secretary - Administrative Assistant

SECTION B: The functions of the Chairperson shall be:

1. Preside at all meetings of the College Senate. An agenda for each meeting shall be circulated one week prior to the scheduled meeting.
2. Appoint all special committees except those stipulated in the bylaws.
3. Hold active or ex officio membership on all committees.
4. Organize standing committees of the College Senate with participation of the Deans of the Graduate and Undergraduate Programs
5. Confer with College Board on matters of concern to the College and the community.
6. Refer recommendations to the appropriate committees, College Board and/or the Board of Directors.

SECTION C: The functions of the Vice-Chairperson shall be:

1. Assume the responsibilities of the Chairperson in case of absence.
2. Carry out activities delegated by the Chairperson.

SECTION D: The functions of the Secretary shall be:

1. Keep the minutes of all meetings of the College Senate, retaining two approved copies - one for filing in the office of the President and one for the secretary's office.
2. Save a copy of the minutes and attachments to the appropriate online College Senate folder at MS-H0060-CON-FacStaff\CONORG drive or on the portal
3. Furnish a list of the members of committees and chairpersons to the College Senate membership.
4. Send special communications to all members at the request of the Chairperson.

Article VII  MEETINGS AND QUORUM

SECTION A: The College Senate shall meet at least twice per semester.

SECTION B: Special meetings may be called by the Chairperson or initiated by faculty through the Chairperson.

SECTION C: Two-thirds of the voting members of the College Senate shall constitute a quorum at any meeting.

Article VIII  COMMITTEES

SECTION A: Standing Committees of the College Senate shall be:

1. Admission and Progression - Undergraduate Program only
2. College Research
3. Curriculum – Undergraduate Program only
4. Educational Resources
5. Evaluation – Undergraduate and Graduate programs
6. Faculty Affairs
7. Faculty Appeal
8. Faculty Promotion
9. Faculty Selection
10. Graduate Program- Graduate Program only

SECTION B: Special Committees or Subcommittees:

1. Shall be appointed by the Chairperson of the College Senate or upon request of the faculty when deemed necessary.
2. These committees shall be designated to perform functions, which do not fall under a standing committee.
3. Membership and functions shall be determined at the time the committee is formed.

SECTION C: Officers of the Standing Committees shall be:

Chairperson
Co-Chairperson
Secretary

SECTION D: The Chairperson shall:

1. Prepare the agenda.
2. Call and preside over the meetings.
3. Present the committee's recommendations to the College Senate for action.
4. Assume responsibility for committee communications.
5. Appoint subcommittees as needed.
6. Ensure that committee activities related to the Strategic Plan, Systematic Evaluation Plan, and the Academic Quality Improvement Plan are done following the established timeline.
7. Appoint a chairperson pro tem if needed.
8. Be a voting member of the College Senate selected from each committee for a term of two years, not to serve more than two consecutive terms.
9. Volunteer to serve, be selected by the Committee membership, or appointed by the College Senate Chairperson.
10. Remain on the Committee one year after vacating the chair role to serve as a resource.
SECTION E: Co-Chairperson

1. Assume the responsibilities of the Chairperson in case of absence.
2. Carry out activities delegated by the Chairperson.
3. Assume the role of Chairperson following the term of the Chairperson.

SECTION F: The Secretary shall:

A. Take and maintain minutes of all meetings.
B. Place minutes online for distribution to all faculty members, keeping an updated record of minutes on the shared drive in the appropriate committee folder.
C. Perform other functions as assigned by the Chairperson and/or Co-Chairperson.

SECTION G: The Members shall:

A. Attend all regularly scheduled and special meetings.
B. Participate actively by accepting committee assignments.
C. Submit agenda items to the chairperson prior to the meeting.
D. Use College generated and benchmarked data to develop, implement, and evaluate proposed changes in policies, procedures, and processes.
E. Participate in goal setting and carrying out the work to meet the goals showing measurable outcomes.

SECTION D: Selection of Committee Members:

1. All committee members shall be appointed by the President and Deans for all standing committees except the Faculty Appeal and Faculty Promotion committees whose members shall be elected by the College Senate.
2. The President and Deans will ensure that committee membership remain at the number designated in this document and reserve the right to ensure that all special committees have the membership needed to support the committee’s assigned tasks and activities.
3. The President will make appointments and monitor committee membership based on expressed interest, requirements of the committee, needs of the College, and consideration of representation from varied courses and programs.
4. Members’ terms of committees will be guided by the workload policy.

SECTION E: Meetings and Quorum:

1. Individual standing committees shall meet at least twice per semester and as deemed necessary.
2. Subcommittees shall meet as needed.
3. A majority of the members of a standing committee, including the Chairperson, shall constitute a quorum.
4. Student representatives or their alternates shall attend all meetings of designated standing committees.
5. Ex officio members are not counted in determining a quorum.

SECTION F: Voting Privileges:

1. All committee members shall have voting privileges.
2. All student representatives shall have voting privileges.
3. To ensure privacy of information and confidentiality, student members shall not be present for discussion or vote on matters related to applicants and individual students.
4. Ex officio members have voting privileges and may make motions.

SECTION G: Functions of the Standing Committees:

1. Standing committees are the principal mechanism for doing the work of the College Senate. Any faculty member has the opportunity to give input to a committee and to serve in a consultative capacity where indicated or needed.

2. The standing committee shall:
   A. Select a Chairperson who is a voting member of the College Senate.
   B. Meet at least twice per semester and as deemed necessary to fulfill their function.
   C. Make recommendations and report at College Senate meetings.

SECTION H: Standing Committees of the College Senate:

1. Admissions and Progression

Activities of this committee are related to admission and progression issues of the baccalaureate program.

A. Functions:

1. Evaluate and recommend policies for admission, progression and graduation of students to the College Senate.
2. Establish procedures and guidelines for admission, progression of students.
3. Make decisions on appeals from students relative to admission, progression or graduation.
4. Monitor the selection of applicants for admission to the College of Nursing.
5. Implement admission, progression and graduation policies for students.
6. Review and revise criteria for the Dean's list.
7. Review and revise criteria for graduation honors.
9. Monitor and evaluate recruitment and marketing strategies.

B. Membership:

1. President, Ex-Officio
2. Dean of Undergraduate Program
3. Assistant Dean of Support Services
4. Director of Admission/Registrar
5. A minimum of eight faculty members
6. A minimum of two student representatives
7. College Counselor
8. Health Nurse
9. Professional Nurse Recruiter
C. Meetings:

1. Four to five times per year and as needed.

2. College Research Committee

A. Functions:

1. Review Studies: (a) conducted by any student enrolled in the College of Nursing or any person (including faculty) that is using human data or students from the College of Nursing; (b) involving the participation of human subjects; (c) involving procedures not normally a part of the regular educational practices, patient care or students professional activities of the unit, clinic, or department; (d) conducted by non OSF employees functioning in an alternative role (i.e. graduate student or other researcher).
2. Promote research to advance nursing practice and education
3. Evaluate a proposed study for consistency with the College’s mission and values
4. Assure compliance with ethical standards and protection of human subjects
5. Determine the impact the study may have on patient care or education and students
6. Assess the research prior to the evaluation process by the Peoria Community Institutional Review Board.

B. Membership:

1. Two to three Graduate Committee members.
2. One faculty with expertise in the research topics, selected by the Dean Graduate Program.
3. Dean Graduate Program.

C. Meetings:

1. As necessary.

3. Curriculum

Activities of this committee are related to curriculum issues of the undergraduate program.

A. Functions:

1. Use Systematic Assessment and Evaluation Plan for the development, revision, and maintenance of the curriculum.
2. Recommend additions, revisions, deletions, and changes in the curriculum to the College Senate.
3. Recommend content and credit hour requirements of prerequisite courses to the College Senate.
4. Facilitate implementation of curriculum changes.
5. Review recommendations of the Dean regarding the curriculum satisfaction data.
6. Analyze and use student assessment data as evidence for making curricular changes.

B. Membership:

1. President, ex officio member
2. Minimum of one faculty member from each core nursing course.
3. Dean Undergraduate Program.
4. Librarian
5. Instructional Design and Technology Specialist
6. A minimum of two student representatives.

C. Meetings:

1. Four to five times per year and as needed.

4. Evaluation

Activities of this committee are related to evaluation activities of the undergraduate and graduate programs.

A. Functions:

1. Coordinate the activities required for the evaluation of the undergraduate and graduate programs.
2. Review the Systematic Assessment and Evaluation Plan of the programs.
3. Review, revise, and/or recommend the selection or design of all evaluation instruments used in the systematic evaluation of the total undergraduate and graduate educational programs.
4. Survey graduates of the undergraduate programs at regular intervals as specified in the Systematic Assessment and Evaluation Plan.
5. Collaborate with the Graduate Committee concerning surveys related to general College services.

B. Membership:

i. President, Ex-officio
ii. Minimum of six faculty members representing undergraduate and graduate faculty
iii. Institutional Effectiveness and Assessment Specialist
iv. Minimum of two student representatives

C. Meetings:

1. Four to five times per year and as needed.

5. Faculty Affairs

A. Functions:

1. Recommend policies and establish procedures that affect faculty.
2. Plan and provide education programs based on the assessed needs of the faculty.

B. Membership:

   1. President, Ex officio.
   2. Dean Undergraduate Program, Ex officio.
   3. Dean Graduate Program, Ex officio.
   4. Minimum of six faculty members

C. Meetings:

   1. Four to five times per year and as needed.

6. Educational Resources

A. Functions:

   1. Assess and evaluate the educational resources of the College.
   2. Recommend additions and/or deletions of resources.
   3. Formulate and recommend policies for the use of those educational resources.
   4. Coordinate the Information Literacy Education provided at the College

B. Membership:

   i. President, Ex officio.
   ii. Dean Undergraduate Program, Ex officio.
   iii. Dean Graduate Program, Ex officio.
   iv. Six to Eight faculty members with two members from the Graduate Committee.
   v. Two-three student representatives.
   vi. Library Representative.

C. Meetings:

   1. Four to five time per year and as needed.

7. Faculty Appeal Committee

A. Functions:

   1. To hear and act on complaints in accord with the "Faculty Fair Treatment and Appeal Procedure" policy.

B. Membership:

   1. Three faculty with at least one year of service at the College selected by the College Senate.
   2. One faculty member appointed by the President.
   3. One faculty member selected by the complainant.
8. Faculty Promotion Committee

A. Function:
   1. To review requests for promotion
   2. Make a recommendation to the President and Dean of Undergraduate or Graduate Program

B. Membership:
   1. Four to six faculty selected by the College Senate with consideration given to representation from each available rank.

C. Meetings:
   1. As necessary.

9. Faculty Selection Committee

A. Functions:
   1. Recommend resources for new faculty recruitment.
   2. Interview potential applicants.
   3. Recommend a candidate to the President for the position.

B. Membership:
   1. Dean Undergraduate or Graduate Program (Based on position being filled).
   2. Three faculty.
   3. One faculty appointed from the course(s) having a faculty opening to serve as needed.

C. Meetings:
   1. As necessary.

10. Graduate Program

The activities of this committee are related to the admission, progression, and curriculum, and evaluation related issues of the graduate program.

A. Functions:
   1. Evaluate, review, recommend, and implement policies for admission, progression, and graduation of students to the College Senate.
   2. Establish procedures and guidelines for admission, progression, and graduation of students.
3. Make decisions on appeals from students relative to admission, progression, or graduation.
4. Review and select applicants for admission to the College.
5. Establish criteria for graduation honors.
6. Review cases of student academic dishonesty.
8. Conduct ongoing development of the curriculum and/or the program and facilitate implementation of the curriculum.
9. Use Systematic Assessment and Evaluation Plan for the development, revision, and maintenance of the curriculum.
10. Recommend revisions, deletions, and changes in the curriculum to the College Senate.
11. Recommend content and credit hour requirements of prerequisite courses to the College Senate.
12. Facilitate implementation of curriculum changes.
13. Review recommendations of the Dean Graduate Program regarding course evaluations.

B. Membership
   1. Eight-ten faculty members teaching in the Graduate Program.
   2. Dean Graduate Program.
   3. President, Ex officio.

C. Meetings
   1. Every two months.

D. Officers of the Graduate Committee shall be:
   1. Chairperson, Dean Graduate Program.
   2. Co-Chairperson, As elected from the Committee

Article IX   MINUTES

SECTION A: Minutes shall:

1. Provide a permanent record of actions taken and members present.
2. Serve as a reference for the development, progress, and evaluation of the educational program of the College.
3. Provide a source of information for reports and studies.
4. Validate policies and revisions.

SECTION B: A uniform format shall be used for all minutes.

SECTION C: Copies of all minutes shall be located in the office of the President. A copy is electronically circulated to each faculty member with the exception of the Faculty Appeal, Faculty Promotion, and Faculty Selection Committee minutes.

Article X   PARLIAMENTARY AUTHORITY

Robert's Rules of Order, Newly Revised, 2011, shall be utilized as authority for all meetings.
Article XI  ORDER OF BUSINESS

The order of business at a meeting shall be:

1. Call to order  
2. Opening prayer  
3. Recognitions  
4. Approval of minutes  
5. President’s Report  
6. Old business  
7. New business  
8. Announcements  
9. Adjournment

Any faculty or staff member wishing to place an item on the agenda as New Business should present a request to the Chairperson two weeks prior to a scheduled meeting.

Any action item from a standing committee requiring approval should be circulated to all members a minimum of one week prior to the meeting, along with an SBAR in the approved format, policy, and procedure.

Article XII  AMENDMENTS

SECTION A: The Rules and Regulations of the College Senate may be amended, adopted, or repealed at any regular or special meeting by a two-thirds vote of the members present, provided:

1. A quorum is present, and  
2. A copy of the proposed amendments has been sent to all members at least one week before the meeting.

SECTION B: The Rules and Regulations may be amended at any meeting without previous notice by a unanimous vote of all members present.

SECTION C: All amendments must be approved by College Senate, College Board, and the OSF Board of Directors, in this order.

Article XIII  JUDICIAL BOARD

SECTION A: A Judicial Board is formed to act on cases related to violation of Student Professional Standards and Code of Conduct as outlined in the Student Handbook.
SECTION B: This Board shall consist of:

1. Three elected faculty members or alternates.
2. Two selected student members or alternates (one junior and one senior).
3. Chairperson shall be a faculty member elected by the Board.

SECTION C: A quorum of the Board shall consist of all five members. All decisions require a majority vote except for dismissal or suspension, which requires an affirmative vote of at least four.

SECTION D: The Board shall meet as necessary and as called. The Chairperson shall notify members of the Board and the involved student in writing of the date, time and place of the meeting.

SECTION E: A record of the proceedings shall be kept by a member of the support staff and filed in the office of the President.

SECTION F: Meetings of the Judicial Board are closed and the proceedings are confidential. If the involved student discloses information discussed during a hearing, the student's interest in the confidentiality will be deemed waived.

SECTION G: The entire procedure to be followed is described in detail in the Student Handbook and in the Faculty Handbook.

Approved College Senate, May 25, 2016
Approved College Board, June 19, 2016
SYSTEMATIC ASSESSMENT AND EVALUATION PLAN
## I. Mission and Governance

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<tr>
<th>Key Element</th>
<th>Guiding Questions</th>
<th>Source of Evidence</th>
<th>Methods &amp; Frequency</th>
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</table>
| A. Congruence of Mission, Goals and Expected Outcomes | • Is there congruence between the stated mission, goals and expected outcomes between the parent organization and the College?  
• Do the mission, goals and expected outcomes drive the curriculum? | • College Catalog  
• College Student Handbook  
• College Website | • Every 5 years |
| B. Professional standards serve as a basis for curriculum and program evaluation | • Which professional standards are present in the curriculum?  
• Do program and course outcomes reflect professional standards? | • Curriculum Committee Minutes  
• Graduate Committee Minutes  
• Course Syllabi  
• College Catalog | • Every 3 years |
| C. Community of Interest involvement | • Has the community of interest had an opportunity to provide input?  
• Has the input been reviewed and considered?  
• Has the input made a difference or initiated change? | • College Senate minutes  
• College Board minutes  
• Nursing Advisory Council Minutes | • Every 3 years |
| D. Expected faculty outcomes | • Are the expected faculty outcomes clearly identified?  
• Are expected faculty outcomes congruent with job descriptions?  
• How are the expected outcomes communicated to faculty?  
• How are faculty outcomes measured? | • Faculty Affairs minutes  
• Faculty Academic Handbook  
• Faculty Job descriptions  
• Faculty Data Sheets | • Every 3 years |
| E. Faculty and student roles in governance | • Do faculty participate in governance of the College and specific programs?  
• Do students participate in governance of the College and specific programs?  
• Does faculty and student participation provide value? | • College Committees Minutes  
• Annual Committee Reports  
• College Senate Minutes  
• Committee Membership Rosters | • Every year |
| F. Accurate Documents and Publication | • Are the publications and documents accurate?  
• Are documents and publications reviewed for accuracy and clarity on a planned schedule? | • Student Handbook  
• College Catalog  
• College Brochures  
• College Website | • Every 2 years |
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| G. Strategic and Operational Planning | • Is there evidence of an operational plan for the College?  
• Is there current strategic plan for the College?  
• Are the College activities in alignment with the strategic plan?  
• Is there progress on strategic plan fulfillment? | • College of Nursing Five Year Strategic Plan  
• College Board Long Range Strategic Planning Minutes  
• College Board Minutes  
• College Annual Report | • Every year for alignment of work and progress on goals  
• Every 5 years |
| H. Academic Policies            | • How do academic policies of the College support the achievement of the mission, goals, and outcomes?  
• Are the academic policies fair, just, and equitable?  
• Do the academic policies promote the success of students?  
• Are the policies published and accessible?  
• Are the academic policies aligned with legal or standard academic practices?  
• Are the academic policies reviewed or revised on a planned schedule? | • Student Handbook  
• College Catalog  
• College Website  
• Brochures and publications  
• College Committees and College Senate minutes | • Every 2 years |
## II. Institutional Commitment and Resources

<table>
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<th>Methods &amp; Frequency</th>
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</table>
| **A. Fiscal Resources**                 | • Is there a budget process in place for the College?  
• Are there sufficient fiscal resources to fulfill the College mission, goals, and expected outcomes? | • Annual budget projection  
• Monthly Responsibility Summary  
• Quarterly Finance reports  
• College Board minutes | • Annual for budget request  
• Annual for CON variance report at CON meeting  
• Every 3 years as Strategic Planning component |
| **B. Physical Resources**               | **1. Teaching spaces**  
(e.g., classrooms, clinical sites, simulation center, computer labs)  
• Are spaces designated for teaching and learning?  
• Do these spaces facilitate teaching and learning?  
• Is there a process to evaluate teaching and learning spaces? | • Physical evaluation of spaces  
• Faculty, staff, and student input  
• College Senate, Curriculum, Graduate Committee, Educational Resources and Faculty Affairs Minutes  
• Course Evaluations | • Every year for classroom and clinical sites  
• Every 3 years |
|                                         | **2. Learning Support spaces**  
(e.g., Library, ADC, Writing Lab)  
• Are spaces designated to support student learning?  
• Is there a process to evaluate these spaces?  
• Is there evidence that these facilitate learning? | • Physical evaluation of spaces  
• Student satisfaction surveys  
• College Senate, Curriculum, and Graduate Committees minutes | • Every 3 years |
| **C. Academic Support Services**        | • Are there sufficient academic support services to fulfill the College mission, goals, and expected outcomes?  
• Is there evidence that the academic support services facilitate learning? | • Student satisfaction surveys  
• College Senate, Curriculum, and Graduate Committees minutes | • Annually on Student Surveys  
• Every 3 years |
| **D. Human Resources**                  | **1. Faculty & Staff Recruitment & Orientation**  
• Is there a mechanism in place to determine the need for additional faculty & staff?  
• Is there a clear recruitment search and interview process?  
• What evidence exists related to faculty and staff recruitment activities?  
• Is there an appropriate faculty/staff orientation plan? | • Position Management Reports  
• Faculty Academic Handbook  
• Interview guides  
• Faculty to Student Ratios | • Annual for adequacy of personnel  
• Every 3 years |
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<td>C. Human Resources cont’d.</td>
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| 2. Faculty & Staff Workload       | • Is there equity in workload within a job classification?  
• Is there a Faculty Workload Policy?  
• Is the workload comparable to benchmark programs?  
• Does the workload support teaching, professional development, scholarship, advising, and service activities? | • Faculty Academic Handbook  
• Faculty, staff and administrator interview  
• Annual performance appraisal  
• College Faculty promotion list  
• Interview with College President and Deans  
• Faculty Affairs & College Senate minutes | • Every 3 years                                 |
| 3. Faculty & Staff Job Performance | • Are policies governing job performance clear, published, and reviewed on a regular schedule?  
• Are faculty and staff able to fulfill stated job descriptions?  
• Is the job description reviewed on a regular schedule and revised as needed?  
• Have faculty rank criteria been reviewed and revised as needed? | • Annual faculty and staff performance appraisals  
• OSF Human Resources portal  
• Interview with College President and Deans  
• Faculty Academic Handbook  
• College Senate minutes | • Every year at individual level  
• Every 3 years                                      |
| 4. Faculty & Staff Development    | • Do faculty and staff have opportunities for professional development?  
• Is there evidence that faculty and staff engage in professional development? | • Annual faculty & staff performance appraisals  
• Faculty Datasheets  
• Interview with College President and Deans | • Every year at individual level  
• Annual report from Faculty Affairs  
• Every 3 years                                      |
| 5. Faculty Teaching               | • Do faculty have the materials and equipment to effectively teach?  
• Is there evidence of effective teaching?  
• Is there a plan to identify and address improvements in teaching?  
• How does the College support faculty needing to maintain current practice certification? | • CON Faculty and End of Course Evaluations  
• Peer Reviews  
• HESI Exam scores  
• NCLEX Results  
• Curriculum, Graduate Committee, & College Senate Minutes | • Every year at individual level  
• Every semester for course evaluations  
• Every 3 years                                      |
| 6. Faculty & Staff Scholarship    | • Do faculty and staff have the opportunity for scholarship activities?  
• What resources does the College provide to support faculty scholarship?  
• Is there evidence that faculty and staff engage in scholarship activities? | • Annual faculty and staff performance appraisal  
• Faculty Datasheets  
• Presentations of development activities to College Senate  
• Interview with College President and Deans | • Every year at individual level  
• Annual report from Faculty Affairs  
• Every 3 years                                      |
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| C. Human Resources cont’d. 7. Faculty & Staff Service | • Do faculty and staff have the opportunity for service activities?  
• Is there evidence that faculty and staff engage in service activities? | • Annual faculty and staff performance appraisal  
• Presentation of service activities to College Senate  
• Interview with College President & Deans  
• Faculty Datasheets | • Every year at individual level  
• Every 3 years |
| 8. Faculty & Staff Compensation | • Is there a compensation plan?  
• Is the Compensation comparable to benchmark institutions?  
• Is the compensation appropriate for the Central Illinois region?  
• Does the compensation plan attract qualified candidates?  
• Does the compensation plan encourage retention of high performing employees? | • OSF Human Resources interview  
• Faculty & Staff benchmark report every 2 years | • Every 3 years |
| 9. Faculty & Staff Evaluation | • Is there a clear process and timeline for evaluations?  
• Is the evaluation congruent with the College’s mission, goals and expected outcomes and job descriptions?  
• Does the evaluation process consist of critical appraisal of job performance?  
• Does the evaluation process foster growth, development, and role advancement/promotion? | • Faculty and staff annual performance appraisals  
• College faculty, staff, and administration interviews  
• Promotion list  
• Peer Evaluations  
• Faculty and Staff Rosters | • Every year at individual level  
• Every 3 years |
| 10. College Support Staff (e.g., Librarian, Registrar, Fin Aid, Student Services, IT) | • Do these support staff provide support for student learning and success?  
• Are the services provided sufficient to meet faculty and student needs? | • Student and employee satisfaction surveys  
• Curriculum, Graduate Committee, & College Senate minutes | • Every year on student surveys  
• Every 3 years |
| D. Preceptors | • Is the role of a preceptor in each program defined?  
• Is the role or use of a preceptor congruent with the mission, goals, and expected student outcomes?  
• Is the use of a preceptor congruent with professional nursing standards and guidelines?  
• How are preceptors oriented/educated?  
• How are preceptor qualifications validated? | • Preceptor Handbook  
• Curriculum, Graduate and College Senate Committee minutes | • Every year with feedback from preceptors and students  
• Every 3 years |
### III. Curriculum

<table>
<thead>
<tr>
<th>Key Element</th>
<th>Guiding Questions</th>
<th>Source of Evidence</th>
<th>Methods &amp; Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Mission, Philosophy, Vision and Values</td>
<td>• Do the mission, vision, values, and educational philosophy drive the curriculum for each program?</td>
<td>• Curriculum and Graduate Committees, and College Senate minutes</td>
<td>Every 5 years</td>
</tr>
<tr>
<td>B. Expected Program Outcomes</td>
<td>• Are the program outcomes specific to and appropriate for the degree?</td>
<td>• College Catalog</td>
<td>Every 3 years</td>
</tr>
<tr>
<td></td>
<td>• Are the program outcomes drivers for the curriculum design?</td>
<td>• College Website</td>
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<td></td>
<td>• Are the program outcomes congruent with accreditation and professional standards?</td>
<td>• Program brochures</td>
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</tr>
<tr>
<td>C. Curriculum Designs (e.g., pre-licensure BSN,</td>
<td>• Are the curricula designed in congruence with educational standards &amp; accreditation guidelines?</td>
<td>• Curriculum and Graduate Committees, College Senate minutes</td>
<td>Every 3 years</td>
</tr>
<tr>
<td>post-licensure BSN, MSN, DNP)</td>
<td>• Are the curricula designed in alignment with the program outcomes?</td>
<td>• Course syllabi</td>
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<tr>
<td></td>
<td>• Are the curricula designed in a logical and concept/skill building manner?</td>
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<td>• Are the curricula reviewed or revised on a planned schedule?</td>
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<td>• Are the designs likely to lead to well-educated and safe nursing practice?</td>
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<td>• Is there evidence that data is used to improve curricula?</td>
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</tr>
<tr>
<td>D. Course Structure (e.g., goals, content, course</td>
<td>• Is the course in alignment with College goals and program outcomes?</td>
<td>• Curriculum and Graduate Committees, and College Senate minutes</td>
<td>Annually at the individual course level</td>
</tr>
<tr>
<td>learning activities, evaluation methods)</td>
<td>• Is the course in the College format (E.g., syllabus template)</td>
<td>• Course evaluations</td>
<td></td>
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<tr>
<td></td>
<td>• Do the learning and teaching activities align with the program and course outcomes?</td>
<td>• Course syllabi</td>
<td>Every 3 years</td>
</tr>
<tr>
<td></td>
<td>• Is the course effective in achieving its goals and expected outcomes?</td>
<td>• Nursing Advisory Council minutes</td>
<td></td>
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<tr>
<td></td>
<td>• Is the course content appropriate, evidence based, and contemporary?</td>
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<tr>
<td></td>
<td>• Are the curricula reviewed and revised on a planned schedule?</td>
<td></td>
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</tr>
<tr>
<td>Key Element</td>
<td>Guiding Questions</td>
<td>Source of Evidence</td>
<td>Methods &amp; Frequency</td>
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<td>------------------------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
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</tbody>
</table>
| E. Planned Clinical Experiences | • How do clinical experiences enable students to integrate new knowledge and achieve program and course outcomes?  
• Are clinical experiences evaluated for alignment with mission, goals, and program outcomes?  
• Is there a process for evaluating clinical practice experiences in all programs? | • Curriculum and Graduate Committees, and College Senate minutes  
• Nursing Advisory Council minutes  
• Faculty Academic Handbook  
• Course syllabi  
• Student Clinical Evaluations  
• Course evaluations  
• End of Year Course Analysis | • Every semester at the individual course level  
• Every 3 years |
| F. Communities of Interest   | • How do the teaching-learning practices consider the needs of the community of interest for the program?  
• What mechanism is in place to assess the needs and expectations of the community of interest for a program?  
• Is there evidence that community of interest input is considered for program improvement? | • Nursing Advisory Council minutes  
• Curriculum and Graduate Committees, and College Senate minutes  
• End of Year Course Analysis | • Every 3 years |
| G. Evaluation of student performance | • Is the evaluation of student performance consistent with expected outcomes?  
• Does each course have clearly defined grading criteria?  
• How do faculty insure student evaluation practices are applied consistently?  
• How are the grading criteria communicated to students?  
• How is student performance communicated to students?  
• What mechanisms are used to evaluate student clinical performance in each program? | • Curriculum and Graduate Committees, and College Senate minutes  
• College Catalog  
• Course syllabi  
• End of Year Course Analysis | • Each year at the individual course level  
• Every 3 years |
<table>
<thead>
<tr>
<th>Key Element</th>
<th>Guiding Questions</th>
<th>Source of Evidence</th>
<th>Methods &amp; Frequency</th>
</tr>
</thead>
</table>
| A. Program Evaluation | • Does the program assessment and evaluation plan drive the assessment and evaluation activities within the College?  
• Does the program’s assessment and evaluation plan yield data to sustain quality or true quality improvement activities?  
• Is there evidence of changes as a result of this plan?  
• Is the plan itself evaluated on a planned schedule? | • Evaluation and Graduate Committees, and College Senate Minutes | • Every 3 years |
| 1. General Program Outcomes | | | |
| 1. Program Completion Rates (for each program) | • Is there a specified entry point and program duration?  
• What are the 1 year and 3 year aggregate graduation data?  
• Is the completion rate greater than 70%?  
• What do these data project about the quality of the degree program?  
• Do these data reflect quality improvement? | • Student Information System  
• Annual graduation lists  
• College Annual Report | • Annual by program |
| 2. Licensure or Certification Exam Success | • What are the 1 year and 3 year aggregate licensure or certification exam success rate data?  
• Is the licensure or certification exam success rate greater than 80% for the 1st time test takers?  
• What do these data project about the quality of the degree program?  
• Do these data reflect quality improvement? | • NCLEX-RN reports from IDFPR  
• Certification reports from ANCC, AANP, and other organizations  
• College Annual Report | • Annual by program |
| 3. Employment Rates | • What are the 1 year and 3 year aggregate licensure or certification exam success rate data?  
• Is the licensure or certification exam success rate greater than 80% for the 1st time test takers?  
• What do these data project about the quality of the degree program?  
• Do these data reflect quality improvement? | • Graduate self-report  
• Alumni survey data  
• Anecdotal reports from faculty, staff and graduates  
• College Annual Report | • Annual by program |
<table>
<thead>
<tr>
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<th>Source of Evidence</th>
<th>Methods &amp; Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C. Specific Program Outcomes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1. Alumni Satisfaction | • Is there evidence that the program has achieved its’ alumni satisfaction program outcome?  
• Have there been quality improvements as a result of the alumni satisfaction feedback? | • Evaluation and Graduate Committees, and College Senate minutes  
• AACN/Benchworks BSN, MSN and DNP Program Nursing Alumni Assessments  
• CON Annual Report | • Annual by program |
| 2. Student Satisfaction | • Is there evidence that the program has achieved its’ student satisfaction program outcome?  
• Have there been quality improvements as a result of the student satisfaction feedback? | • Curriculum and Graduate Committees, and College Senate minutes  
• AACN/Benchworks Undergraduate and Graduate Nursing Education Exit Assessment  
• National Survey of Student Engagement (NSSE)  
• Noel Levitz Student Satisfaction Inventory  
• CON Annual Report | • Annual by program |
| 3. Communication | • Is there evidence that the program has achieved its’ communication program outcome?  
• Have there been quality improvements as a result of the communication program outcome? | • Curriculum and Graduate Committees, and College Senate minutes  
• AACN/Benchworks Undergraduate and Graduate Nursing Education Exit Assessment  
• Conceptual Basis Nursing IV Clinical Evaluation  
• DNP Project and Residency | • Every year for quality improvement  
• Every 3 years |
<table>
<thead>
<tr>
<th>Key Element</th>
<th>Guiding Questions</th>
<th>Source of Evidence</th>
<th>Methods &amp; Frequency</th>
</tr>
</thead>
</table>
| 4. Therapeutic Interventions | • Is there evidence that the program has achieved its’ therapeutic interventions program outcome?  
• Have there been quality improvements as a result of the therapeutic interventions program outcome? | • Curriculum and Graduate Committees, and College Senate minutes  
• AACN/Benchworks Undergraduate and Graduate Nursing Education Exit Assessment  
• Conceptual Basis Nursing IV Clinical Evaluation  
• DNP Project and Residency | • Every year for quality improvement  
• Every 3 years |
| 5. Leadership                | • Is there evidence that the program has achieved its’ leadership behaviors program outcome?  
• Have there been quality improvements as a result of the leadership behaviors program outcome? | • Curriculum and Graduate Committees, and College Senate minutes  
• AACN/Benchworks Undergraduate and Graduate Nursing Education Exit Assessment  
• Conceptual Basis Nursing IV Clinical Evaluation  
• DNP Project and Residency | • Every year for quality improvement  
• Every 3 years |
| D. Faculty Outcomes          |                                                                                   |                                                                                                                                                  |                                        |
| 1. Teaching                  | • Is there a definition of teaching as an outcome?  
• Is there evidence of teaching accomplishments?  
• Has there been quality improvement based on recent teaching accomplishments? | • Annual faculty performance appraisals  
• Faculty Datasheet  
• Faculty Curriculum Vita  
• College Senate minutes | • Each year as individual faculty  
• Every 3 years |
| 2. Scholarship               | • Is there a definition of scholarship as an outcome?  
• Is there evidence of faculty scholarship?  
• Has there been quality improvement based on recent faculty scholarship? | • Annual faculty performance appraisals  
• Faculty Datasheet  
• Faculty vita  
• College Senate minutes  
• College Faculty Promotion List | • Every year as individual faculty  
• Every 3 years |
| 3. Service                   | • Is there a definition of service as an outcome?  
• Is there evidence of faculty service?  
• Has there been quality improvement based on recent faculty service? | • Annual faculty Performance appraisals  
• Faculty Datasheet  
• Faculty Curriculum Vita  
• College Senate minutes | • Each year as individual faculty  
• Every 3 years |
SECTION II
FACULTY INFORMATION

Faculty/Employee Policies

Faculty Mentoring Program
Employee Standards of Conduct

**Policy:** The College is committed to establishing and continually improving a professional learning and work environment which enables the development of professional and personal development. All of the College of Nursing employees are expected to conduct themselves in a professional manner showing respect, caring, compassion, courtesy, and effective communication. The College of Nursing recognizes and abides by the Saint Francis Medical Center Human Resource policies. See Policy 604 Standards of Conduct

**Purpose:** To provide guidelines describe behaviors and attitudes that are specific to the College and are expected of all College of Nursing employees.

**Statement:**
To promote the well being of students and employees and to live our Values, employees are expected to maintain high standards of work performance and professional conduct.

Each employee will:

1. Meet or exceed the standard of performance for their job
2. Be reliable and punctual by arriving to work as scheduled and leave at the designated times unless the manager/supervisor gives approval to change work schedule. This includes prior approval to use PTO, late and/or early arrivals and departures. Tardiness and absenteeism place a burden on co workers
3. Notify your supervisor if you are not able to show to work on time. It is unacceptable to inform another employee and expect him or her to inform the supervisor/manager.
4. Adhere to a half hour lunch unless manager/supervisor has approved a change in lunch time.
5. Respect the work time of your fellow employees by not distracting them from their work by spending time talking of personal issues. Keep work-related conversations short or schedule a time to meet with the person.
6. Devote time and effort to the performance of the job during work hours
7. Use work time effectively by limiting time spent on non work related things
8. Limit Internet time to work-related issues
9. Work in harmony with others showing courtesy, respect, compassion, and clear communication
10. Follow the directions/instructions of your manager/supervisor
11. Ensure that all College property remains on campus unless written approval is received from administration to remove property or let other remove property.
12. Collect or give information about an individual only to that individual
13. Protect the privacy of students and employees
14. Collect confidential information on a need to know basis only
15. Attend All College Liturgy when scheduled
16. Follow safety policies including wearing ID badge, not allowing tail gaiting into the building, not allowing other to use your ID and Password. Report to supervisor any unsafe conditions
17. Turn off or put cell phones on vibrate during meetings
18. Participate in making the College a drug and alcohol free environment
19. Resolve work-related conflicts in a professional manner using existing policies and processes
20. Attend College Senate and other meetings as required by the employee’s position. Since College Senate and Standing Committee meeting dates are scheduled a year in advance, members should not schedule personal appointments on the meeting date.

Non Exempt Staff (Employee who have to clock in and out) will:

21. Decide whether to come to work when the College is closed for snow days. If an employee choose to stay home, it will be counted as a PTO
22. Work Open House as assigned and arrange with the Timekeeper to use the hours accumulated during the Open House

Full- time Faculty will:

23. Work Open House annually. If unable to work, seek a peer to exchange work schedule
24. Take holidays and breaks off without using PTO time
25. Attend both graduation ceremonies. (Professional staff are also expected to attend graduation)
26. Maintain five office hours on campus. Post office hours. If you are not in your office during scheduled office hours, leave a sign or a phone cover to explain where you are and when you will return.

Approved College Senate 5/2010
Educational Affairs Committee 5/2010
College Board 6/2010
FACULTY SELECTION CRITERIA

The selection of qualified faculty is based on the following:

A. Academic Qualifications

1. Master's Degree in nursing with major in area pertinent to the responsibilities of the position, earned doctorate preferred.
2. Current licensure in the State of Illinois as a registered professional nurse.
3. The College prefers faculty who are representative of a wide variety of educational institutions

B. Experiential Qualifications

1. At least two years of experience in clinical nursing practice.
2. Teaching experience in nursing education desired, program specific education preferred. (i.e. baccalaureate experience for BSN program)
3. References from previous positions.
4. History of satisfactory employment.
5. Evidence of completed scholarly activity preferred.

C. Personal Qualifications

1. Support of a philosophy of nursing and nursing education congruent with the philosophy of Saint Francis Medical Center College of Nursing.
2. Expression of interest and willingness to fulfill the responsibilities stated in the position description.
3. Employment physical verifies ability to meet the duties and responsibilities stated in the position description.
4. Demonstration of interest and participation in community and professional organizations and activities.

D. Professional Growth

Curriculum vitae documents membership in professional organizations and participation in continuing education.

Faculty Affairs 11/15
College Senate 5/16
Title: Faculty and Staff Selection Committee Process

Scope: This process delineates the manner in which the Selection Committee recommends new faculty or staff for open positions at the College, the committee membership, and the responsibilities of the committee chairperson and committee members. Saint Francis Medical Center College of Nursing is committed to securing and retaining faculty and staff who exemplify the highest standards in the designated job role. Competency and leadership in the area of the vacant position are necessary requirements for a favorable evaluation. The faculty and/or staff applicant should demonstrate consistent involvement and outstanding accomplishments in professional or scholarly activities or in service to the healthcare community.

Selection process:

Purpose: The purpose of this process is to ensure a consistent method for selecting employees. The process for selecting faculty and the process for selecting staff differ in terms of procedure and the composition of the selection committee. Each process will be described separately.

Functions of the faculty and staff selection committee:
- Coordinates logistics of interview process.
- Reviews, revises, and recommends questions for new employee interview.
- Interviews potential applicants.
- Makes recommendations for the position to the administrator of the vacant position.

Membership for the Faculty Selection Committee:
- Dean of the Undergraduate or Graduate Program (Based on position being filled).
- Three standing committee faculty.
- One faculty member appointed from the course(s)/program having a faculty opening to serve as needed.
- Terms are for two years. A new member will be appointed every year to replace an existing member, who has completed his/her term. To ensure continuity and consistency, two members will remain on the committee from the previous year.

A. Process for membership on Faculty Selection Committee
1. The chairperson will be appointed biennially by the President. The chairperson should have served previously as a faculty selection committee member.
2. President will notify the faculty of vacancies on the committee at the end of Spring semester.
3. Preferred interview time will be Friday mornings.
4. Faculty who serve on the committee should be available on Friday mornings.
5. In addition to the three regular faculty members, the Chairperson will seek a faculty volunteer from the course in which the applicant is applying, and this person will serve as needed.
6. If any of the three regular faculty members cannot attend a scheduled interview time, the Chairperson will solicit a second faculty volunteer.

**B. Process for interviewing faculty candidates:**

1. **The chairperson**
   a. Convenes and chairs selection committee meetings.
   b. Meets with the Dean as needed to determine potential availability of positions. Determines with the Dean if the applicant will need to give a presentation. Eg. those applicants for a clinical part-time position may not need to give a presentation.
   c. Works with Dean to conduct telephone interview of candidates for purpose of narrowing applicant pool to no more than four candidates for interview process. Follows guidelines for telephone interview screening questions. (see below)
   d. Receives completed applications and maintains roster of potential faculty candidates.
   e. Distributes completed application, pertinent data, and interview questions to committee members two to three days prior to the interview date.
   f. Stresses importance to faculty of maintaining confidentiality of application information.
   g. Meets applicant on the interview day and escorts to interview room. Collects the scored interview sheets and presentation score sheets from faculty after applicant’s presentation.
   h. Convenes faculty committee to identify top two candidate(s) for recommendation based on scoring of interview question and committee voting, if more than three applicants.
   i. Forwards the committee recommendation(s) to the Dean. President makes the final decision for hire.

2. **The administrative assistant (if the chair does not choose to coordinate)**
   a. Contacts applicant/s to schedule interview date and time. Friday is the preferred interview day of week for faculty schedules.
   b. Informs applicant, if appropriate, that he/she will present 20 minutes of scholarly information to the selection committee as part of interview process.
   c. Finds room for interview and schedules via Outlook.
   d. Keeps copy of both faculty interview question score sheets and presentation score sheets on file for accessibility.

3. **Function of Committee members**
   a. Agree to keep all proceedings of the Search committee confidential and to ensure the consistency and accuracy of the process.
   b. Attend all meetings. Candidates for same position must be interviewed by a majority of the same group of Search committee members. Exceptions in case of conflict of interest or special teaching needs. See below.
   c. Review curriculum vitae when received
   d. Interview the candidate/s using the interview questions designed to interview faculty and/or staff.
e. Determine which questions each will ask from the established interview questions to ensure all questions are asked and interview continues in a timely manner.

f. Be mindful of inappropriate interview questions. (i.e. marital status, health status)

g. Participate in final evaluation and formulation of recommendation(s) to chairperson.

h. Return completed interview and presentation evaluations to chairperson as requested. Includes recommendations whether to hire or not hire applicant. Reasons for recommendation are included.

i. State any likelihood of a conflict of interest with any of the candidates where there may be direct benefits from the candidate receiving the position, i.e. relatives, significant others. In cases of conflict of interest, the committee member should be excluded from the search committee and a replacement sought in that instance. If a faculty person has a teaching commitment conflicting with interview time, he/she will let chair know so suitable replacement found for this interview situation.

C. **Format of interview schedule for new full-time faculty:**

1. Candidate meets with appropriate Dean for 30 minutes. Dean addresses job description and position details.

2. Candidate meets with the four member faculty team for 45-60 minutes. Faculty team uses established interview questions. Faculty committee ranks applicant on his/her response to questions.

3. Candidate gives 20-minute presentation on topic of choice. Applicant will have 10 minutes to prepare for presentation. The presentation may be open to students and other faculty. Only faculty selection committee will evaluate the presentation. The faculty selection chairperson will provide score sheet.

4. Faculty committee meets after candidate presentation to discuss whether to recommend faculty for hire.

5. Faculty tally interview scores.

6. Faculty tally presentation scores.

7. President meets candidate after applicant has been selected from the applicant pool.

D. **Format of interview schedule for new part-time faculty:**

The format is the same as for full-time applicant EXCEPT the part time faculty may not need to give a presentation. The Dean would determine if a presentation would be necessary, dependent upon if position clinical or didactic in nature.
E. Telephone Interview Screening Questions for Faculty Selection.

1. **When used?**
   Questions used to help narrow the pool of applicants if more than four applicants apply for position.

2. **Who interviews:**
   As many of the interview team (faculty and administration) available at the time the interview was established. Minimum two faculty, faculty selection chairperson, and one administrator (Dean or President). Faculty chairperson will lead the interview.

3. **Where to interview**
   Interview would need to be conducted in room with telephone option for conference calling.

4. **Guidelines/ground rules:**
   - Welcome and brief intros
   - “We have several questions for you to answer over the course of the interview including an opportunity for you to ask questions at the end of the interview.”
   - “The interview questions will be the same as the questions use for a face-to-face interview.”
   - “At any time, feel free to ask us to repeat or clarify our questions.”
   - “We will ask follow up questions when more information is needed on a particular point.”
   - “We will take turns asking questions and will identify ourselves before we ask the question.”
   - “We will begin with the questions.”
Guidelines for Filling Staff Position

**Position is:**
A New Position - SBARO for new position is approved at CON and then presented by then college President before the FTE committee at SFMC.

**Job Opening Published** – Generally the staff positions are published online on the OSF Employment Opportunities website. The job ad is posted by the SFMC Human Resources office. Job ads posted externally through newspaper ads are agreed upon by CON and SFMC HR.

**Search Committee is Formed**
The search committee is formed by the appropriate person in administration (President, dean, assistant dean) and a committee leader is picked. The committee will normally include employees from the area where the employee opening exists or is being added.

**Functions of the Committee Members**

a. Agree to keep all proceedings of the Search Committee confidential and to ensure the consistency and accuracy of the process.
b. Attend all meetings. All candidates must be interviewed by the same group of Search Committee members. Exception in case of conflict of interest, see below.
c. Read all materials
d. Complete and submit Assessment Sheets to Chairs following the Chair deadlines.
e. State any likelihood of a conflict of interest with any of the candidates where there may be direct benefits from the candidate receiving the position, i.e. relatives, significant others. In cases of conflict of interest, the committee member should be excluded from all the search committee discussions or review of data.
f. The Committee decides who will ask certain questions to ensure all questions are asked and the interviews continue in a timely manner.

**Interview Questions - Tool**
Collaborate with administration to create an assessment tool based on job description and qualification. Ensure that each candidate is asked the same questions and interviews are consistent. The committee reviews the questions prior to the candidate interviews.

**Applicants**
Job applicants are screened by SFMC HR and the applications/resumes for the ones that meet the minimum job requirements are passed on to the CON administrator that is coordinating the hiring process.
**Interviews**
The administrative assistant schedules job interviews with the applicants and the hiring committee.

**Interview Process**
1. Collaborate with administration in identifying interview questions
2. The Committee decides if a telephone screening is needed to see if the candidate is yet available, explain the job in more detail, clarify the candidate’s work history, and inform candidate of the salary range for the position.
3. The Committee decides who will ask certain questions to ensure all questions are asked and the interviews continue in a timely manner.
4. Guiding principles are accuracy, core values of OSF and CON, and the assessment of key skills for the position

**Post Interview Process**
1. Scores are tallied and comments for each candidate are reviewed, highlighting strengths, areas of improvement, and potentials based on interview questions and qualifications.
2. The candidates are ranked by scores and comments.
3. The committee leader submits report of rank and scores to the President and discusses the committee’s candidate selection with the President.
4. Administrator requests HR to check references on selected candidate (s).
5. The committee leader ensures that recruitment records are complete and submitted to the President/Administrative Assistant at the end of the search process. This includes all written and email communication with the candidate. The record will be maintained for three years.
6. HR will offer position
7. The CON administrator will notify all candidates in writing, who were not recommended of the outcome of the search committee, i.e., that the job has been filled. If the candidates request an explanation refer them to the President.

**Hire Date/New Employee Orientation**
Start date is generally determined prior to the hiring process by CON administration and the exact start date is a mutual agreement between the candidate and CON. SFMC HR arranges for the new hire to attend the two day new employee orientation through the medical center.
FACULTY INTERVIEW QUESTIONS

NOTE: The actual interview questions will NOT be part of the process tool. They would be kept in a separate file with the administrative secretary. They are included here for purpose of showing full process.

Candidate: ______________________________ Date: ____________________________

This evaluation is to standardize the recording of information collected during an interview and assist in evaluating and comparing different candidates when interviews are completed. Interviewers are encouraged to use the "comments" section to support each candidate’s rating. This form is to be completed during and/or immediately following the interview.

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What attracted you to apply for this position? Explain why you would like to teach nursing students?</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>2. What do you perceive the role of a faculty member to be?</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>3. Describe your previous experience with nursing students.</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>4. What strengths and qualifications do you feel that you would bring to this position?</td>
<td>3 2 1</td>
<td></td>
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<tr>
<td>5. Please describe your experience with collaborative projects.</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>6. If you were assigned to teach an online course, or the job responsibility was primarily for courses online, describe for us: • What experience do you have teaching online? • How would you build a sense of community and collaboration with the students in the course?</td>
<td>3 2 1</td>
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<tr>
<td>7. In reviewing your professional background, what experiences have been significant for preparing you to teach nursing students?</td>
<td>3 2 1</td>
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<tr>
<td>8. Describe a classroom or clinical teaching situation you found difficult and how you handled it.</td>
<td>3 2 1</td>
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</tr>
<tr>
<td>9. Tell us how you would promote active learning (or self-directed, independent learning) with nursing students in the classroom setting? In the clinical setting? In the online setting?</td>
<td>3 2 1</td>
<td></td>
</tr>
</tbody>
</table>
10. Tell us how you define critical thinking? Describe ways you would use to promote critical thinking? 3 2 1

11. What changes, if any, do you see the nursing profession needing to make in the next 5 – 10 years? 3 2 1

12. Tell us about your philosophy of nursing? Of nursing education? Of teaching online courses? 3 2 1

Overall impression: 3 2 1

General Comments:

Recommended action:

_________ Hire ___________ Reject ___________ Refer for ____________position

_______________________________  ______________________

Signature      Date
### Faculty Presentation Scoring Sheet

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding 4</th>
<th>Competent 3</th>
<th>Developing 2</th>
<th>Unsatisfactory 1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic description</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic is completely, clearly, and accurately described</td>
<td></td>
<td>Topic is partially accurate and/or partially described</td>
<td>Topic is vaguely described</td>
<td>Topic not described</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation skills</strong></td>
<td>Extremely well composed; appears confident in teaching ability; outstanding presentation skills</td>
<td>Confident composed; confident in ability to teach</td>
<td>Sufficient to perform position responsibilities</td>
<td>Appears nervous and lacked skills</td>
<td></td>
</tr>
<tr>
<td><strong>Responsiveness</strong></td>
<td>Excellent responses, concise and to the point, with explanations as necessary.</td>
<td>Responses were good, with attempts to clarify and expand upon questions</td>
<td>Responses were adequate</td>
<td>Responses were vague. Or did not respond to questions</td>
<td></td>
</tr>
<tr>
<td><strong>Length presentation</strong></td>
<td>Adheres to predetermined time frame.</td>
<td>Extends/goes less than predetermined time by two minutes.</td>
<td>Extends/goes less than predetermined time by five minutes.</td>
<td>No acknowledgement of time frame.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

**Interviewer:**

**Date:**

Faculty – 11/15
College Senate – 5/16
Faculty appointments to the College of Nursing are continuous after satisfactory completion of the "Initial Evaluation Period". A continuous appointment is defined as one which will not be terminated by the College except for adequate cause, financial exigency, or change of institutional program. This is congruent with the American Association of University Professors (AAUP) definition of tenure.

In cases of termination, faculty is entitled to due process. The policies in relation to discipline and termination are found in this handbook and in the Human Resources Policies on the OSF Portal.

Faculty: 9/92, 10/98, 4/01
College Board: 10/92, 10/99, 10/01, 6/04
Faculty Affairs Committee 4/04, 11/15
College Senate: 05/16
INITIAL EVALUATION PERIOD

The initial evaluation period for full-time faculty continues through the first academic year of employment in the College of Nursing. During that time the faculty member will meet with the President or appropriate Dean at 90 day intervals to assess the progress and performance of the faculty member according to the respective job description. Upon the determination of mutual satisfaction by the faculty member and Administration, the faculty member will be offered continued employment according to the established policy and schedule. Notice of non-renewal of employment at the end of the academic year may be given by either party without penalty during the initial evaluation period.
Rank on initial appointment to Saint Francis Medical Center College of Nursing faculty is determined by the President considering the requirements of the position, the criteria for rank, rank achieved at another institution of higher education, and qualifications of the applicant. All appointments by the President are subject to approval of the College Board. It is the responsibility of the faculty member seeking a promotion to document activities fulfilling the criteria for the next rank and provide such documentation according to the "Promotion Policy".

The following are examples of activities that are included in the areas of Teaching, Service, and Scholarly Activity. Additional activities or achievements may be cited in the appropriate category.

Teaching
1. Mastery of content is demonstrated in classroom.
2. Demonstrates clinical expertise in area of nursing practice.
3. Organization and presentation of classroom content is consistent with course and College objectives.
4. Appropriate teaching strategies are used in classroom and clinical settings.
5. Evaluation methods are appropriate for course objectives and implemented in a fair and consistent way.
6. Relationships with students are objective and support students’ personal and professional development.
8. Demonstrates high level of instructional design and delivery skills.
9. Uses feedback from student evaluations and formative peer evaluations (voluntary) to improve teaching ability.
10. Mentoring
11. Creative teaching strategies
12. Implementing research based course revisions

Service
1. Serves on committees of College.
3. Participates in recruitment activities.
4. Acts as academic advisor to students.
5. Acts as advisor to student organizations.
6. Supports activities of the student body.
7. Member of professional organizations.
8. Serves on committees or as officer of professional organizations.
10. Volunteers expertise through community organizations.
11. Provides health related programs in the community.
12. Serves on advisory board for community organizations.
13. Serves on committees of clinical agencies.

Scholarly Activity
1. Scholarship of discovery:
   Inquiry or investigation that validates, refines, or contributes to knowledge in the nursing
and/or education disciplines. Such inquiry is conducted as original research that employs quantitative or qualitative research methods intended to create new knowledge or add to an existing body of knowledge. Such endeavors may include, but are not limited to, the following scholarly activities:

- Research activities
- Publication of original research
- Presentation of original research
- Grant writing in support of research or scholarship
- Collaboration with colleagues in conducting research
- Peer evaluation of research
- Theory development

2. Scholarship of integration:
Interpretation of original research (conducted by self or others) with the intent of uncovering meaning and increasing understanding. Such scholarship may involve interdisciplinary exploration of a particular topic or issue and may include, but is not limited to, the following scholarly activities:

- Publication in professional journal/textbook
- Collaboration with colleagues in implementing research findings or evidenced based practice
- Multidisciplinary collaboration in implementing research findings or evidenced based practice
- Implementing research based curricular revisions

3. Scholarship of application:
Applying specialized knowledge from the nursing and/or education domains to serve the needs of an identified community. Such endeavors may include, but are not limited to, the following scholarly activities:

- Book or article reviewer
- NCLEX Item writing
- Consultant
- Site visitor or accreditation team member
- Political advocacy
- Presenting at a conference or convention
- Grant writing to fund the needs of a particular community

4. Approvals:
College Board: 6/90; 9/99, 10/01
Faculty Organization 11/99; 4/01
Reviewed: No changes recommended
Faculty Affairs Committee 4/04
College Board 6/04
Faculty Affairs 4/05, 5/16
College Senate 5/05, 5/16
<table>
<thead>
<tr>
<th>Rank</th>
<th>Academic</th>
<th>Teaching</th>
<th>Service</th>
<th>Scholarly Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>*Master’s Degree in Nursing.</td>
<td>Some teaching experience in baccalaureate nursing education preferred.</td>
<td>Membership in professional organization desired.</td>
<td>Participation as possible.</td>
</tr>
<tr>
<td></td>
<td>*Current IL licensure as a Register Professional Nurse.</td>
<td></td>
<td>Community service desired.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*At least 2 years of experience in clinical nursing.</td>
<td></td>
<td>Participates in activities of College.</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Same as above.</td>
<td>Same as above.</td>
<td>Same as above.</td>
<td>Evidence of work in progress.</td>
</tr>
<tr>
<td></td>
<td>Official enrollment in a doctoral program preferred.</td>
<td></td>
<td>Demonstrate leadership in College.</td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Same as Instructor.</td>
<td>Same as above.</td>
<td>Same as above.</td>
<td>Evidence of scholarly activity within last 2 years.</td>
</tr>
<tr>
<td></td>
<td>Evidence of official enrollment and progress in a Doctoral program.</td>
<td></td>
<td>Service to College.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR Earned Doctorate in Nursing or related field preferred</td>
<td></td>
<td>Active participation in professional organizations or community service.</td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>Same as Instructor.</td>
<td>Same as above.</td>
<td>Same as above.</td>
<td>Evidence of completed activity every 3 years or several contributions (Only current activities be considered).</td>
</tr>
<tr>
<td></td>
<td>Earned Doctorate in nursing or related field.</td>
<td></td>
<td>Demonstrated consistent contributions to College, professional organizations, or community service.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Required of all faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Faculty Affairs Committee 8/86, 5/04, 5/12, 3/16
College Senate 5/16
FACULTY PROMOTION

Scope: The scope of this policy is related to the criteria necessary for a faculty member to apply for promotion.

Purpose: The purpose of this policy is threefold: 1) delineate the process of applying for promotion, 2) provide guidelines for the composition and role of the Promotion Committee, and 3) outline guidelines for preparing a portfolio that demonstrates achievement of the criteria necessary for promotion.

Process for Applying for Promotion

1. A faculty member may seek promotion following the 5th semester of full-time service at the current rank if seeking promotion to Assistant or Associate Professor, or following the 9th semester of full time service at the current rank if seeking promotion to full Professorship.

2. A formal request for promotion and the completed portfolio must be submitted to the chairperson of the Faculty Promotion Committee prior to January 15th.

3. The Faculty Promotion Committee will review the submitted portfolio from each faculty member who is applying for promotion. The recommendations of the committee will be forwarded to the President and appropriate Dean of the College prior to April 1 of the current year.

4. The recommendations of the President and the respective Dean will be added to the candidate's portfolio and will then be forwarded to the College Board Members for the final decision prior to May 15th of the current year. A final decision on the promotion request will be determined at the final College Board meeting in June of the current academic year.

5. The President will provide written communication and rationale for the denial to the candidate and the Faculty Promotion Committee regarding the decision of the College Board within 14 business days of the board decision. The promotion is effective the following Academic year.

6. A promotion can be announced by the President as desired by the applicant. If the College Board denies promotion, the candidate is to be informed in writing of the decision made at each level and the reason for the denial.

7. If denied promotion, the faculty member can appeal the decision of the College Board through the Fair Treatment and Appeal Procedure policy outlined in this handbook. Additionally, the faculty member may repeat an application for promotion the following year if desired.

8. The candidates' submitted materials, all related discussions, and decisions are kept in confidence by the Faculty Promotion Committee, the President, the respective Dean, and the College Board. Decisions regarding promotion are conveyed to the candidate only.
Guidelines for the Faculty Promotion Committee

The recommendation of the committee will be based on evaluation of the faculty member's professional and academic activities, as documented in the applicant's file portfolio.

1. The Faculty Promotion Committee functions as an evaluative body of peers. The committee consists of full time faculty members who volunteer to serve on the committee. In addition to the chair, the committee shall consist of four voting members with representation from each available rank. Each committee member will serve for two years or as needed. Two new members will be appointed every year to fill outgoing member vacancies. To ensure continuity and consistency, a minimum of two members will remain on the committee from the previous year.

2. The Faculty Promotion Committee should refer to the Faculty Promotion Policy and Academic Rank in the Faculty Academic Handbook, to determine the applicant's achievement of the criteria.

3. The faculty member will be reviewed according to the level of promotion being considered.

4. Although the committee may request clarification and/or verification of information, the applicant is responsible for submitting complete, concise, and accurate material for review as noted in the Faculty Promotion Portfolio Review Form. See below.

5. The committee chair will assign three committee members to review the portfolio. After review, a vote will be taken to recommend or to not recommend promotion of the faculty candidate. Rationale for the decision will be documented and both the vote and rationale will be forwarded to the President and respective Dean. If a member of the Faculty Promotion Committee is seeking promotion he/she will not be present for the discussion or decision regarding the vote on the request for promotion.

6. The President and respective dean will then review the portfolio and committee’s recommendations and rationale and communicate their recommendation to the College Board.

7. The candidates' submitted materials, all related discussions, and decisions are kept in confidence by the Faculty Promotion Committee and shared only with the President and respective Dean.

Guidelines for the Faculty Member Seeking Promotion

A candidate desiring promotion must meet the criteria at the level of rank being considered. Documentation of achievement of the criteria is limited to a portfolio that fits into one three inch binder. The committee may request clarification or verification of submitted material.

Materials that the candidate MUST present to the committee:

1. Request for promotion with rationale in the form of a letter to the chair of the promotion committee (limit 1 page in length) and an executive summary demonstrating achievement of the criteria of teaching, service, and scholarship for the
requested rank. The executive summary must be sent electronically to the President as well.

2. Current and complete Curriculum Vitae.
3. Performance Appraisal Evaluations for the last 3 to 5 years or since the last promotion:
4. Letters of reference from professional colleagues (should address the candidate’s readiness for promotion. Note that “professional colleagues” may include individuals who are not faculty members, but who are in a position to speak to the candidate’s teaching ability (i.e. co-presenters at conferences). A minimum of 3 reference letters is required. Letters cannot be obtained from persons involved in the decision making process (i.e. Dean, President, Faculty Promotion Committee members)

Examples of evidence of achievement must address the areas of teaching, service, and scholarly activities required for the rank from the last 3 to 5 years or since the last promotion. These areas of achievement are based on Boyer’s (1990) model of Scholarship.

Scholarship of Teaching The creative and systematic process of research, analysis, implementation, and evaluation of curricular issues to enhance teaching effectiveness and to improve students’ learning outcomes.

1. Syllabi and topical outlines
2. Creative and/or evidence based teaching methods/strategies.
3. Implementation of evidence based course revisions
4. Assignments, handouts, and projects
5. Mentoring
6. Evaluations by peer or mentor

Service
Applying specialized knowledge from the nursing and/or education domains to serve the needs of the identified community.

1. Documentation of service to the College such as contributions that relate to the mission and values of the College (which would include the membership and participation in committees and organizations, attendance at College activities).
2. Documentation of service to the community and/or professional organizations.

Scholarship of Discovery
Inquiry or investigation that validates, refines, or contributes to knowledge in the nursing and/or education disciplines. Such inquiry is conducted as original research that employs quantitative or qualitative research methods intended to create new knowledge or add to an existing body of knowledge. Such endeavors may include, but are not limited to, the following scholarly activities:

- Research activities
- Publication of original research
- Presentation of original research
- Grant writing in support of research or scholarship
- Collaboration with colleagues in conducting research
- Peer evaluation of research
- Theory development
Scholarship of Integration
Interpretation of original research (conducted by self or others) with the intent of uncovering meaning and increasing understanding. Such scholarship may involve interdisciplinary exploration of a particular topic or issue and may include, but is not limited to, the following scholarly activities:

- Publication in professional journal/textbook
- Collaboration with colleagues in implementing research findings or evidenced based practice
- Multidisciplinary collaboration in implementing research findings or evidenced based practice
- Implementing research based curricular revisions

Scholarship of Application
Applying specialized knowledge from the nursing and/or education domains to serve the needs of an identified community. Such endeavors may include, but are not limited to, the following scholarly activities:

- Book or article reviewer
- NCLEX Item writing
- Consultant
- Site visitor or accreditation team member
- Political advocacy
- Presenting at a conference or convention
- Grant writing to fund the needs of a particular community


Saint Francis Medical Center College of Nursing  
Peoria, Illinois  
Promotion Committee

Faculty Promotion Portfolio Review Form

Faculty promotion candidate: 
Rank being sought: 
Date of portfolio review: 
Reviewer name:

<table>
<thead>
<tr>
<th>Materials that the candidate <strong>MUST</strong> present to the committee:</th>
<th>Included in Portfolio</th>
<th>Not Included</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Request for promotion (limit 1 page in length)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Current and complete Curriculum Vitae</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Performance Appraisal Evaluations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Letters of reference from professional colleagues</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples of evidence of achievement</th>
<th>Included in Portfolio</th>
<th>Not Included</th>
<th>Comments</th>
</tr>
</thead>
</table>

**Scholarship of Teaching**

| 7. Syllabi and topical outlines |  |  |  |
| 8. Creative and/or evidence based teaching methods/strategies |  |  |  |
| 9. Implementation of evidence based course revisions |  |  |  |
| 10. Assignments, handouts, tests, and projects |  |  |  |
| 11. Mentoring |  |  |  |
| 12. Evaluations by peer(s) or mentor |  |  |  |
## Service

3. Documentation of service to the College such as contributions that relate to the mission and values of the College (which would include the membership and participation in committees and organizations, attendance at College activities).

4. Documentation of service to the community and/or professional organizations.

### Scholarship of Discovery

Inquiry or investigation that validates, refines, or contributes to knowledge in the nursing and/or education disciplines. Such inquiry is conducted as original research that employs quantitative or qualitative research methods intended to create new knowledge or add to an existing body of knowledge. Such endeavors may include, but are not limited to, the following scholarly activities:

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- Peer evaluation of research
- Theory development

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- Publication in professional journal/textbook
- Collaboration with colleagues in implementing research findings or evidenced
- Multidisciplinary collaboration in implementing
research findings or evidenced

- Implementing research based curricular revisions

**Scholarship of Application**

Applying specialized knowledge from the nursing and/or education domains to serve the needs of an identified community. Such endeavors may include, but are not limited to, the following scholarly activities:

- Book or article reviewer
- NCLEX Item writing
- Consultant
- Site visitor or accreditation team member
- Political advocacy
- Presenting at a conference or convention
- Grant writing to fund the needs of a particular community

**Additional evidence submitted by candidate** (please describe)

<table>
<thead>
<tr>
<th>Recommendation:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>★★★★</td>
<td>Approve promotion request without reservation</td>
</tr>
<tr>
<td>★★★</td>
<td>Approve promotion request with reservation (please offer rationale)</td>
</tr>
<tr>
<td>★★</td>
<td>Decline promotion request</td>
</tr>
</tbody>
</table>

Please email completed form to the Faculty Promotion Committee Chair and pass the portfolio to the next committee member as directed by the Chair. If you are the final reviewer, return the portfolio to the Faculty Promotion Committee Chair once you have
submitted your review form. Once all review forms have been submitted, the Faculty Promotion Committee will meet to determine the overall committee recommendation which will then be submitted to the College President and appropriate Dean no later than March 15th.

Faculty Affairs 11/15
College Senate 01/16
ACADEMIC FREEDOM

Faculty of Saint Francis Medical Center College of Nursing define academic freedom as stated in the AAUP: Policy Documents & Reports, 2006 edition.

"AAUP Statement of Principles on Academic Freedom"

A. “Teachers are entitled to full freedom in research and in the publication of the results subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution” (P. 3).

B. “Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter, which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment” (P. 3).

C. “College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public might judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution” (P. 3).


Faculty 10/14/88, 10/30/98, 4/01
College Senate 5/14, 5/16
College Board 2/10/89, 10/8/99, 10/01, 6/04
Faculty Affairs Committee 4/04, 11/15
FACULTY DEVELOPMENT POLICY

Faculty development is viewed as essential to the mission of the College and is strongly supported by Saint Francis Medical Center College of Nursing. Funds are budgeted annually for the express purpose of providing assistance to individual faculty members for professional development, e.g. tuition reimbursement, professional workshops and conferences. Funds are also budgeted for activities that promote the growth of the faculty as a whole in teaching effectiveness, curriculum development, and organizational development. The President of the College has the responsibility for administering the budgeted funds.

The faculty development program encourages the professional growth of individual faculty members through release time and full or partial financial support for attendance at workshops, seminars, and conferences; tuition reimbursement for advanced study; and sabbatical leaves. Faculty development assists new faculty members in assimilation into the College community.

Programs for the development of improved teaching skills, curriculum development, and/or organizational effectiveness are planned cooperatively by faculty and administration and offered on a regular basis. One of the functions of the Faculty Affairs Committee is to plan faculty development programs. Workshops and other programs may be offered based on identified needs of the faculty.

FACULTY DEVELOPMENT PROCEDURE

A faculty member may initiate a request to attend a meeting, workshop, or seminar pertinent to area of expertise or responsibilities in the College of Nursing by following the procedure outlined below. Release time will ordinarily be granted; however, if teaching responsibilities are affected, prior approval of the appropriate Dean is required. In order that more individuals may participate, the expense of activities may be shared by the College and the individual, especially if the location is outside a 200-mile radius of Peoria. In approving requests, consideration is given to the extent of available funds, expected benefit to the individual or College, teaching responsibilities, and most recent previous requests of the individual.

Professional Meetings, Workshops or Seminars.
1. Submit workshop request to President. Include date, plans for fulfilling teaching responsibilities as approved by the appropriate Dean, purpose, and projected cost. Requests for national conferences should be submitted to the president during the operational budget planning process.
2. Complete form for requesting projected meeting/travel expenses.
3. Following activity, submit above form showing actual expenses.
4. Disseminate information from meetings, workshops, and seminars with pertinent personnel.
Educational Assistance
1. Complete OSF Healthcare Education Reimbursement Form for educational assistance and submit to the President prior to actual date of enrollment in course(s).
2. Upon satisfactory completion of course work, submit grade report and receipt for tuition payment to Human Resources.
3. Complete request form prior to each semester for which assistance is sought.
4. OSF Human Resources determines the amount reimbursed annually.
5. Educational Reimbursement may be subject to Federal and State Tax Regulations.

Faculty Affairs 4/14, 11/15
College Senate 01/16
ORIENTATION OF NEW EMPLOYEES

An individualized orientation program is planned for new employees that acquaint them with the College history, mission, philosophy, program goals, curriculum, organization, administration, faculty, resources, and personnel of the College. The orientation is conducted by the President, appropriate Dean(s), employee supervisor and designated employees. Resources for the orientation include the Catalog, Student Handbook, Faculty Academic Handbook, Annual Reports, and other College publications.

Purpose:
- To maximize employee performance and service to the College by providing a structured orientation, that introduces the employee to the college and to their job.
- Serve as the beginning phase of employee development and learning.
- Ensure that the new employees know their role, duties, and responsibilities.

Procedure:
All new employees should participate in a structured orientation regardless of their classification. The “supervisor” should:
- Give the employee a copy of the checklist ask the employee to track each of the items on the list.
- Conduct the sessions or arrange for each of the topics on the checklist to be covered by the appropriate persons.
- Review the Orientation Checklist with the new employee at the end of two weeks and make plans to provide any additional needed instruction.

Note: Supervisor is defined as the person to whom the new employee directly reports.

Phases of the Orientation:
1. Prior to Start Date – preparing for new employee
   a. Send a letter of welcome and confirm start date
   b. Follow up telephone call to answer questions: where to park, lunch arrangements, dress code, and questions the new employee may have
   c. Send an email reminding faculty and staff that the new person will be coming and give the date
   d. Organize the work area
      i. Make sure there a computer with the relevant software
      ii. Request OSF network ID and pass word and set up an email address (Instructional Technology Specialist)
      iii. Request Student Information System access (Assistant Dean Student Services). Access will be based on the tasks assigned to the new employee. The person supervising the new employee should let Administrative Assistant know the components to be included in the person’s profile.
   e. Plan the work for the first week
   f. Arrange with current staff to participate in orientation
      i. i.e., Admissions Assistants – The actual dates could set for 2-3 week later, if need, to give the person time to assimilate the information.

2. Welcome to the College
   a. Introduce to staff and faculty
b. Give a copy of the duties and responsibilities position


c. Tour the College (classrooms, library, emergency exits etc.)

d. Tour the Medical Center (cafeteria, mail room, print shop, etc)

e. Description of the College
   i. Mission and governance (Show organization chart, Describe roles of the
      College Board and College Senate)
   ii. Academic Programs
   iii. Student Services (Housing, student organizations)

f. Detailed description of their duties and responsibilities

g. Demonstrate telephone system, fax, show College website, show Facebook page

h. Provide sessions on the use of the
   i. OSF Network
   ii. Outlook and email
   iii. Learning Management System and Student Information System

i. Job expectations of College employees.

j. Procedure for reporting absences

k. Information Security Policy

Plan for the first 90 days

1. Assess training needs and plan accordingly. Each area should develop a list of
   training needs.

2. Develop a work plan of routine activities that need to be done monthly or in the
   timeframe established by the supervising staff member.

Faculty Affairs 11/15
College Senate 05/16
QUALITY CULTURE
NEW EMPLOYEE ORIENTATION

A. Saint Francis Medical Center College of Nursing Quality Improvement Program
All of our continuous quality improvement efforts are tied to our strategic plan, so that our initiatives are embedded into our mission and vision for the college and students.

1. Saint Francis Medical Center College of Nursing Quality Statement:
“Quality is our commitment to excellence in nursing education, being the very best of the best. It is achieved by applying quality Improvement initiatives to reach beyond expectations in teaching and services to students and stakeholders.”

2. Priorities and Strategic Goals
   a. Quality Education
      • Develop, implement and continuously improve highly effective, evidence-based, curriculum for all programs.
      • Continuous Improvement: Establish infrastructure to align improvement methods, identify opportunities, prioritize projects, and allocate resources for improvement.
      • Create an Accountability Management system to clarify, align, and drive effective process ownership and performance improvement
   b. Growth
      • Leverage technology to reduce or eliminate manual information management processes in administration & student support services.
      • Targeted Growth of BSN and MSN program
      • Strategic Communications to develop awareness of CON & facilitate productive relationships within OSF Healthcare System, SFMC, Community, and alumni.
      • Leverage technology to enhance evidenced-based delivery of education.
   c. Community of Caregivers
      • Ensure adequate faculty and staff levels to maintain quality education and services
      • Formal Succession Planning to proactively identify and develop future leaders
      • Increase diversity of CON faculty, staff, and students
      • Develop and sustain effective Internal and External relationships
      • Ensure development of Faculty and Staff
   d. Service Excellence
      • Ensure excellence in Enrollment Management
      • Ensure Student satisfaction with development and support

B. Quality Improvement Methods

1. Academic Quality Improvement Program (AQIP) is a quality improvement process through which an organization can maintain its accredited status with The Higher Learning Commission. AQIP’s goal is to infuse the principles and benefits of continuous improvement into the culture of colleges and universities in order to assure and advance the quality of higher education.
The college is accredited by the Higher Learning Commission through AQIP based on our work using 9 categories:

- Helping students learn
- Accomplishing other distinctive objectives
- Understanding student and stakeholder needs
- Valuing people
- Leading and communicating
- Supporting organizational operations
- Measuring effectiveness
- Planning continuous improvement
- Building collaborative relationships

To meet or exceed the criteria, Saint Francis Medical Center College of Nursing uses the AQIP Action Project format. Action projects flow from the College of Nursing Strategic Plan. Action Projects can use Six Sigma processes. Action Projects are projects that strengthen an organization’s commitment to continuous improvement; educate and motivate faculty, staff, and administrators; and improve systems and processes that lead to success in achieving organizational goals. Action Projects are chartered based on communicated needs of students, faculty and staff, or identified opportunities for improvement by regulatory bodies. The college concentrates on three or four Action Projects concurrently that will most significantly advance its goals. At least one relates directly to helping students learn. Once the goal(s) of the project are reached the project is retired or re-chartered if the goals are not met.

For more information, there is an AQIP folder on the college shared drive, or go to [www.aqip.org](http://www.aqip.org).

2. Six Sigma is a quality improvement methodology that uses a variety of tools and processes to measure performance by measuring how the performance meets the requirements of those we serve. Six Sigma is also a way to improve processes and performance.

With Six Sigma, there are 5 phases that create a cyclical process. This process is referred to as DMAIC.

- **Define phase** – Understand what process is to be improved and set a goal
- **Measure phase** – Measure the current state
- **Analyze phase** – Develop cause and effect theories of what may be causing the problem and search for real causes.
- **Improve phase** – Take action
- **Control phase** – Measure to verify improvement has taken place and take actions to sustain the gain.

Within these phases there are specific that can be used to facilitate the process.

3. Situation, Background, Assessment, Recommendation, Outcome (SBARO)

SBARO is the communication process used at the College of Nursing to initiate change and insure data driven decisions. The use of SBRO provides a standard communication model that improves the efficiency and productivity of change within the college at all levels.

- Situation – A concise statement of the problem is given
- Background – What background information is pertinent to the situation?
- Assessment – Analysis and consideration of options
• Recommendation – What action / recommendation is needed to solve the problem?
• Outcomes – Were the recommendations approved and who now “owns” the process?

There is an SBARO Communication Policy and tool located in the Shared Drive. Click on CONORG, and then open the SBARO folder.

4. Balanced Scorecard is based on the College’s Mission and Vision, and is a tool that identifies opportunities for college wide improvement and organizes them into a set of measures to analyze our goals, or targets

C. Participation
There are many ways to participate and learn more about the efforts the college is making to transition and maintain a Quality Culture. Opportunities to participate include:
• Action Project Teams
• Participate at Senate Meetings
• Participation in education programs, survey participation, etc.
• Identifying opportunities for improvement
• Participation on standing committees

D. Communication
Action project updates and other QI initiatives are reported at Senate meetings, on the undergraduate and graduate areas in the learning management system, bulletin board postings and an email newsletter

Faculty Affairs  11/15
College Senate 05/16
SBARO Communication Policy

TITLE: SBARO POLICY

PURPOSE:
Optimize institutional effectiveness for change through improved internal communication.

OBJECTIVES:
- Recognizes the need for standardized change process
- Provides a standard communication model - SBARO - to initiate change and ensure data driven decisions
- Ensures that data is used to validate problems and recommendations
- Improves efficiency and productivity of change through the use of a standardized communication process
- Ensures that all College employees utilize the approved model

POLICY:
It is the policy of Saint Francis Medical Center College of Nursing to ensure that all change is data driven and that change within the College is initiated, implemented, and sustained using an SBARO format.

SBARO is the tool that allows all College personnel to evaluate the impact of one or more of the following:
- What data supports the need for the change? What are needs/opportunities driving the change? What are barriers/risks?
- How does the change fit with the mission, philosophy, values, and Strategic Plan?
- Who will be impacted by the change? What processes are impacted?
- Who and/or what processes are involved in the change? Have the people/groups who will be impacted been consulted? Have the processes been evaluated by these persons? What changes were made based on the group evaluation?
- Are the resources available to make it happen?
- Are there measurable outcomes and a project owner.

SCOPE:
The College of Nursing recognizes the value of both intra and interdepartmental communication. To manage change based on data driven decisions is challenging and requires thorough planning and effective communication. The SBARO:
1. Provides a standard method to communicate change which organizes pertinent data/information in a concise manner
2. Describes the background
3. Allows for documentation of assessment of the situation
4. Lists recommendations/actions that are needed to correct the situation
5. Describes plans for implementation and evaluation including indicators that will be set in place in order to measure the successful implementation of the policy put in place through the SBARO
6. Shows outcomes with performance indicators that verify the success/sustainability of the recommendations
DEFINITIONS:

1. **S= SITUATION:** What is the situation? A concise statement of the problem. What is the financial impact? Support the issue with data whenever possible. **How does this issue impact the Strategic Plan?**
2. **B=BACKGROUND:** What background information is pertinent to the situation? Provide data whenever possible – Brief historical overview.
3. **A=ASSESSMENT:** Based on the data what do you think? Analysis and considerations of options.
4. **R=RECOMMENDATION:** What action is needed to correct the problem? When will the action start (implementation)? Who will write the policy? Who owns the policy for implementation? How will the change be communicated? What are the performance indicators set in place in order to measure the success of the policies resulting from the recommendation.
5. **O=OUTCOMES:** Were the recommendations approved? Do the performance indicators verify the success/sustainability of the recommendations?

6. **SBARO Coordinator:** Leads the annual evaluation process on the effective usage of SBARO. Collects data on the creation and introduction of SBARO’s. Reports SBARO data to the College President. Available to answer questions on how to write an SBARO.

7. **Process Owner:** Person or persons responsible for the day-to-day process as per the recommendation section of the SBARO and reporting outcome data to the SBARO Coordinator.

8. **Supervisor:** Person whose job description identifies them as responsible for the supervision in which the proposed change will occur.

PROCEDURE:

When developing an SBARO the following procedure must be observed:

1. Determine if a SBARO should be written. If a change in process, procedure, policy, trends or program is being considered, a SBARO will be required.
2. Collect the data to support the SBARO
   a. Internal data – surveys
   b. Cost – if any
   c. External data – benchmark other Colleges/literature
3. Determine if SBARO will affect other areas of the College, such as support services.
4. Create methods, measures, and systems to monitor results.
5. Compose the SBARO. The SBARO should be prepared by appropriate standing committee or the individual proposing the change.
6. Submit a copy to each of the following:
   a. appropriate standing committee chairperson(s)/supervisor to be reviewed for appropriate action
   b. SBARO Coordinator for tracking and reporting purposes
7. Use the following detailed steps to ensure successful implementation of change:
   a. Establish detailed steps and timeline
   b. Establish budget, if applicable
   c. Put staff in place, if applicable, to make it happen
   d. Delegate the responsibility and authority for carrying out project. Who will do this?
8. Committee chairperson(s) submit committee approved SBARO to College Senate for evaluation and approval.
9. Supervisor:
   a. Evaluate and approve or deny SBARO
   b. Submit SBARO to College President for evaluation and approval if applicable.
10. Verify at determined interval that performance indicators sustain recommendations
11. Process owner report outcomes of performance indicators to SBARO coordinator

LEVELS OF RESPONSIBILITY FOR THE CONTINUED SUCCESS OF THE SBARO COMMUNICATION MODEL:
   a. President
   b. Deans
   c. Appropriate Standing Committees Chairpersons
   d. College Support Area Supervisor
   e. College personnel

PLACE TO COMMUNICATE:
CONOROG; college handbooks; office policies and procedures manuals; college website;
Adopted:    AQIP 1 Committee    March 3, 2008
            College Senate    May 2, 2008
            Evaluation    June/2009 by Leadership Group

Effective: Effective date for this policy implementation: May 2009

Revised policy:  7/10/2010
Faculty Affairs: 11/15
Approved College Senate:  8/14/2010, 01/16
NEW EMPLOYEE ORIENTATION OUTLINE

A. Overview of College
   1. Mission, Philosophy, College and Program Goals
   2. Approval and accreditation status & plans
      a. State of Illinois
      b. Higher Learning Commission North Central Association – Academic Quality Improvement Program (AQIP)
      c. National League for Nursing Accrediting Commission
   3. Strategic Plan
   4. Quality Culture
   5. Systematic Plan Evaluation and Assessment of Program
   6. Use of SBARO – Situation, Background, Assessment, Recommendation, Outcome
   7. Catalog
   8. Faculty Academic Handbook
   9. Student Handbook
   10. College Personnel roles (i.e. college support representatives, administrative assistants)

B. Organization and Governance of College
   1. Organizational Chart
   2. College Board
   3. College Administration: President, Deans
   4. College Senate Rules and Regulations
   5. Committee Participation
   6. Calendar of College Senate Committee Meetings

C. Employee Expectations for Participation
   1. Opening School Liturgy
   2. Graduations – December and May (as designated by job responsibilities)
   3. Fall and/or Spring Open House
   4. Recruitment/Marketing Activities

D. Basic Information
   1. Contact people (Use current contact sheet that is given to students)
   2. Resources List
   3. Faculty offices and phone numbers
   4. Keys
   5. Mailbox
   6. Keyless Entry and access cards
   7. Phone and voice mail
   8. Email account
   9. Parking
   10. Supplies – location and how to order
   11. Copy requests and PDF email

E. Facilities and Resources
   1. College of Nursing Residence
   2. Clinical agencies
   3. Classrooms
4. Nursing Resource Center
5. Room requests

F. Professional Development
1. Orientation
2. Professional Workshops and Conferences
3. Tuition Reimbursement
4. Sabbatical Policy (Faculty only)

G. Student Support Services
1. Student Finance
2. Admissions, Recruitment, and Registrar
3. Health Services
4. Counseling
5. Academic Development Center
6. Instructional Technology Specialist
7. Campus Safety and Security Task Force

H. Campus Safety and Security
1. Campus Safety and Security Plan
2. Fire Safety
3. Disaster
4. Injuries/Emergency illnesses
5. Needlesticks

I. Library
1. Access resources
2. Library databases
3. Interlibrary loan

J. Technology
1. College Portal
2. College Website (www.sfmcon.edu)
3. Computer
   a. Microsoft Office
   b. Microsoft Word
   c. Outlook
   d. Shared Drive
4. Learning Management System
   a. Tutorial
   b. Course shells
   c. Gradebook
   d. Docsharing
5. SONISWEB
6. EPIC
7. Pyxis
8. Scantron (Scoring tests)
9. Classroom/Lab technology – smartboards
10. Technology support
   a. Instructional Technology Specialist
   b. Help Desk

K. Personnel Policies
1. College
2. Annual Appraisal
3. Saint Francis Medical Center and OSF Healthcare

FACULTY SPECIFIC ORIENTATION

L. Faculty Mentoring Program

M. Educational Program(s)
1. Curriculum Objectives
2. Curriculum
3. Organizing Framework
4. Courses
5. Academic Policies
6. Academic Calendar
7. Student Characteristics

N. Introduction to Assigned Course
1. Course objectives
2. Teaching Methodologies
   a. Theory
   b. Clinical/Laboratory
      i. Guidelines for clinical paperwork
      ii. Evaluation
   c. Simulation
3. Testing and Grading Practices and Policies
   a. Theory
      i. Course examination policies
      ii. Review of student examinations
   b. Clinical/Laboratory
4. Evaluation
   a. Student
   b. Course
   c. Course faculty
   d. Peer
   e. Clinical faculty and unit staff
5. Course Report

O. Faculty Responsibilities
1. Teaching
   a. Office hours
   b. Syllabus
   c. Course Outline
   d. Textbooks
   e. Scope of Practice for Academic Nurse Educators (NLN, 2005)
• Facilitate learning
• Facilitate learner development and socialization
• Use assessment and evaluation strategies
• Participate in curriculum design and evaluation of program
• Function as a change agent and leader
• Pursue continuous quality improvement in the nurse educator role
• Engage in scholarship
• Function within the educational environment

  f. Classroom equipment
  g. Class Rosters
  h. Class time
  i. Breaks
  j. Absence from class
  k. Grading system

2. Academic Advisement

3. Service
   a. College
   b. Community

4. Scholarly Activities

N. Teaching Strategies
  1. Tips for great lectures
  2. Tips for great discussions
  3. Creative teaching strategies
  4. Test construction
  5. Completion of online instruction modules in the learning management system.
OSF Saint Francis Medical Center College of Nursing

Orientation Checklist

Name ______________________________  Dept. Start Date ________________

Dept. # ___________________    Employee # ___________________

<table>
<thead>
<tr>
<th>Phases of the Orientation</th>
<th>Date Mo/Day/Yr</th>
<th>Evaluator Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Send a letter of welcome and confirm start date</td>
<td></td>
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<tr>
<td>Follow up telephone call to answer questions: where to park, lunch arrangements, dress code, and questions the new employee may have.</td>
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<tr>
<td>Send an email reminding faculty and staff that the new person will be coming and give the date.</td>
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<tr>
<td>Prepare office area/work space.</td>
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<tr>
<td>Make sure there is a computer with the relevant software.</td>
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<tr>
<td>Request OSF network ID and pass and set up an email address.</td>
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<tr>
<td>Request SONISWEB access.</td>
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<td></td>
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<tr>
<td>Plan the work for the first week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrange with current employees to participate in orientation.</td>
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<td></td>
</tr>
</tbody>
</table>

Name _______________________________________      Date ________________
## Orientation Checklist

Name ______________________________  Dept. Start Date ________________

Dept. # _________________    Employee # ___________________

<table>
<thead>
<tr>
<th>Welcome to College</th>
<th>Date Mo/Day/Yr</th>
<th>Evaluator Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce to staff and faculty.</td>
<td></td>
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<tr>
<td>Give a copy of the duties and responsibilities of the position.</td>
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<tr>
<td>Tour the College (classrooms, library, emergency exits, etc.)</td>
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<tr>
<td>Tour the Medical Center (cafeteria, mail room, print shop, etc.</td>
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<tr>
<td>Session to cover orientation material in New Employee Orientation outline.</td>
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<tr>
<td>Detailed description of their duties and responsibilities.</td>
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<tr>
<td>Demonstrate telephone system, fax, copier, show College website and Facebook page.</td>
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<tr>
<td>Provide sessions on the use of the (OSF Network, email, eCollege, SONIS)</td>
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<tr>
<td>Provide information on College portal.</td>
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<tr>
<td>Specific job expectation of the person supervising the employee (promptness, self-starter, desire person to ask questions before initiating new tasks)</td>
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<tr>
<td>Procedure for reporting absences.</td>
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<tr>
<td>Information Security Policy.</td>
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<tr>
<td>Call in Protocol  (To clock-in if applicable and when absent)</td>
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<tr>
<td>Campus Safety and Security Plan</td>
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<tr>
<td>Requests for time off (PTO, sick, education)</td>
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<td></td>
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</tbody>
</table>
### Welcome to College

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
<th>Evaluator Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of benefits</td>
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<tr>
<td>College Senate/Organizational Chart</td>
<td></td>
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<tr>
<td>Order and Delivery of supplies</td>
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<tr>
<td>CSR</td>
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<tr>
<td>Budget Process</td>
<td></td>
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<tr>
<td>Room assignments in Outlook</td>
<td></td>
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<tr>
<td>Request for Funds (Travel, conferences)</td>
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</tbody>
</table>

### Plan for the first 90 days

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
<th>Evaluator Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess training needs and plan accordingly. Each area should develop a list of training needs that each person may need.</td>
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<tr>
<td>Develop a work plan of routine activities that need to be done monthly or in the time frame established by the supervising staff member.</td>
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</tbody>
</table>

Faculty - 1/26/90, 10/30/98, 4/01, 4/04
Faculty Affairs Committee 11/15, 5/16
College Board - 3/2/90, 10/8/99, 10/01, 6/04
College Senate – 5/16
NEW EMPLOYEE ORIENTATION EVALUATION

It has been 4 weeks since you attended your initial orientation. A great deal of information was offered and presented concerning College policies, procedures, and benefits. Your perspective on the information you were given is important. Please answer these questions to assist us in improving our orientation program.

Use the rating scale below to indicate your opinion of how well the new-employee process accomplished the following objectives. Rate questions 1 through 10 according to this scale:

5 = Very definitely/very clear  
4 = Yes/mostly clear  
3 = Somewhat/OK  
2 = No sure/need more information  
1 = No/insufficient

How I Feel Now:
   _____ 1. I am eager to begin work.
   _____ 2. I feel welcome here.
   _____ 3. I anticipate a positive working relationship with my supervisor.
   _____ 4. I anticipate a positive working relationship with peers in my department.

Orientation Objectives:
   _____ 5. I received essential information.
   _____ 6. I received information in a timely manner.
   _____ 7. I know what is expected of me by my supervisor.
   _____ 8. I know what is expected of me by my coworkers.
   _____ 9. I understand my job responsibilities.
   _____ 10. I have essential supplies and equipment to do my job or know where to find them.

11. What were the most helpful items covered during orientation?

12. What items were not helpful, not needed, or could have waited until later to be addressed?

13. What items were not covered during the initial meetings that you want to know about?

14. What questions do you have about information presented that did not occur to you at the time?
FACULTY WORKLOAD

The mission of Saint Francis Medical Center College of Nursing is teaching, and faculty workload reflects that mission. The prime responsibility of faculty is the effective teaching of students. Faculty members are also expected to participate in service to the College, scholarly activities and/or community service. A full teaching load is considered 21 - 25 credit hours per academic year.

A. Teaching- 12 credits/semester.

Twelve credits includes direct instructional assignments and interactions with students related to instruction for both the undergraduate and graduate program, i.e. preparation for and delivery of classroom; online classes; laboratory; and clinical instruction; and supervision of student’s scholarly work, project, independent study, practicum, and research.

Teaching Expectations- The College accepts the scope and standard for nurse educators as defined and described in the NLN Scope of Practice for Academic Nurse Educator Handbook (2005). Faculty members are expected to adhere to the Standard of Practice as outlined in the Handbook.

Credit Hours are determined by:
Theory: 1 theory hour = 1 credit hour

Undergraduate:
- Undergraduate clinical & Practice Lab with direct supervision with faculty on site 1 clinical contact hour = 0.5 credit hour
- Undergraduate electives 1 theory = 1 credit hour. BSN electives with clinical hours generally have 8-10 students enrolled, and the students may be on a variety of units. Additionally, in these courses, the students are in the clinical setting over the entire semester.
- Undergraduate Independent Study: 0.4 credit hour/student, clinically supervised, not on site

Graduate Practicum and Research
- Graduate courses with practicum: 1 theory or 1 clinical hour = 1 credit. 1 credit hour is allocated to these courses because: MSN students are at multiple sites. The average MSN course includes 20 students, and faculty makes multiple site visits/contacts during the semester. Additional faculty responsibilities in the MSN courses include working with the students to develop their objectives and managing agency contracts and preceptor agreements.
- MSN Research or Practicum: 0.4 credit hour/student enrolling for 3 course credits. Faculty will receive credit for supervising students enrolled in courses 600, 610, 612, 620, 630, 800, 802, and 820. Faculty will receive 0.4 credits for supervising each student enrolled in three hours of course credit. If a student takes an “Incomplete”, the faculty will continue to work with the student until the “Incomplete” is removed without additional credit to the faculty’s workload. During the academic year, the credit(s) will be added to the workload. During the summer, the credit(s) will be treated as a separate
contract. The College reserves the right to limit the number students assigned to faculty.

- **DNP Capstone-** Faculty will receive 0.8 credits per student per semester for serving as the chair of a capstone committee. The faculty on the capstone committee will receive 0.4 credits per student per semester.

Course Coordination: 0.5 credit per semester; 0.25 when the coordination tasks are shared.

Faculty teaching load include credit hours, which is the sum of the number of theory, clinical, and coordinator credit hours. For example, in the 16 week semester, 3 hours of theory per week = 3 credit hours for the semester; 8 hours of clinical per week = 4 credit hours for the semester; and 16 hours of Practice Lab supervision = 0.5 credit hours for the semester for a total of 7.5 credits.

**B. Service**

College faculty members are expected to contribute to the overall functioning of the College. Service to the College includes participation on faculty committees, functioning as committee chair or co-chair, promoting events sponsored by the College, acting as advisor to students, or participating in recruiting activities.

- Full time faculty will serve on a **minimum** of two of the 10 standing committees (Admission & Progression, Curriculum, College Research, Evaluation, Faculty Affairs, Graduate Committee, Educational Resources, Faculty Appeal, Faculty Promotion, and Faculty Selection).
- Committee members will rotate to each committee serving a minimum of two (2) years and a maximum of five (5) years. Faculty will monitor their term on the committees.
- Committees should have a chairperson and a co-chairperson to be determined in the Spring.
  - These roles will be filled on a volunteer basis.
  - If more than one person would like to serve in one of these committee chairperson roles, the committee membership will vote on who will fill the positions.
  - If there are no volunteers for either role then the President and/or the Deans will make a decision as to who will fill these roles.
- Chairperson and Co-chairperson will serve in these roles for one year. At the end of the year, the Co-chairperson will move into the Chairperson role and a new Co-chair will be selected. The former chairperson should remain on the committee for one year to serve as a resource for the new chairperson and co-chairperson.

For a complete statement of rules and regulations governing College Senate Committees, see the Faculty Handbook for the College of Nursing Rules and Regulations.

**C. Community**

Faculty are also expected to contribute to the community through participation in professional organizations and programs, volunteering expertise through community organizations, providing health-related programs in the community, and serving on advisory boards for community organizations.

**D. Scholarly Activities**

Scholarly activities are essential to the development of the profession. A faculty member’s scholarly activity can be measured by the contribution of the knowledge in the form of
professional presentations, research, publications, or creative endeavors. Other scholarly activities might include grant writing and preparation of reports. For a complete listing of scholarly activities, see the Promotion Policy.

Adjustments in teaching load (Mentoring and Research policy will impact the policy). Details to be added later.

E. Summer/Overload Pay
Faculty workload is defined in the Faculty Handbook. Faculty Overload is defined as a workload that exceeds 25 credits for an academic year. If a faculty’s workload for fall semester exceed 12 credits, but the workload is 12 or less for spring semester, that does not constitute overload. The workload credits must exceed 25 for the academic year.

Summer and overload pay for faculty will be based on credit hours taught, using the Faculty Workload Guidelines as outlined in the Faculty Handbook. The credit hour pay rate would be determined for each faculty member by dividing the individual’s annual salary by 24 credit hours which gives the pay amount per credit. The rate/credit will be multiplied by the credit hours for the courses that they will teach. The method will be used to determine overload and summer pay. Overload pay is paid at the end of Spring semester.

Under load – When a faculty member’s class is cancelled due to insufficient enrollment (fewer than five students) a full class load cannot be assigned to a faculty member, the dean working with the faculty is to decide an alternative working assignment.

Short-term Substitute Pay-
Full-time faculty who are not engaged in classroom or clinical work and who are asked to teach a class or supervise a clinical section for an absent faculty will be compensated $33.10 per hour.

The faculty will be expected to continue to fulfill their own assigned workload. Short term substitution should be no more than two consecutive weeks. The Dean will provide a plan for covering classes and or clinical sections of faculty who are absent for more than two weeks.

College Board 3/2/90
Reviewed 1994

DOCTORATE DEGREE COMPLETION INCENTIVES
The College is committed to assisting faculty with doctoral studies and providing an incentive for completion.

Faculty Employment Agreement
The Faculty Employment Agreement is an agreement between full time faculty and the College in which the faculty agrees to work for three (3) years as a full time faculty member for the College beginning at the completion of the doctorate degree in exchange for the receipt of $5000 annually for three years. Each $5000 requires one (1) year of service to the College. Faculty will be required to repay an amount equal to the sum received on prorated basis for any unfilled portion of the contract time.

Faculty request for the Agreement must submit a letter of request, proof of acceptance into a doctoral program relevant to nursing education, and documentation of successful completion of the first year of study. The President will initiate the Agreement process upon receiving the faculty’s request.
Prior to entering the Faculty Employment Agreement, faculty may use the Tuition Reimbursement policy. Upon approval of the Faculty Employment Agreement, the Tuition Reimbursement fund should not be used. At no time should the faculty receive fund from both the Tuition Reimbursement and the Faculty Employment Agreement. To initiate the Faculty Employment Agreement, faculty should meet with the President.

**Compensation for Doctoral Completion**
Upon receipt of official transcript documenting the completion of a doctorate degree, a faculty’s member base pay rate will adjusted based upon the annual agreed rate. Current adjustment rate is 5%.

**Compensation for Promotion**
Upon approval of the promotion by the College Board, faculty is eligible for 5% salary adjustment.

Faculty 10.30/98
College Board 10/8/99
Faculty 4/01
College Board 10/01
Reviewed: No changes recommended
    Faculty Affairs Committee 4/04
    College Board 6/04
College Senate 10/04
Revised: College Senate 5/09
Revised: College Senate 5/12
College Board 6/12
FACULTY SABBATICAL POLICY

A. Purpose:
Sabbatical leave may be granted full-time members of the faculty in order to enable them to pursue academic interests that contribute to the educational goals of the College of Nursing. Sabbatical leaves shall be for professional growth activities that may include such things as research and writing, education-related travel, formal study at another institution, and major curricular innovation.

B. Options:
1. One semester.
   A sabbatical for either the fall or spring semester with full salary and related fringe benefits.
2. One academic year.
   A sabbatical for a full academic year with half salary and related fringe benefits.

C. Eligibility:
1. Full-time faculty of the College of Nursing who have completed at least six years of service to the College and who have the rank of assistant professor or higher are eligible to apply for a sabbatical.
2. The faculty member in applying for and accepting a sabbatical, if granted, recognizes and acknowledges the obligation to return to the College of Nursing for the succeeding two academic years of service.
3. The faculty member must complete and submit a Faculty Sabbatical Application form no later than November 15 of the year prior to the next academic year for which the sabbatical is requested.
4. Faculty are eligible for one sabbatical every seven years provided the individual requesting the sabbatical meets all the established criteria.
5. The sabbatical year will be counted as a year of service in regard to teaching experience, rank, and salary considerations.

D. Selection:
1. There may be more applicants for a sabbatical leave than can be supported by budgeted funds, however only one sabbatical will be granted per academic year.
2. In selecting a faculty member for a sabbatical, consideration shall be given to the anticipated value of the proposal to the College and the length of service at the College, in that order of importance.
3. The President and the appropriate Dean shall present the applications with recommendations to the Educational Affairs Committee of the College Board. The Educational Affairs Committee shall make its recommendation to the College Board for final action. Action of the Board will occur normally at its February meeting.
E. **Conditions:**

1. Salary for Faculty, who receive supplementary grants or awards, shall not exceed the full salary normally received from the College for that period.

2. Additional grants or awards received by a faculty member are not to interfere with the stated purpose of the faculty member's approved sabbatical program.

3. Faculty are encouraged to seek and may accept additional grants specifically for travel, research-related materials and/or equipment, and/or living expenses incidental to the approved sabbatical program without restriction by the full compensation maximum (See #1).

4. Recipients of sabbatical leaves shall sign a promissory note pledging to return to their teaching or other positions at the College of Nursing for two years after the sabbatical leave or repay the amount of money paid to the faculty person during the leave. This obligation is automatically canceled in case of death or any disability interrupting employment as a teacher.

5. Upon completion of the sabbatical leave, the recipient shall present the results of their experience to the Administration and Faculty of the College.

Faculty 5/93, 10/98, 4/01
College Board 3/94, 10/99, 10/01, 6/04
Faculty Affairs 4/04, 11/15
College Senate 5/16
SAINT FRANCIS MEDICAL CENTER COLLEGE OF NURSING
PEORIA, IL

FACULTY SABBATICAL APPLICATION FORM

1. Name of Applicant: ___________________________________________________

2. Academic Rank: _____________________________________________________

3. Length of Service at College: __________________________________________

4. Timing: Academic Year __________
   1. Fall Semester __________
   2. Spring Semester __________

5. Have you had a Sabbatical before? _______ When was it? _________________

(Using additional paper as necessary please address the following items in a typed
proposal)

6. Provide a detailed statement of the purpose of the sabbatical as stated in the
faculty sabbatical policy. Include:

   a. the specific time line of events
   b. Expected outcomes
   c. Plan for evaluation of the outcomes
   d. If the purpose is research, include the problem statement and methodology

7. Anticipated value of the proposal to the College of Nursing.

8. Anticipated method of sharing the results.

9. Please explain and provide supporting evidence of any pertinent external funding
in support of your proposal.

10. Suggestions for temporary coverage of your responsibilities.

Faculty 5/93, 10/98
College Board 3/94, 10/99, 6/12
College Senate 5/12, 5/16
Faculty Affairs Committee 11/15
FACULTY FAIR TREATMENT AND APPEAL PROCEDURE

Scope: This policy includes the guidelines for faculty who wish to appeal treatment perceived as unfair, which may include issues regarding promotion, disciplinary action, or termination.

Purpose:
Faculty who perceive they are treated fairly and have avenues and opportunities to discuss work-related problems will function more effectively. When groups of people work together, misunderstandings and miscommunications are possible. Any work-related problem or condition which a faculty member believes to be unfair, inequitable, discriminatory, or a hindrance to effective performance may result in the utilization of the Faculty Appeal Procedure and Fair Treatment Policy.

Procedure:

Step I:
Faculty member:
Faculty should make efforts to resolve the dispute informally before beginning the appeal process. A faculty member who has a fair treatment issue should submit a written complaint to the appropriate Dean within 10 working days after the problem occurred. If the appeal is a result of an issue with this Dean, the faculty member will file the written complaint with the other academic Dean.

Dean:
The Dean is responsible for reviewing and acting on the problem, responding to the faculty member in writing within 10 working days from receipt of the written complaint, and meeting with the faculty member within that time frame. The faculty member must have adequate notification of the date, time, and place of this meeting and subsequent meetings.

Step II: Faculty member:
If the problem is not resolved to the faculty member's satisfaction, the faculty member has the option of a review of the issue and recommendation from the Faculty Appeal Committee. A request for activating the Committee must be sent to the President within 10 working days from receipt of the Dean’s decision along with a written appeal from the faculty member. The faculty member has the opportunity to revise the written appeal following the meeting with the Dean.

Faculty Appeal Committee:
The Faculty Appeal Committee will consist of five (5) members whose intent is to establish an unbiased recommendation regarding a faculty issue. The members of the Appeal Committee may also be members of the Promotion Committee unless
the issue is related to promotion. If the issue is related to promotion, a volunteer will be sought. Each committee member shall have one vote. The committee shall be composed of faculty members who have at least one year of service at the College of Nursing. The committee shall consist of:

- Three (3) members from the College Senate; volunteer term is two years.
- One (1) member selected by the faculty member filing the complaint.
- One member appointed by the President.

When the committee is activated, the three faculty members will meet and identify a chairperson. Within ten (10) working days of receiving a complaint, the Faculty Appeal Committee shall convene, hear the case, and make a decision. The Committee shall have the authority to dismiss nuisance cases. Each party may present evidence or witnesses regarding the issue. The faculty member may have a support person. The Appeals Committee will conduct closed deliberations. Voting will be by secret ballot and the majority decision will become the Committee's decision. A copy of the decision is sent to the President and the faculty member. Records will be kept of the committee meeting and will remain in the Administrative offices. All information will be kept confidential.

Step III:
Faculty: If the problem is not resolved to the faculty member's satisfaction, the faculty member has the option to appeal to the President for review of the issue. The faculty member will have 10 working days after receiving notification of the decision of the Appeal Committee to submit a written appeal to the President.

President: The President will have 10 working days after receiving the written appeal from the faculty member to make a final decision and meet with the faculty member. The faculty member must have adequate notification of the date, time, and place of this meeting. The President’s decision will be provided in writing and is final.

Faculty Affairs 10/09
Date of Development: February 2008
Date of Approval: College Senate: January 8, 2010
Date Effective: January 8, 2010
Date to Review: January 2012
Communication/Education
College Senate: January 8, 2010
Online/Printed in Administrative Handbook – May 2010
College Senate 5/12
College Board 6/12
Process Owner: President
FACULTY MEMBER TEACHING AGREEMENT

Faculty
Full-time teaching faculties are employed for specific time period per calendar year for a specified annual salary and are considered regular full-time employees for benefit purposes. Faculty in this policy refers to individuals whose primary responsibility is teaching. It does not include the President, Deans, Associate Dean Institutional Research, Registrar, Director of Financial Aid, Director of Admissions, Counselor, Librarian, or Assistant Dean Student Services.

The working days for faculty will ordinarily be the seventeen weeks of fall and spring semesters including fall and spring graduation activities and one open house per year, two weeks before fall semester, one week after fall semester, one week before spring semester, and three weeks after spring semester. Time following spring semester allows for completion of the College's Annual Report, participation in evaluation activities, and organization of materials for the coming academic year.

The ordinary work weeks are subject to change by the President according to the needs of the College. Otherwise, faculty is not expected to be present when College is not in session. Compensation for services in the summer session is in addition to the regular salary. Faculty salaries are paid over twelve months. Work time is processed automatically; however notification of absence is required. Faculty is responsible for demonstrating that they meet the expected work time.

Renewal of Agreement
Teaching Agreement renewals are offered in February/March for the next agreement period. Two weeks are allowed for the signed return of the agreement. Failure to return the signed agreement as specified may be assumed to represent non acceptance of the agreement. Faculty members who do not intend to renew their agreements must notify the President as soon as they know or at least by the 15th of January for the following academic year.

Benefits
Paid Time Off
Full-time Faculty: Beginning with the first day of employment, faculty will have the equivalent of six (6) days or 48 hours of paid time off. This time must be used for the first two days of personal illness and is also available for family or personal business. Paid time off for other than personal illness should be scheduled in advance whenever possible and approved by either the President of the College or Dean. Paid time off hours not used during the year may be carried over to the next school year. The total PTO balance cannot exceed twelve (12) days or 96 hours.

Part-time Faculty: At the beginning of each academic year part-time faculty working 32, but less than 64 hours each pay period will receive a prorated amount of paid time off. This time must be used for the first two days of personal illness and is also available for family and personal business. Paid time off hours must be scheduled in advance whenever possible and approved by either the President of the College or Dean. Accrued paid time off hours not used during the year may be carried over to the next school year. The total PTO balance cannot exceed 48 hours.

The following schedule demonstrates the annual PTO for faculty working a full school year at the College of Nursing.
<table>
<thead>
<tr>
<th>Hours Scheduled Per Pay Period</th>
<th>PTO Benefit Per School Year</th>
<th>Maximum Balance (Total Permitted Balance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>64 hours</td>
<td>48 hours</td>
<td>96 hours</td>
</tr>
<tr>
<td>56 hours</td>
<td>42 hours</td>
<td>84 hours</td>
</tr>
<tr>
<td>48 hours</td>
<td>36 hours</td>
<td>72 hours</td>
</tr>
<tr>
<td>40 hours</td>
<td>30 hours</td>
<td>60 hours</td>
</tr>
<tr>
<td>32 hours</td>
<td>24 hours</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

**Work At Home Day**
The faculty may schedule work at home days. A work at home day is a day (a) when the faculty has no College responsibilities that require their presence on campus and (b) that can be used to perform work-related activities e.g., grading papers, preparing lectures, reading professional materials, working on College committee activities, preparing tests, revising course materials, conducting scholarly work, etc.

**Sick Protection Hours**
Sick protection hours are available following the first 90 days of employment. These hours are accrued beginning at the date of hire. Sick protection hours can be utilized after two consecutive days of an employee's illness.

The following schedule demonstrates the annual sick benefits for faculty working a full school year at the College of Nursing.

<table>
<thead>
<tr>
<th>Hours Scheduled Per Pay Period</th>
<th>Sick Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>64 hours</td>
<td>76 hours</td>
</tr>
<tr>
<td>56 hours</td>
<td>67 hours</td>
</tr>
<tr>
<td>48 hours</td>
<td>57 hours</td>
</tr>
<tr>
<td>40 hours</td>
<td>48 hours</td>
</tr>
<tr>
<td>32 hours</td>
<td>38 hours</td>
</tr>
</tbody>
</table>

**Short-Term Disability**
*Full-time faculty:* All Regular employees working at least 32 hours per pay period are eligible for short-term disability after the first 90 days of employment. Beginning with the onset of a disability, the faculty member has a maximum of 180 days of income protection coverage per anniversary year and will be paid at 50% of the employee’s base rate. Pay for a disability is first charged to Paid Time Off, Sick Protection Hours, then to Supplemental Sick Bank hours (if any). This pay is subject to all the appropriate taxes and payroll deductions.

*Part-time faculty:* As a regular employee working at least 32 hours per pay period, the part-time faculty member is eligible for benefits after the first 90 days of employment.

**Group Health Insurance: Medical and Dental**
Full-time faculty are eligible for health insurance through OSF Saint Francis Medical Center at the group rate. Payroll deductions continue over twelve months.

**Medical Plan**
A regular employee who works 32 hours per pay period but less than 64 is eligible for comprehensive medical only. The employee is referred to Organizational Development for specific benefits and cost.
**Pension Plan**
Faculty members are eligible for the Pension Program. See OSF Healthcare Human Resources Policies on the OSF Benefits portal.

**Retirement Saving Plan**
Faculty members are eligible for the Retirement Saving Plan. See OSF Healthcare Human Resources Policies on the OSF Benefits portal.

**Holidays**
Faculty are not expected to be present on holidays established in the academic calendar, e.g. Labor Day, Thanksgiving and the day after, Good Friday, or Memorial Day.

**Vacation**
Faculty is employed for a specific time period per year and therefore do not accrue additional paid time off for vacation purposes. Part-time faculties do not get Christmas and Spring Breaks as paid time off.

**Educational Assistance**
Faculty members are eligible for educational assistance. See OSF Healthcare Human Resources Policies on the Benefits portal. Tuition waiver reimbursement requests must be presented to the Dean by May 15th to be included in the next annual budget.

**Leave of Absence**
Faculty members are eligible for leave of absence. See OSF Healthcare Human Resources Policies.

**Office Hours**
Each full-time faculty member will keep five office hours each week during the semester. Faculty will post and communicate office hours to students. Faculty are expected to keep scheduled office hours.

**Jury Duty**
Faculty members are eligible for reimbursement for jury duty that is fulfilled during regularly scheduled working days. See OSF Healthcare Human Resources Policies for further information.

**Workshops and Conferences**
The faculty should inform the President and/or Dean about plans to attend workshops, community service meetings, and etc.
SAINT FRANCIS MEDICAL CENTER COLLEGE OF NURSING
Peoria, Illinois

FACULTY MEMBER TEACHING AGREEMENT

NAME: __________________________ Degree _______

ACADEMIC RANK: __________________________

ILLINOIS LICENSE NO: __________________________

This confirms the continuation of your appointment as Faculty Member effective for the academic year ______ to ______. An annual salary of $ ________ shall be paid in 26 equal amounts over a period of twelve months.

The faculty member agrees to:

1. Fulfill the duties and responsibilities of the position.
2. Follow the policies of the Saint Francis Medical Center College of Nursing as stated in the Faculty Handbook and personnel policies handbook.
3. Participate in activities which support the educational program of the College.
4. Provide adequate notice of intent to resign no later than the _________ for the following academic year.

Faculty are evaluated annually at the end of the academic year according to the Performance Appraisal Policy. Retention, promotion and salary adjustment are dependent on satisfactory performance. Teaching Agreement renewals are offered in March for the next agreement period. Two weeks are allowed for the signed return of the Agreement. This agreement shall be effective unless either party shall give to the other written notice of termination as stated in the College of Nursing Faculty Handbook.

________________________________________         _____________________________
Faculty Member           Date

________________________________________          _____________________________
Dean             Date

________________________________________            ____________________________
Chairperson, College Board          Date

________________________________________          _____________________________
Administrator, OSF Saint Francis Medical Center        Date

Reviewed 2/00
SUMMER TEACHING AGREEMENT

NAME: ________________________________

DEGREE: ______________________________ SUMMER: ______________________

ILLINOIS LICENSE NO: ______________________ ACADEMIC RANK: __________

CURRENT ISSUE NO: ______________________

This confirms you appointment for the summer session _______________________

A rate of $____________ per semester hour shall be paid for _______________________

The faculty member agrees to:

1. Fulfill the duties and responsibilities related to the agreed on course(s).

2. Follow the policies of the Saint Francis Medical Center College of Nursing as stated in
   the Faculty Handbook and Personnel Policies Handbook.

Summer Teaching Agreements are offered in March for the following summer. Two weeks are
allowed for the signed return of the Agreement. This agreement shall be terminated if the course
is canceled for insufficient registrations as determined by the Dean and/or Associate Dean.

_________________________________  ____________________________
Faculty Member     Date

_________________________________  ____________________________
President, College of Nursing    Date

_________________________________  ____________________________
Chairperson, College Board      Date

2/91
2/99
2/00
SAINT FRANCIS MEDICAL CENTER COLLEGE OF NURSING
Peoria, Illinois
PART-TIME FACULTY TEACHING AGREEMENT: PART-TIME CLINICAL

NAME: ______________________________ Degree: ___________________________

ACADEMIC RANK:______________________________________________________

ILLINOIS LICENSE NO:__________________________________________________
Number of Credits:___  Course Assignment:___________________________________

This confirms the continuation of your appointment as Faculty Member effective for Fall
Semester beginning ___________ and ending ___________ and Spring Semester
beginning ___________ and ending ___________. Hourly rate is $_________ hour
for _____ hours/week for eighteen weeks each semester. Annual salary is
$______________.

The faculty member agrees to:
1. Fulfill the duties and responsibilities related to the agreed on clinical
   assignment. See attached job description.
2. Follow the policies of the Saint Francis Medical Center College of
   Nursing as stated in the Faculty Handbook.
3. Attend course planning meetings; attendance at other college activities is
   optional.
4. Provide adequate notice of intent to resign no later than
   ________________for the following academic year.

Faculty are evaluated annually according to the Performance Appraisal Policy.
Retention, promotion and salary adjustment are dependent on satisfactory performance.
Part-time Teaching Agreements are offered the semester prior to the assigned semester.
Two weeks are allowed for the signed return of the Agreement. This agreement shall be
terminated, if the clinical section is canceled for insufficient registration as determined by
the President of the College and/or Dean.

Faculty Member              Date

President of the College of Nursing              Date

Chairperson, College Board              Date

President/CEO, OSF Saint Francis Medical Center              Date
Introduction

The College of Nursing is committed to teaching and learning. The faculty accepts the responsibility as educators to create a learning environment and facilitate the development of students. The faculty plans learning activities that will encourage intellectual inquiry, critical analysis, and self-directed and independent learning. The College believes that an ongoing comprehensive program of evaluation must be implemented to assess student learning and teaching effectiveness and ensure a quality-nursing program.

Purposes

The purposes of the faculty appraisal policies and procedure are:

1. To promote student learning by assessing the instructional process and outcomes in efficient, consistent, and effective ways.

2. To recognize and reinforce excellence in teaching and academic support services, and the high quality performance to the College.

3. To assess the strengths and weaknesses of the faculty for the purpose of improving instruction, encouraging professional growth, and making personnel decisions.

Components of the Faculty Appraisal System

Measures and procedures have been selected that will provide data for meaningful and reliable decisions about the quality of instruction and the performance of faculty. The data collection methods are:

1. Students’ evaluation of the faculty.

2. Faculty Annual Self-appraisal.

3. Faculty Peer Evaluation

4. Faculty Data Form.

5. Faculty’s Appraisal of Deans.

The appraisal procedure consists of data collection during the semester and at the end of the academic year for each faculty member.
Procedure Student Evaluations

In every course students evaluate: (a) the classroom performance of each faculty teaching a course, (b) the course, and (c) the clinical instruction of each faculty. The students’ evaluations play an important part in determining teacher effectiveness. The underlying assumption of this procedure is that students have enough experience with teaching and learning situations to make judgments about faculty performance in the classroom and clinical setting.

1. The students should complete the Student Evaluation of Course Faculty - Classroom evaluation at the end of the teaching experience with the faculty, e.g., at the end of faculty classroom content.

2. The Student Evaluation of Course and College Services evaluation are administered during last two weeks of the course.

3. The Student Evaluation of Course Faculty - Clinical evaluation should be administered on the last clinical day with the individual instructor during post conference.

4. The faculty administers the evaluations to the students and remains in the room while students complete the forms. The last student in the room carries the evaluations in a sealed envelope either to the appropriate the Dean. Anonymity of students will be maintained.

5. The Dean tallies the results, types the comments, and gives a copy to the faculty.

6. The faculty receives the results when the course is finished and grades are submitted. A Dean-faculty conference may be held to discuss strengths and weaknesses by identifying patterns in the faculty evaluations. The faculty is allowed to respond to the students’ survey findings.

Faculty Data Sheet

Each faculty member shall:

1. Submit one copy of the Faculty Data Sheet without Assessment of Professional Plan for Current Year and Professional Plan for the Coming Year for the Annual Report by the Friday after Commencement to the chair of the committee.

2. Submit one copy of the Faculty Data Sheet with Assessment of Professional Plan for Current Year and Professional Plan for the Coming Year to the Dean and coordinator before the beginning of faculty summer break.

The time frame for the Data Sheet shall begin the August 1 and include fall, spring and summer of the academic year, ending July 31.
3. Submit appraisals of Coordinators to Associate Dean.

Faculty Member Evaluation and Institutional Evaluation Form

**Faculty Peer Evaluation**

Scope: This policy defines peer evaluation of faculty in the classroom, clinical and online environment.

Purpose:

- To assist the Dean with annual evaluation of the faculty
- To stimulate instructional improvement
- To promote faculty development
- To increase communication among faculty members
- To provide opportunities for peer support.

Policy Statement:

The peer review process is important because student evaluations of teacher effectiveness are an important, but incomplete course of evaluation. Peer evaluation is based on expert knowledge of the subject and teaching strategies. The process is meant to improve teacher effectiveness and contribute to the professional growth of the entire involved faculty. Areas of observation include knowledge of the subject, teaching methods, measurement of student learning, interpersonal communication and rapport with students, and a variety of teaching styles.

Procedures:

1. The appraisals may be done by faculty within or outside of the course.
2. Peer reviewers are selected by the faculty member being reviewed.
3. Peer reviewers must have at least two years of teaching experience, and are selected based upon expertise in classroom, clinical and online teaching methods.
4. The reviewers will arrange a time and date with the faculty to be reviewed.
5. To prepare for the review process, the faculty will provide the reviewers with the learning objectives and course syllabus ahead of the scheduled observation date. The faculty may also provide information about the chosen teaching methodologies, desired outcomes, or any other pertinent information to the peer evaluators.
6. The peer reviewers should provide written constructive feedback using the appropriate review forms. Within five working days, the reviewers should share the observations with the observed faculty. The completed peer evaluation tool becomes the property of the reviewed faculty, to be shared with their respective Dean during evaluation.

Each faculty member will receive a copy of the Institutional Annual Appraisal forms in May.

The Faculty Member shall:

1. Submit self-evaluation on the institutional annual Appraisal forms to the Dean by August 31 each year.

2. Meet with Dean to discuss the Annual Appraisal.

4. Complete the required instructional mandatory education programs prior to designated date.

3. Complete the Dean Evaluation on scantrons sheet and submit to the Dean by August 31.

Dean shall:

1. Complete appraisal forms for the faculty member by September 30.

2. Meet with faculty to discuss and finalize appraisals in October. Forward completed appraisals to the Dean for review prior to October 29.
Saint Francis Medical Center College of Nursing  
Peoria, Illinois  
PEER EVALUATION OF CLASSROOM FACULTY

Faculty Name: ___________________________ Date: ___________________________
Faculty Reviewer Name: _____________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>A Undergraduate program</th>
<th>B Graduate Program</th>
<th>C Undergraduate and Graduate Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The faculty I am evaluating currently teaches in the:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the remaining items, rate the level of performance of the faculty for each of the following items. Please circle the appropriate level of performance for each item. Read items carefully and please provide honest feedback. Comments are encouraged and are to be included on the back if needed. The scale is A to D with A = Highly Agree and D = Highly Disagree

<table>
<thead>
<tr>
<th></th>
<th>Highly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Highly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>2. The faculty member implements a variety of evidence-based teaching strategies in educational theory appropriate to learner needs</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>3. The faculty member incorporates diverse multicultural, influences on teaching and learning.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>4. The faculty member practices skilled communication that supports the teaching-learning process.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>5. The faculty member creates opportunities for learners to develop their critical thinking and critical reasoning skills.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>6. The faculty member practices skilled communication that reflects an awareness of self and others.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>7. The faculty member shows enthusiasm for teaching, learning, and nursing that inspires and motivates students.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>8. The faculty member demonstrates interest in learners.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>9. The faculty member integrates personal attributes, such as caring, confidence, patience, integrity and flexibility that facilitate learning.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>10. The faculty member demonstrates respect for learners.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>
Write the Answers to the Following Questions

11. Positive narrative comments.

12. Suggestions for further development.

Additional Comments:

Thank you for your valuable input!
Saint Francis Medical Center College of Nursing  
Peoria, Illinois  
**PEER EVALUATION OF CLINICAL/PRACTICUM FACULTY**  

**Faculty Name:** ___________________________  
**Faculty Reviewer Name:** ______________________________________________________  
**Date:** ___________________________  

1. The faculty I am evaluating currently teaches in the:  
   - A  Undergraduate program  
   - B  Graduate Program  
   - C  Undergraduate and Graduate Program  

For the remaining items, rate the level of performance of the faculty for each of the following items. Please circle the appropriate level of performance for each item. Read items carefully and please provide honest feedback. Comments are encouraged and are to be included on the back if needed. The scale is A to D with A = Highly Agree and D = Highly Disagree.  

<table>
<thead>
<tr>
<th></th>
<th>Highly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Highly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>3.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>4.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>5.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>6.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>7.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>8.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>9.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>10.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>
Write the Answers to the Following Questions

11. Positive narrative comments.

12. Suggestions for further development.

Additional Comments:

*Thank you for your valuable input!*
Saint Francis Medical Center College of Nursing
Peoria, Illinois

Post Peer Evaluation Survey

Peer Evaluator(s):

How user friendly was the faculty peer evaluation tool?

☐ Very difficult  ☐ Difficult  ☐ Easy  ☐ Very easy

Please share comments:

1. How easy was it to schedule a peer observation?

☐ Very difficult  ☐ Somewhat difficult  ☐ Easy  ☐ Very easy

Please share comments:

2. Do you feel that you were able to fairly evaluate your peer?

☐ No  ☐ Not completely  ☐ For the most part  ☐ Yes

Please share comments:

Faculty evaluated:

1. How easy was it to schedule a peer observation?

☐ Very difficult  ☐ Somewhat difficult  ☐ Easy  ☐ Very easy

Please share comments:

2. Was the evaluation beneficial to your professional growth?

☐ No  ☐ Not completely  ☐ For the most part  ☐ Yes

Please share comments:

3. Do you feel that you were fairly evaluated?

☐ No  ☐ Not completely  ☐ For the most part  ☐ Yes

Please share comments:
Saint Francis Medical Center College of Nursing
Peoria, Illinois

FACULTY & STAFF EVALUATION OF THE PRESIDENT

**DIRECTIONS:** Please rate the level of performance of the President for each of the following items. The scale is A to D with A = Low and D = High.

**HIGH**

1. Upholds and encourages others to support the philosophy and overall curriculum of the college. --------------------------------------------- A   B   C   D

2. Shows genuine concerns for those served. ------------------------------- A   B   C   D

3. Communicates openly and honestly to foster trusting relationships among all employees and students of the College of Nursing. ------------------- A   B   C   D

4. Creates and maintains a supportive work environment that facilitates personal growth and development in others. -------------------------- A   B   C   D

5. Provides vision, planning, and leadership to accomplish the College’s long- and short-term strategic goals. ------------------------ A   B   C   D

6. Ensures the adequacy of facilities, resources, faculty, and staff for implementation of nursing programs. -------------------------- A   B   C   D

7. Provides leadership for the development and achievement of short and long-range strategic goals, including new programs and curricula for the College. ----- A   B   C   D

8. Ensures strategic plans are congruent with the goals of the Medical Center and the Sisters of the Third Order of Saint Francis. ----------- A   B   C   D

9. Develops and implements all contractual agreements involving the College. ----------------------------------------------- A   B   C   D

10. Is available for consultation and advisement related to teaching, scholarship, and community service. ------------------------ A   B   C   D

11. Encourages free discussion of ideas and divergent viewpoints. ------- A   B   C   D

12. Maintains confidentiality appropriately. ------------------------------- A   B   C   D

13. Demonstrates respect for the dignity and personal worth of College of Nursing employees and students. -------------------------- A   B   C   D
14. Encourages others to be empowered to do his/her job. ------------------------A B C D
15. Collaborates with faculty and staff in problem solving and critical thinking. ------------------------------------------------A B C D
16. Provides a safe work environment at the College by establishing, implementing, communicating, monitoring and resolving employee safety issues and concerns.-----------------------------------A B C D
17. Fosters professional development and scholarly activities of faculty.-------A B C D
18. Keeps faculty and staff informed of changes within the College.----------A B C D
19. Conducts College and Staff meetings at regular intervals which facilitates member participation.---------------------------------------------A B C D
20. Provides timely and meaningful feedback to appropriate individuals and/or groups related to reports, proposed changes, and/ or requests.-------A B C D
21. Encourages team relationships among faculty, staff, and students.-------A B C D
22. Encourages innovative changes. -------------------------------------------A B C D
23. Listens and responds to issues expressed. ---------------------------------A B C D
24. Ensures that resources are available for faculty and staff to work effectively.----------------------------------------------A B C D
25. Rewards and recognizes outstanding performance of others.-----------A B C D
26. Facilitates effective resolution of interpersonal and intergroup conflicts. ---A B C D
27. Delegates appropriate responsibility to faculty and staff.-------------A B C D
28. Appreciates the work that I do. ----------------------------------------A B C D
29. Overall, I am satisfied with the leadership the President provides. -------A B C D

Comments:

Approved Evaluation committee _4/18/08_
Approved College Senate __5/2/08____________
### FACULTY EVALUATION OF THE UNDERGRADUATE/GRADUATE DEAN

Directions: Use a Scantron Sheet for completing the evaluation. Write the name of the Dean being evaluated on the form where it asks for name. If you work with both Deans fill an evaluation out for each one. An arbitrary ID number will be written in prior to scanning the form. Rate the level of performance of the Dean for each of the following items. The scale is A to D with A = High and D = Low.

<table>
<thead>
<tr>
<th></th>
<th>Performance</th>
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<tbody>
<tr>
<td>1.</td>
<td>Upholds and encourages others to support the philosophy and overall curriculum of the college.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>2.</td>
<td>Serves as a resource for current trends in nursing and nursing education.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrates knowledge of activities of each course within the program.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>4.</td>
<td>Willing to provide assistance with class and clinical issues as needed.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>5.</td>
<td>Participates in evaluation and selection of community agencies and clinical facilities to provide appropriate learning experiences.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>6.</td>
<td>Collaborates with faculty individually and in groups for planning course schedules and work load.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>7.</td>
<td>Is available for consultation and advisement related to teaching.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>8.</td>
<td>Encourages free discussion of ideas and divergent viewpoints.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>9.</td>
<td>Maintains confidentiality appropriately.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>10.</td>
<td>Demonstrates respect for the dignity and personal worth of faculty and peers.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>11.</td>
<td>Collaborates with faculty in problem solving and critical thinking.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>12.</td>
<td>Functions as a mediator between faculty and students or between faculty.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>13.</td>
<td>Fosters professional development and scholarly activities of faculty.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>
14. Keeps faculty informed of changes within the College.
   A B C D
15. Holds faculty meetings at regular intervals.
   A B C D
16. Provides timely feedback to faculty to promote quality teaching.
   A B C D
17. Serves as a role model for faculty.
   A B C D
18. Fosters team relationships among faculty and students.
   A B C D
19. Coordinates faculty and student activities related to assigned courses to achieve course and college objectives.
   A B C D
20. Encourages appropriate use of talents and resources within the faculty.
   A B C D

Comments:

2/06
ACADEMIC ADVISEMENT

Purpose or Goal
To advise students in planning their academic program, approve course selection and discuss academic progress and concerns. Provide consistency in giving information about academic matters to students.

Functions
1. Provide guidance in academic matters.
2. Clarify academic requirements and regulations.
3. Assist with course selection and scheduling.
   (Assist in planning semester schedule and sequence of courses).
4. Assist with the registration process.
5. Provide guidance in selecting upper division electives.
6. Identify concerns related to academic matters.
7. Provide guidance in determining appropriate sources of help in improving learning skills, developing study habits, and increasing comprehension of course content.
8. Refer personal matters to other sources of counseling.
9. Discuss, when appropriate, the availability of graduate education, admission criteria, and entry into graduate school.
10. Discuss, when requested, options to follow after graduation.

Characteristics of an Academic Advisor
1. Knowledgeable about curriculum and academic policies fundamental to academic advising. This includes class and clinical offerings, support courses and electives.
2. Aware of services available on campus that could be beneficial to student.
3. Utilizes good interpersonal skills. (Communication and helping relationship).
4. Maintains confidentiality in advisor-student communication.

Expectations
All full-time faculty members with one year experience at the College are expected to be academic advisors. Assignments based on student population and consideration of faculty responsibilities.

Advisement Handbook
More detailed description of the roles and responsibilities of the academic advisor are found in the Advisement Handbook.

Reviewed: 2/99
Faculty Organization 5/01
Handbook approved 2008
GUIDE FOR ADVISOR TO STUDENT GROUPS

SCOPE: This policy includes the responsibilities for faculty or professional staff who are advisors to approved student groups.

PURPOSE:
The purpose of the guide is to provide information to faculty or professional staff who serve as advisors to the approved student groups at the College regarding their responsibilities in working with a student group.

RESPONSIBILITIES:
The Advisor:

1. Guides student group(s) according to the Philosophy and Objectives of the College.
2. Assist the students in following and implementing the bylaws of the student organization.
3. Acts as a resource person to aid in defining the scope of the groups' rights and responsibilities.
4. Guides the students in following parliamentary procedure.
5. Attends all organization meetings and functions.
6. Arranges for presentation of pertinent facts or proposals to faculty when appropriate.
7. Reviews contractual arrangements and co-signs when approved.
8. Consults with College Administration as indicated.
9. Aids the student organization in formulating goals for the academic year.
10. Guides the student organization in keeping records and writing reports.
Administrative Drop/Withdrawal Policy

**Scope:** This policy establishes guidelines for administrative drop/withdrawal of students who quit attending class or fail to meet course prerequisites. This policy also applies to drop/withdrawal by administration in carrying out College policies.

**Purpose:** The College is committed to consistently administering course prerequisites and attendance requirements. Students are responsible to ensure that course prerequisites are met and to withdraw from a course or the College, when needed. This policy is for when the students fail to carry out the drop/withdrawal responsibility.

Policy: Faculty may initiate dropping a student from the College based on the following criteria:

- Lack of attendance. A student who fails to attend the first week of classes without prior special arrangement with the faculty.
- Prerequisites not met: Students who are not able to show proof that they have completed course prerequisites.

Administration may initiate a withdrawal of a student for non-compliance with any policy, which indicates dismissal from the course as a possible consequence.

**Procedure:** Faculty, Student Advisor, or administration will first notify the students that they do not meet course prerequisites or are in noncompliance with College policies, which specify dismissal. Students are informed that they will be dropped/withdrawn and will be given a date requiring students to contact the faculty by the set date.

- The faculty informs the Registrar of students’ nonattendance. The Registrar initiates the withdrawal form. Student signature is not required on the form, but the Registrar and Dean signatures are required.
- The Registrar Office will provide a written, certified notification letter of the withdrawal to the students and the appropriate College Offices.
- Administrative drops relating to nonattendance and course prerequisites must be done the first week of class
- Administrative withdrawal for violation of policies with dismissal as a possible consequence may occur after the first week of the semester.
- Students may appeal the administrative drop by using the Appeal Process in the Student Handbook

**Approvals**
College Senate March 28, 2008
Educational Affairs Committee May 13, 2008
College Board June 20, 2008
Effective Fall 2008
Security Policy and Plan

Introduction: Information Security
Saint Francis Medical Center College of Nursing recognizes it role to employ various methods to protect against anticipated threats to the integrity of information and inappropriate disclosures of information and to ensure compliance of administration, faculty, students, and staff. The purposes of information security are to:

- Ensure the security and confidentiality of personal identifiable information in written and electronic records, while maintaining appropriate availability of information needed by administration, faculty, students, and staff.
- Protect against any anticipated threats to the security and/or integrity of student records
- Protect against unauthorized access to or use of, such records or information that could result in substantial harm or inconvenience to any student or employee
- Create increased awareness of information security

Access, authentication, confidentiality, availability, and integrity, as defined in 45 CPR, 165.304 of the Health Insurance Reform Act, are important components of the College’s Information Security Plan. See definitions below.

Policy Statement
The College assumes the responsibility to ensure that all software dealing with personal identifiable information, including administrative, online course ware, financial aid systems, and federal and state data collection software (i.e. SEVIS), are ID and Password protected, with provision for an onsite software administrator to deal with system/user issues.

Rationale
The Federal Trade Commission (FTC) requires financial institutions to establish policies and procedures for safeguarding customer financial information by complying with the Gramm-Leach-Bliley Act (GLBA). The GLBA also includes specific requirements regarding the privacy of customer financial information. The FTC has ruled that being in compliance with the Family Educational Rights and Privacy Act (FERPA) satisfies the privacy requirement of the GLBA, but does not satisfy the safeguarding provisions. The Appendix to this plan includes the College of Nursing Privacy of Student Records Statement for FERPA compliance. This procedure focuses on the safeguarding of customer (prospective, current and past students, contributors, and OSF Saint Francis employees employed at the College of Nursing) information.
Definitions
1. **Access** is the ability or means to read, write, modify, or communicate data/information, whether oral, printed or electronic.
2. **Authentication** is the method to ensure a person is the one he/she claims to be.
3. **Availability** is that information is accessible and useable by authorized persons in the carrying out of assigned job responsibilities.
4. **Confidentiality** is that information is not revealed to unauthorized persons or processes. (See Student Handbooks, Confidentiality).
5. **Customer**- a person who in the past, present, or future has provided to the College personal identifiable information. For the College customers are prospective and current students, alumni, employee, and contributors. (Terminology important to compliance with The Gramm-Leach-Biley (GLB) Act).
6. **Integrity** of data ensures that the information has not been altered or destroyed in unauthorized methods (Wild, HIPAA Security Rules, Charting our Course).
7. **Privacy**- protecting personal identifiable information from public view and from being overheard in conversations.

Information Security Plan
1. Access to customer information on the network, i.e. Word and Excel documents, is safeguarded with access rights granted by OSF Saint Francis Medical Center Information Technology (IT) department to only file relevant to that user for his/her work. Passwords must be changed every 90 days and each workstation is locked after 15 minutes of non-use.
2. All users are encouraged to lock their office computers when leaving their workstation by using ctrl/alt/delete.
3. Users may have access to view information, without the capability to alter the data. Users with viewer rights are not to share the information with others who do not have the same access privileges.
4. Electronic access to customer information in the College’s administrative software is protected by username and passwords. The College of Nursing has designated administrators/directors/coordinators the responsibility for the security of data initiated and used within their area. For software that requires an ID and Password the user should change the ID and Password periodically and/or when it is believed that security has been breached.
5. The use of ID and passwords are required for access to the administrative, course, and financial aid software and the employee’s workstation.
6. Access to any secured software for students will change when the students leave the College. Access to secure software for employees will change with termination of employment at the College.
   a. When a student leaves the College, ID and Password will only allow access to the alumni module of SONISWEB
b. When employment ends the Passwords and ID will be terminated immediately.

c. When a student withdraws from a course or the College, the eCollege ID and Password will allow access only to courses from previous semesters, not the current semester. The Registrar will initiate the ID and Password change of access status process for students by notifying the SONISWEB and eCollege administrators. The President will initiate process for employees by notifying IT and HR.

7. Passwords are not to be shared with anyone. Employees requiring access to customer (prospective and current students, employees, and contributors) information are given their own individual user account and password with the appropriate privileges assigned.

8. Placement of computer terminals is to be done in such a way as to prevent casual viewing by unauthorized personnel.

9. Computer terminals used to display customer (prospective and current students, employees, and contributors) information are not to be left unattended with that information still displayed. (See #2 above)

10. Printed copies of customer information (financial and academic records, or any document with personal identifiable data) are not to be left in the open on desks when desks are unattended for extended period of time.

11. All employees are to consider the dangers of unintentionally violating information security when leaving offices doors unlocked, i.e. open information on a desk. Locking office doors protects student information as well as the employees’ personal belonging. (This is an awareness issue for consideration. It is not a mandate to lock doors).

12. Access to the office areas are secured by giving authorized individuals keys to the exterior doors. A key request form must be approved by the President of the College. Lost or stolen keys are to be reported to the President of the College.

13. Printed copies of academic record for students, who are no longer actively enrolled, are moved to a locked storage room. The key is controlled by the Administrative Assistant under the supervision of the President.

14. Financial information will be in a locked area under the supervision of the Coordinator of Student Finance.

15. Printed documentation that is for current customers is kept in locked administrative offices.

16. Printed copies of customer data containing of personal and financial information are shredded when no longer needed.

17. Calls or requests for information are referred to responsible individuals (administrators/directors/coordinators) who have received information security training. Written authorization is required to release personal identifiable information (See FERPA Policy in Student Handbook)
18. Verifiable fraudulent attempts should be written, signed, and present to the President for review and possible disciplinary measures, up to and including termination, may be imposed for breaches of this plan.

Training of Staff
1. Training for new employees will include an explanation of the purpose of GLBA and a copy of the College’s Information Security Plan. Each employee will sign that he/she has received a copy of this plan and that he/she understands his/her responsibilities under this plan. This statement will be filed in the President’s office. In addition, all other applicable forms, as mentioned above, must be signed before access is granted to customer financial information.

2. Existing employees will receive the same training as new employees and be reminded each year in their personal evaluation with their supervisor of their responsibilities under the GLBA.

3. Students, who are employees of the College, will undergo the same training as other employees from their supervisor and reminded of their obligations when they stop working for the College. Each supervisor will get a signed statement by the student that he/she received the copy of the plan and that he/she understands his/her responsibilities under the plan. The signed statement will be kept by the President of the College.

4. Employees will receive periodic reminders of information security measures.

Responsible Person: Dean

- The Health Insurance Portability and Accountability Act (HIPAA) requires that institutions which create, use, store and analyze identifiable health information for research, treatment, and management functions comply with privacy standards. HIPAA covered personal identifiable information, treatment code sets, privacy and security. HIPAA has implication for Saint Francis Medical Center College of Nursing in the areas of data analysis and transmission of information for the purposes of research and student clinical experiences in health care agencies. HIPAA regulations are not addressed in the Security Policy and Plan. The College has a separate policy that deals with the HIPAA regulation.

- FERPA protects confidentiality of student educational records (both paper and electronic) prohibiting institutions from disclosing “personally identifiable education information”, such as financial aid information or grades without written permission (Salmon 2002, Educause/Internet 2 Computer and Network Security). HIPAA says FERPA is to be followed for student medical records. FERPA says student medical record is not covered in the right to disclose. HIPAA says medical records seen by other than physician/nurse is an education record and must be handled accordingly.

- ECPA broadly prohibits the unauthorized use or interception by any person of the contents of any wire, oral or electronic communication. ECPA imposes liability to Individual who intentionally accesses a computer system without authorization or exceeds authorization with a purpose to obtain or alter information. FERPA protects student education records and privacy.

Developed: 3/18/04
Approved: Faculty Organization 3/26/04
College Board 6/4/04
Health Insurance Portability and Accountability Act - (HIPAA)

1. The Health Insurance Portability and Accountability Act (HIPAA) requires that institutions which create, use, store and analyze identifiable health information for research, treatment, and management functions comply with privacy standards. HIPAA covers all medical records and other individually personal identifiable information, treatment code sets, privacy and security in any form—electronic, paper, and oral. Although the College of Nursing is not a “covered entity”, HIPAA impacts the College of Nursing in the areas dealing with how patient information is handled in the healthcare system. Specifically, the College has concerns relating to the analysis and transmission of information for the purposes of research and student clinical experiences in healthcare agencies.

2. HIPAA security rules ensure access, authentication, confidentiality, and availability. Access is the ability or means to read, write, modify, or communicate data/information, whether oral, printed or electronic. Access to patient record will require students to participate in a training session on security awareness and will allow access to only those activities pertinent to nursing care activities. Access to patient records will be limited to the “minimum necessary” to permit faculty and students to have patients’ medical information that is necessary to give patient care. Faculty and students are required to comply with the agency’s HIPAA policies. In preparation for clinical/classroom experiences, students are not to put patient data with protected identifiable data into personal palm pilot and/or use any means of copying patient health record. Assignments with protected patient identifiable information will not be: (1) posted because this infringes upon patient privacy or (2) sent by email to students because of the inability to ensure the security of personal computers and networks. Faculty will: (1) determine a method students to provide basic patient information, without patient identification, for preparation for patient care in their clinical groups, (2) assume responsibility to review HIPAA security methods with students during orientation to the clinical experience and (3) provide guidelines for oral and written patient care assignments to protect patients’ privacy.

3. For students conducting research, there will be an increased sense of privacy preventing direct recruitment of subjects for the study. The student will have to follow agency policies and protocol for recruiting patients for research purpose. Graduate students doing research involving personal identifiable health information must complete the HIPAA training as required by the Community IRB.

4. Authentication is the method to ensure a person is the one he/she claims to be. Access will have security protected method (Identification and password) that is individual for each student/faculty and will be active only while assigned for patient care.

5. Confidentially is that information is not revealed to unauthorized persons or processes, only people authorized to see the patient record can view it. (See Student Handbook, Confidentially, p. 31-32).
6. Availability is the information is accessible and useable by authorized persons in the carrying out of assigned job responsibilities. As authorized users, faculty and students will have the patient health information needed to provide care to the patient.

Above definitions from CFR 45 HIPAA (164.304)
The clinical agencies will have policies and procedures to physically, administratively, and technically safeguard personal identifiable patient information. Faculty and students must become aware of the policies and to abide by them.

Definitions
Protected health information refers to protected health information that is created or received by or on behalf of the health care component of the covered entity (HIPAA section 164.105C).

(This is being reinterpreted as the patient record- all parts).

“Covered entities” include health plans, health care clearinghouses and health care providers who conduct financial and administrative transactions- such as electronic billing and funds transfers – electronically (45 CFR section 160.103).
Saint Francis Medical Center College of Nursing  
Peoria, IL

Information Security Plan / HIPAA  
Signature Form

Signature verifies that employee received a copy of the Information Security Plan/HIPAA and that he/she understands his/her responsibilities under this plan. Submit signed form to the Administration Secretary.

Employee: __________________________  Date: ________________

Signature of the person the Employee reports to:

__________________________  __________________________  __________________________
Signature          Title          Date
FACULTY MENTORING PROGRAM
Mentoring faculty members is recognized as a significant component of faculty development and retention. Mentoring has been defined as a relationship in which an individual who is senior in terms of experience (mentor) undertakes the following roles with a less experienced individual (protégé): advisor, teacher, protector, role model, advocate and counselor. In mentoring there is reciprocity between the mentor and protégé. Both the mentor and protégé exchange ideas and mutually benefit from each other’s experiences. The mentor is devoted to the transformation of the protégé into a fully integrated faculty member separate from, but equal to, the mentor in the academic environment. The mentor should be interested in career advancement and on psychosocial functions directed at enhancing the protégé’s sense of competence identity, and effectiveness in a professional faculty role.

**Faculty Mentoring Program Goals**

- Orient new faculty members to the mission, philosophy, organizational committees, support services and student advising practices of the College.
- Facilitate the process of faculty development using faculty mentor/protégé pairs
- Facilitate access to resources important to growth, confidence and competencies at the College.
- Assess and respond to the needs of protégés/faculty and mentors and to evaluate and refine the faculty mentoring program.
- Facilitate growth of protégés through involvement in development activities.

**Mentoring Objectives**

- Retain new faculty by helping them become more familiar with the College culture, enhance their learning, and to become aware of College of Nursing resources.
- Foster a cooperative network by helping new faculty meet and network with other faculty and staff.
- Increase the flow of accurate and timely information through the College.
- Contribute to new faculty morale, motivation, and a sense of community.
Application Process

The mentoring program will be co-directed by the Academic Deans. Each new faculty member will be assigned a mentor. The mentor is an experienced faculty member who was selected based upon their application. The Academic Deans will review the applications and make the selection.

Mentorship Process

The purpose of this policy is to foster a cooperative network for new faculty. Through the mentoring process, the mentor will expand the protégés abilities, promote growth, and encourage change. The opportunities given to the protégé to grow will add leadership, new and creative ideas, and enthusiasm to the College.

1. A faculty member may request to be a mentor by submitting a formal application to the Dean.
2. The Dean will review the application from each faculty who is interested in being a mentor. A decision on the mentorship request will be determined by the Dean. An interview with the President may be requested.
3. New faculty who are interested in a mentoring partnership should submit a request to the Dean.
4. The recommendation made by the Dean for a mentoring partnership will be based on evaluation of the faculty member’s and protégés professional and academic activities and interests.
5. Mentors will have 1-2 protégés.

Mentor Selection:

1. The mentor must be employed at the CON over 2-3 years
2. The mentor should not be within the same course as the potential protégé.
3. The dean receives a report from the mentor and protégé initially and at the end of the semester.

6. All new faculty will be assigned a mentor paired by the Dean.
7. Mentors will receive 0.25 workload credit.

8. The usual time frame for the mentor/protégé relationship is a year however; it may be extended based upon need and mutual agreement of the mentor, protégé, and Dean.
9. At the request of the mentor and/or the protégé the relationship may be dissolved by meeting with the appropriate Dean. If indicated the Dean will reassign a new mentor.
Mentor Roles

Who is a mentor?

A mentor is a trusted and experienced advisor who has a direct interest in the development and education of another. A mentor is that person who achieves a one-to-one developmental relationship with another faculty, and fosters personal growth of the protégé.

The relationship between the mentor and the protégé is unique. The mentor assumes numerous roles, while contributing to a sustaining relationship of shared interests and goals. A mentor makes a commitment to an assigned protégé to assist with growth into the College’s culture and become a member of that culture.

Qualities of a good mentor:

- Considered a role model in the position or area
- Committed to the mentoring process
- Responds to individual circumstances
- Encourages and motivates others
- Creates a continuous learning environment
- Has the respect of others at the College
- Commits time to be a mentor
- Possesses the knowledge and influence
- Willingly shares knowledge
- Has effective interpersonal communication skills

Benefits for the mentor:

- Gains respect and recognition from others at the College of Nursing as an individual who has the ability to identify, encourage, and promote other employees
- Extends your network to other mentors and protégés
- Contributes to the development of new employees
- Experience professional and personal growth and renewal
- Contribute toward increasing the protégé’s satisfaction as a College of Nursing faculty member
- Encourages creativity
- Provides for a sense of accomplishment by assisting others
- Enhances value to others
A mentor’s general role may include, but is not limited to:

**Advisor:** Provide protégé with useful information about the College of Nursing; offer protégé an avenue for social and emotional support during his/her transition into the College; familiarize protégé with the numerous sources and resources located throughout the College community. Recognize and evaluate what you can offer, keeping in mind that you should not expect yourself to fulfill every mentoring function. Clarify expectations with your protégé about the extent to which you will offer guidance concerning personal as well as professional issues such as advice about how to balance family and career responsibilities. Help new faculty learn to in order to further career development – such as faculty development funds. Maintain confidentiality. Discuss with the protégé the policies of the College. Advise on promotion requirements and processes. Suggest strategies for effective teaching, grading, and scholarly activities. Help sort out priorities: budgeting time, publications, teaching, obtaining appropriate resources, setting up a lab or experimental work if appropriate, committees. Discuss research, publication, and presentations at conferences.

**Role model:** Teach protégé how to succeed in the College by modeling how individuals in senior positions conduct themselves and interact with others. Propose effective ways of interacting with students and colleagues.

**Coach:** Advise protégé on how to accomplish his/her goals and provide feedback. Help the protégé develop alternatives to address work-related problems or create learning opportunities. Teach the protégé organizational and professional skills and help “decode” the College culture; create an atmosphere where protégés can learn from their own and each other’s experiences, mistakes, and successes as well as from their mentors’ experiences. Give constructive feedback (as well as praise) when warranted but present it with specific suggestions for improvement. Take time to be available to your protégé (can keep in contact by dropping by, calling, sending e-mail, or inviting your protégé to lunch); ask questions and read proposals and papers, and for periodic reviews of progress; to constructively criticize errors and to recognize and praise excellence.

**Support:** Encourage the participation of the protégé on committees to increase visibility; enhance the protégé’s self-esteem through supportive, nonjudgmental discussions and “pep talks”. Help the protégé establish a professional network.

**Areas for Protégé Development***

- Classroom management-including learning styles, teaching techniques, examination writing, instructional resources, course design, course objectives, and use of feedback from course evaluations.
- Assessment of Teaching Effectiveness-including formative assessments; peer observation and feedback; review of syllabi, handouts, overheads and exam questions before delivery; and course coordination expectations.
- Examination skills development—including academic honesty policy, examination development, test item writing (multiple choice and essay), item analysis and data
interpretation, constructive feedback on examination questions before administration, strategies for grading essays, and tying the testing process to course objectives.

- Development and maintenance of practice site-including precepting and evaluation skills for new faculty, role modeling, documentation requirements for practice sites, criteria for student performance assessment, techniques and standards of health care services provided.
- Scholarship-including definition of “scholarship”, professional writing skills, proposal preparation for funding, options for communicating scholarly activities, and methods to connect scholarship with teaching.
- Service-including roles that encompass service activities at the school-level and college-wide levels as well as service for practice sites, community and profession.

* These are not all-inclusive.

<table>
<thead>
<tr>
<th>Phases of Mentoring Relationships</th>
<th>Description</th>
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</table>
| **Building Relationship** | o Mentor and protégé become acquainted and informally clarify their common interests, shared values, and professional goals  
 o Interacts to foster mutual interest and enthusiasm  
 o Mentor and protégé establish rapport and trust with each other  
 o Protégé imagines mentor will support him/her in a significant way  
 o Mentor begins to visualize protégé as coachable, enjoyable to work with, someone with potential |
| **Developing Common Expectations** | o Mentor and protégé communicate initial expectations and agree upon some common procedures and expectations as a starting point  
 o Goals and expected outcomes of the mentoring relationship are developed by the mentor and protégé together |
| **Developing Protégé** | o Gradually, needs are fulfilled. Objectives are met. Professional growth takes place. New challenges are presented and achieved.  
 o Both parties serve their maximum range of functions in their roles  
 o Expectations are reinforced or modified through discovery of the real value of the relationship.  
 o Satisfaction and mutual exchange are at their peak  
 o Mutual confidence develops between the mentor and protégé |
| **Ending Formal Relationship** | o The relationship and its functions change due to personal or organizational shifts.  
 o There is a sense of loss, combined with excitement about new directions.  
 o Contact frequency decreases.  
 o Since developmental tasks have changed for both parties, the relationship either evolves a new form or dissolves.  
 o The individuals redefine their relationship as colleagues, peers, and/or friends. |
### The Mentoring Process

<table>
<thead>
<tr>
<th>Mentor</th>
<th>Protégé</th>
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| • Matching of mentor and new faculty member by department/team.  
• Matching can occur before new faculty member arrives on campus and mentor can contact to ask how to help make the transition easier or answer any questions. | Call or email protégé to set up first meeting after his/her arrival on campus.  
Respond to mentor’s request to meet. |
| | Share information about background, professional experiences, and satisfactions. Include information about previous mentoring experiences, either as a mentor or protégé.  
Share information about background, needs and values, and aspirations. Informally clarify common interests, shared work values. | Share information about background, needs and values, and aspirations. Informally clarify common interests, shared work values. |
| Help protégé clarify goals | Discuss goals to achieve needs and aspirations Set goals, and follow through on them. Don’t be afraid to raise your expectations or redefine your goals as part of the ongoing process. |
| Set up a schedule with your protégé for regular meetings and feedback sessions. Be sure to agree on frequency and times, and stick to them. | Compile a list of activities with protégé which meet mutual goals  
With your mentor, decide what steps will need to be taken to achieve your goals. |
| Remember to both talk and listen | Remember to both listen and talk Be receptive to feedback and coaching. Feedback should be perceived as an opportunity for growth. |
| Brush up on your communication and other skills and always remember to take the protégé seriously | Be sensitive to gender and cross-cultural differences. Pay attention to changes or attitudes that may call for updating your goals and expected outcomes. |

### Behaviors of an Effective Mentor

1. **Relationship Emphasis**
   
   Conveys through active, empathetic listening a genuine understanding and acceptance of the protégé’s feelings.

   **Purpose:** To create a psychological climate of trust which allows protégés to honestly share and reflect upon their personal experiences (positive and negative) as adult learners.

   **Mentor Behaviors:**

   • Practice responsive listening (verbal and nonverbal reactions that signal sincere interest).
   • Ask open-ended questions related to expressed immediate concerns about actual situations.
• Provide descriptive feedback based on observations rather than inferences of motives.
• Use perception checks to ensure comprehension of feelings.
• Offer nonjudgmental sensitive responses to assist in clarification of emotional states and reactions.

2. Information Emphasis
   Directly requests detailed information from and offers specific suggestions to protégés about their current plans and progress in achieving personal, educational, and career goals.

   Purpose: To ensure that advice offered is based on accurate and sufficient knowledge of individual protégés.

   Mentor Behaviors:
   • Ask questions aimed at assuring factual understanding of present education and career situation.
   • Review relevant background to develop adequate personal profile.
   • Ask probing questions which require concrete answers.
   • Offer directive-type comments about present problems and solutions that should be considered.
   • Make restatements to ensure factual accuracy and interpretive understanding.
   • Rely on facts as an integral component of the decision-making process.

3. Facilitative Focus
   Guides protégés through a reasonably in-depth review and exploration of their interests, abilities, ideas and beliefs.

   Purpose: To assist protégés in considering alternative views and options while reaching their own decisions about attainable persona, academic and career objectives.

   Mentor Behaviors:
   • Pose hypothetical questions to expand individual views.
   • Uncover the underlying experiential and information basis for assumptions.
   • Present multiple viewpoints to generate a more in-depth analysis of decisions and options.
   • Examine the seriousness of commitment to goals.
   • Analyze reasons for current pursuits.
   • Review recreational and vocational preferences.

4. Confrontive Focus
   Respectfully challenges protégé’s explanation for or avoidance of decision and actions relevant to their development as adult learners.
Purpose: To help protégés attain insight into unproductive strategies and behaviors and to evaluate their need and capacity to change.

Mentor Behaviors:

- Use careful probing to assess psychological readiness of the protégé to benefit from different points of views.
- Make an open acknowledgement of concerns about possible negative consequences of constructive (“critical”) feedback on the relationship.
- Employ a confrontive verbal stance aimed at the primary goal of promoting self-assessment of apparent discrepancies.
- Focus on most likely strategies and behaviors for meaningful change.
- Use the least amount of carefully stated feedback necessary for impact.
- Offer comments (before and after confrontive remarks) to reinforce belief in positive potential for protégé growth beyond the current situation.

5. Mentor Model

Shares life experiences and feelings as a “role model” with protégés in order to personalize and enrich the relationship.

Purpose: To motivate protégés to take necessary risks, to make decisions without certainty of successful results, and to overcome difficulties in the journey toward educational and career goals.

Mentor Behaviors:

- Offer personal thoughts and genuine feelings to emphasize the value of learning from unsuccessful or difficult experiences (as trial and error and self-correction, and not as growth-limiting “failures”).
- Select related examples from own life (and experiences as mentor of other protégés) based on probable motivational value.
- Provide a direct, realistic assessment of positive belief in protégé’s ability to pursue attainable goals.
- Express a confident view of appropriate risk-taking as necessary for personal, education, training and career development.
- Make statements that clearly encourage personal protégé actions to attain stated objectives.

6. Protégé Vision

Stimulates protégé critical thinking with regard to envisioning their own future and developing their personal and professional potential.

Purpose: To encourage protégés as they manage personal changes and take initiatives in their transitions through life events as independent adult learners.
Mentor Behaviors:

- Make statements which require reflection on present and future educational, training and career attainments.
- Ask questions aimed at clarifying perceptions (positive and negative) about personal ability to manage change.
- Review individual choices based on a reasonable assessment of options and resources.
- Make comments directed at analysis of problem-solving and decision-making strategies.
- Express confidence in carefully thought-out decisions.
- Offer remarks that show respect for protégés’ capacity to determine their own future.
- Encourage protégé to develop talents and pursue dreams.

Addendum

Guidelines for New Faculty & Their Mentors for Orientation

1. After Arrival of new faculty

General:

- How is the College organized? (governance, committees?)
- How are decisions made?
- Is there any support staff?
- What should be expected from support staff?
- What supplies and expenses are covered by the department?
- How can I obtain computer equipment for my office?

Teaching:

- Are there materials for the assigned courses so I can see how others have taught a course or similar courses?
- Is it a good thing to develop a new course? An undergraduate course?
- How much time should I spend on course preparation?
- Are there guidelines for grading? What is the usual frequency of midterms and exams? How am I evaluated on teaching?
- How much do student opinion surveys count? How can I read and evaluate student opinion surveys in a constructive way? What resources are available for improving teaching skills?
- What documentation should I retain for my personnel or portfolio file? Course summaries? Course exams?
- How can I make certain that my teaching is evaluated beyond student evaluations? Will a faculty member be selected to observe my teaching? How will
that faculty member be selected? When will the faculty member observe the class?

Student Issues:

• How much advising should I expect to do?
• How do I identify good students? What qualities should I look for?
• What materials do I retain on my students and for how long?

Review Procedures:

• When will I receive an evaluation? What is the process?
• Where do I find criteria for promotion?
• What information is important in my vitae? Inform Dean regarding recognition & awards.
• How can I get feedback on my performance?

Personal issues:

• What policies does College of Nursing have for family and personal leave?
• What are the expectations if I get sick? Do I need to find someone to cover my classes?

Mentoring Language . . . the value and power of dialogue

Dialogue creates a pathway and a safety zone for an open conversation in which both mentor and protégé learn. Effective dialogue requires emotional safety for all participants; there must be no negative outcomes for expressing a point of view honestly and candidly. Introducing dialogue into a mentoring relationship can lead to profound, positive changes in the nature of the relationship. Openness, trust, willingness, and support are dramatically enhanced when open dialogue exists.

Questioning tends to open people up. It stimulates learning, creativity, and understanding. It allows people to own their own ideas from the beginning. On the other hand, telling tends to control conversation, shuts off the flow of ideas, and may trigger combativeness or other forms of self-protection. Effective questions are effective because they accomplish several things for both people:

• They demonstrate a willingness on the part of the questioner to listen for the answer
• They demonstrate respect for the individual
• They help people discover their own answers, rather than waiting for an expert
• They clarify direction, purpose, expectations, and goals, which are necessary conditions to create alignment across the mentoring relationship
They solicit people's ideas, input, and recommendations, which creates a significantly higher level of participation and involvement
They help people understand the roles they play in the problems that exist and in achieving improved results
They teach people to contemplate their thinking processes
They focus people's attention on the future, not on the past, and on discovering solutions, not on staying stuck in problems

Therefore, effective questions must be:

- Open-ended rather than close-ended (cannot be answered simply with "yes" or "no")
- Placed appropriately in the dialogue to clarify, illuminate, and draw out
- Authentic, coming from a sincere desire to learn
- Followed by (sometimes deafening) silence, to demonstrate the mentor's sincere intention to listen
- Supportive in tone, to minimize the possibility of triggering people's defensive reactions (total communication is 7% spoken words, 38% tone of voice, and 55% body language)
# Faculty Mentor Application

**Pilot**

Please complete this form and submit to the Academic Dean

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<th>Date:</th>
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<th>Name (Last)</th>
<th>(First)</th>
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<tr>
<td>Job Title:</td>
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## Education

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<th>Graduate School</th>
<th>Institution:</th>
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<td>Major:</td>
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<td>Degree:</td>
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<tr>
<td>Major:</td>
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<td>Degree:</td>
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## General Information

Briefly discuss the courses for which you provide instruction:

How many protégés are you willing to mentor?
Do you have previous experience working as a mentor? If yes, briefly describe your experience and responsibilities. (Indicate formal or informal)

Please provide a few lines about yourself that you believe would help establish a good mentoring match. For example, you might discuss research interests.

**Self Assessment of Mentoring Qualities**

Please circle or highlight the response that best identifies your feelings toward the following questions.

Scale is 5-1 with: 5- Strongly Agree, 4- Agree, 3-Neutral, 2-Disagree1- Strongly Disagree

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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
<td>I am considered a role model.</td>
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<td>I am committed to the mentoring process.</td>
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<td>I encourage and motivate faculty/staff.</td>
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<td>I create a continuous learning environment.</td>
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<td>I have the respect of faculty/staff at the College.</td>
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<td>I am willing to commit the time to be a mentor.</td>
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<td>I possess the knowledge to be a mentor.</td>
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<td>I am willing to share knowledge.</td>
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<td>I have effective interpersonal written and verbal communication skills.</td>
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<tr>
<td>I am willing to introduce my protégés to my professional network.</td>
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Thank you for your interest in the CON Faculty Mentoring Program
Saint Francis Medical Center
College of Nursing
Peoria, Illinois

Mentor Assessment of Protégé

Name of Protégé ___________________ Name of Mentor__________________

Complete after the first year of mentoring

The Faculty and Administration of the College of Nursing would like your assessment of
the mentoring process. Your responses will help us maintain and improve the College
mentoring program. Thank you for participating in this evaluation.

A- Strongly agree   B- Agree   C- Disagree   D- Strongly disagree

1. I believe my protégé has benefited from the relationship. A   B   C   D

2. I have personally benefited from the relationship. A   B   C   D

3. I believe my protégé was open and honest with me. A   B   C   D

4. I have the support of Administration for my mentoring activities. A   B   C   D

5. My protégé respected me as a person. A   B   C   D

6. The time commitment was what I expected. A   B   C   D

*Write your answers to the following questions on this form.*

7. What are the most positive aspects of the mentoring program?

8. What recommendations for change in the mentoring program do you have?

9. Do you have any additional comments?

*Thank you for your participation!*

Please return to Administrative Assistant _______________________________________
Her email address is ______________________________________________________
**Protégé Assessment of Mentor**

Name of Protégé ___________________ Name of Mentor__________________

Complete after the first year of mentoring

The Faculty and Administration of the College of Nursing would like your assessment of the mentoring process. Your responses will help us maintain and improve the College mentoring program. Thank you for participating in this evaluation.

<table>
<thead>
<tr>
<th>A- Strongly agree</th>
<th>B- Agree</th>
<th>C- Disagree</th>
<th>D- Strongly disagree</th>
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<tbody>
<tr>
<td>1. I have benefited from the mentoring relationship.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>2. I was able to be open and honest with my mentor.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>3. I would recommend my mentor for other protégés.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>4. My mentor has facilitated my socialization to the faculty role.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>5. My mentor was accessible.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>6. My mentor respected me as a person.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>7. My mentor is has the respect of others at the College.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>8. My mentor supports the Mission.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>9. My mentor suggested appropriate resources as indicated.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>10. My mentor is committed to the mentoring process.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>11. My mentor responded to individual circumstances.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>12. My mentor encouraged &amp; motivated me to improve my work.</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>13. Created a continuous learning environment.</td>
<td>A</td>
<td>B</td>
<td>C</td>
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</table>
14. My mentor demonstrated expertise in my area of need.  
15. My mentor willingly shared knowledge.  
16. My mentor has effective interpersonal skills.  

Write your answers to the following questions on this form.

18. What aspect of the mentoring process helped you learn the most?

19. What recommendations for change in the mentoring program do you have?

20. Do you have any additional comments?

Thank you for your participation!

Please return to Administrative Assistant ____________________________

Her email address is ____________________________
SECTION 3: ACADEMIC INFORMATION

BACCALAUREATE PROGRAM
Baccalaureate Program Outcomes

The graduate:

1. Synthesizes theories, concepts, and principles from behavioral, natural and social sciences, technologies, and nursing as a foundation for the practice of professional nursing.
2. Implements culturally appropriate caring behaviors in nursing practice.
3. Integrates written, oral, technology, and information literacy skills to facilitate communication within the nurse patient relationship and interprofessional collaboration in a variety of health care settings.
4. Models critical thinking, skills of inquiry, and problem solving skills for effective decision making in nursing practice based on best evidence.
5. Implements the nursing process to assist patients and families throughout the life cycle in reaching optimal health by facilitating adaptation of physical, emotional, intellectual, social, and spiritual well-being.
6. Applies leadership through engaging in professional nursing within a political, legal, ethical, social, and financial framework to implement patient safety and quality within the context of the interprofessional team and healthcare system.
7. Demonstrates responsibility and accountability for personal and professional growth and development and is responsive to emerging roles within the profession.
8. Employs the process of self-reflection to continually improve practice and engage in lifelong learning.
Prenursing

The required prenursing general education course sequence is composed of 19 credit hours in the physical and life sciences (two anatomy and physiology courses with laboratory component, chemistry with a laboratory component, microbiology, and nutrition), 15 credit hours in social and behavioral sciences, nine credit hours in communication skills (speech and English composition), nine credit hours in humanities and fine arts (philosophy/logic will be one of the required courses), and six credit hours in mathematics (one course must be statistics). Included in the total 59 credit hours are 10-12 credit hours of electives: six credit hours in humanities and fine arts, three credit hours in social and behavioral sciences, and 1-3 credit hours in either area of choice of communication, humanities, social behavior, or mathematics, although a course in medical terminology is strongly recommended. The requirements of the prenursing general education curriculum incorporate both the General Education Core Curriculum adopted by the Illinois Board of Higher Education (IBHE) and the specific courses required to support the nursing major. The prenursing general education courses enhance the students’ ability to think logically, reason, formulate ideas, and communicate effectively. They also enhance the students’ natural abilities, stimulate creativity, and encourage a willingness to explore new ideas.

Humanities and fine arts contribute to the art of nursing, which is demonstrated in sensitivity to the human condition, the appreciation of individuality, and the development of creativity. The study of philosophy contributes to the students’ understanding of self and the beliefs and values of others. It gives the student the opportunity to explore value systems and develop critical thinking. Philosophical concepts brought to the upper division courses are the foundation for understanding values, concepts, and standards underlying nursing practice. These concepts provide a basic understanding for the course 304 Nursing and Healthcare Ethics. They provide the basis for decision-making based on Judeo-Christian tenets in the ethical dilemmas in nursing practice discussed throughout the various courses in the nursing major.

Written and oral communication and language skills courses are essential to the development of the individual as both a contributing member of society and as a practicing professional within the healthcare system. Communication skills are used in the implementation of the nursing process; the development of therapeutic nurse-patient relationships; the transfer of knowledge; the application of teaching-learning principles in patient education; the application of management skills such as decision-making, conflict management, and motivational strategies; the utilization of research; and the process of self-evaluation.

The study of mathematics and statistics enables the student to develop skills which are necessary for intellectual inquiry, critical analysis, and synthesis of data. These studies are used by the professional nurse to monitor patient status, interpret data, understand the research process and findings, and implement therapeutic nursing interventions. Computer literacy is required in response to expanded technology in both health care and society for the individual’s personal, educational, and professional endeavors. Students use computers for online learning, examinations, writing papers, testing with computerized patient simulations, and accessing computerized databases in the library.

The required social and behavioral sciences introduce the students to the study of human behavior and include topics such as personality, emotions, intelligence, growth and development through the lifespan, cultures, groups, roles, and society. These courses provide the basis for understanding patients as persons and members of families, communities, and society. Concepts and principles from the social and behavioral sciences are integral to the study of nursing, health, person, society, and environment. The understanding of individuals and their interactions in society enables students to begin to develop the art of caring which is essential to the practice of professional nursing.

The study of the physical and life sciences provides an understanding of the physical aspects of persons, their environment, and their adaptation to internal and external environments. The role of nutrients and dietary requirements of individuals throughout the life cycle is studied as part of the coursework in this category. Knowledge acquired in the physical and life sciences provides the foundation for the study of health-related alterations and the related nursing care.
NURSING

Active learning is an integral part of nursing education and helps to promote critical thinking. Students are required to take a learning strategies course their first semester at the College that will build upon their individual learning style. The nursing courses in the first semester of the junior year introduce the interrelated concepts of nursing, person, health, society, and environment. Nursing, caring, communication skills and teaching-learning principles are introduced as the basis for effective implementation of the nursing process throughout the curriculum. Students discuss cultural and spiritual beliefs and practices that foster the view of each individual as a holistic being. Focusing on the person as a member of society, the student assesses the individual's physical, emotional, social, cultural, intellectual, and spiritual needs. The student is introduced to professional standards and nursing theory models as they relate to nursing practice.

The student studies concepts of nursing care related to the promotion and maintenance of patient health and begins to use the nursing process in the clinical setting in predictable situations. Psychomotor skills basic to the delivery of nursing care and the use of the nursing process are developed. The student recognizes methods of problem solving which requires intellectual inquiry and critical thinking. The roles and characteristics of the professional nurse, with emphasis on the roles of care giver and educator, are discussed.

Drug classifications with related actions, effects, and interactions are studied as well as the roles and responsibilities of the professional nurse in drug therapy. Students apply knowledge of physiological needs to the study of health-related alterations. Students clarify their own values, begin to assume the characteristics of a professional nurse, and accept responsibility for learning by meeting the course objectives.

In the nursing courses in the second semester of the junior year and the first semester of the senior year, students focus on the body of nursing knowledge necessary for the use of the nursing process with patients in states of wellness or illness to facilitate the promotion, maintenance, restoration, or rehabilitation of health. The student continues to promote and maintain health, synthesizing previous learning with current courses. The student cares for families across the lifespan, focusing on women’s health, mental health, older adults, and children and adults in acute care settings.

Nurse-patient interactions occur primarily in predictable situations; however, the student recognizes the potential for change and initiates immediate nursing actions in unpredictable situations. The student assists the patient in meeting physical, emotional, social, cultural, intellectual, and spiritual needs with specific course emphasis on higher level needs. Integrated throughout these semesters are the nursing responsibilities associated with therapeutic interventions. The nursing process is used to facilitate patient’s adaptation to achieve optimal health. Caring relationships are developed with patients using communication skills and principles of teaching/learning. The student interacts with members of the health team in a variety of health settings including-acute care settings, outpatient settings, and community settings. The student develops an understanding of the research process and uses research do we want the term research or evidence based practice findings in exploring nursing care alternatives and in formulating the rationale for nursing diagnoses and interventions. The professional nursing roles actualized by the student in these semesters are mainly those of care giver, facilitator, and educator. Interactions with families and groups provide opportunities for the student to develop leadership skills. Ethical decision-making emphasizing the Judeo-Christian tenets and ethical issues related to health care are studied. The student integrates ethical, legal and accepted standards of professional nursing practice with his/her own values. Critical analysis and intellectual inquiry are fostered throughout the courses. The student participates in the selection of learning experiences to achieve course objectives.

In the nursing courses in the second semester of the senior year, the student implements the nursing process with individuals, families, or groups and populations in the community and acute care settings. The student cares for patients with complex health problems in primarily unpredictable situations or complex problems in the community setting. Previous learning is synthesized with concepts of
management in the nursing care of patients/groups with complex problems. Throughout this semester, the student has increased opportunities to use critical analysis and intellectual inquiry. Caring is expressed in interactions with patients, families, peers, the health care team and groups in the community. The student selects and uses appropriate services to assist people’s adaptation within their environment. Leadership skills and principles of management are demonstrated in the delivery of health care and in collaboration with health care team members. The student evaluates and applies research findings to nursing practice. The professional roles assumed in this semester are care giver, advocate, educator, facilitator, leader, manager, collaborator, and researcher. Professional issues, perspectives, and nursing theories/models are studied in relation to their impact on nursing as a profession, the individual, and society. The commitment to professional growth and continued learning fostered throughout the curriculum is further enhanced by the student's participation in the selection and design of learning experiences, particularly in the independent study and elective courses.
Prenursing Course Requirements

Courses required for the prenursing sequence may be taken at an accredited college of the student’s choice. Lists of specific courses accepted from area colleges are available from the Office of Admissions or online on the College website at www.sfmcon.edu. The College recommends that the 30 credit hours required for application include courses from each of the five required categories. A minimum of two of the four required science courses with laboratories must be completed before application. A total of 59 credit hours are required for the prenursing curriculum. Course hours may vary by institution. If hours total less than 59, and an addition course(s) must be taken, medical terminology is suggested. Additional hours in any of the five categories will be considered.

<table>
<thead>
<tr>
<th>Prenursing Course Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Humanities and Fine Arts</strong></td>
<td></td>
</tr>
<tr>
<td>Required: Philosophy/Logic</td>
<td>3</td>
</tr>
<tr>
<td>Elective: Humanities</td>
<td>6</td>
</tr>
<tr>
<td><em>One is required in the fine arts. Suggested areas – music, theatre, art, history, literature, philosophy, religious studies. Meets IBHE Requirement of 3 courses.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Communication Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Required: Speech</td>
<td>3</td>
</tr>
<tr>
<td>Required: English composition (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td><em>Meets IBHE requirement of 3 courses.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Social and Behavioral Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>Required: Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Required: Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Required: Growth and Development Through the Lifespan (Required 2 courses unless course is lifespan)</td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><em>Suggested areas – anthropology, sociology, psychology, political science, or economics. Completion of required courses meets IBHE requirement.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Physical and Life Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>Required: Anatomy and Physiology* - must contain a laboratory component (2 courses)</td>
<td>8</td>
</tr>
<tr>
<td>Required: Chemistry* – must include a laboratory component</td>
<td>4</td>
</tr>
<tr>
<td>Required: Microbiology</td>
<td>3-4</td>
</tr>
<tr>
<td>Required: Nutrition</td>
<td>3</td>
</tr>
<tr>
<td><em>Must include a laboratory component. Meets IBHE Requirements of 2 courses: Chemistry and either Microbiology or Anatomy &amp; Physiology.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics and Electives</strong></td>
<td></td>
</tr>
<tr>
<td>Required: Transferable college mathematics or equivalent</td>
<td>3</td>
</tr>
<tr>
<td>Required: *Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td><em>Preferably from Social Science or Education if available.</em></td>
<td></td>
</tr>
</tbody>
</table>
### SAMPLE CURRICULUM PLAN

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>321 Learning Strategies for Nursing Students</td>
<td>1</td>
</tr>
<tr>
<td>324 Conceptual Basis of Nursing I Theory</td>
<td>4</td>
</tr>
<tr>
<td>325 Conceptual Basis of Nursing I Clinical</td>
<td>2</td>
</tr>
<tr>
<td>314 Pharmacological Basis of Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>312 Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>310 Health Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>330 Conceptual Basis of Nursing II Theory</td>
<td>5</td>
</tr>
<tr>
<td>331 Conceptual Basis of Nursing II Clinical</td>
<td>5</td>
</tr>
<tr>
<td>304 Nursing and Healthcare Ethics</td>
<td>3</td>
</tr>
<tr>
<td>322 Concepts of Care for the Older Adult</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>426 Conceptual Basis of Nursing III Theory</td>
<td>5</td>
</tr>
<tr>
<td>427 Conceptual Basis of Nursing III Clinical</td>
<td>5</td>
</tr>
<tr>
<td>318 Research for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>434 Concepts in Nursing Management</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>438 Conceptual Basis of Nursing IV Theory</td>
<td>5</td>
</tr>
<tr>
<td>439 Conceptual Basis of Nursing IV Clinical</td>
<td>5</td>
</tr>
<tr>
<td>412 Trends and Issues for Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>431s Elective (Same elective options as before)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total BSN credit hours – 124
DIRECTIONS FOR THE CLINICAL EVALUATION TOOL

STUDENT

- Every row should be given a score.
- Every outcome should have some sort of self-reflection statement stating why the student believes they have earned the score they have given themselves.
- Weekly comments should NOT be erased – there is room for comments to be added. Just start the new week with the words “week 2” or “week xx” and describe the week’s events.
- Students with Mac computers may need additional instruction on how to view comments and faculty feedback.
- Students should save the tool as a .xls file, not as anything else. If they do, it affects the functionality of the formulas.

FACULTY

- Every row should be given a score, UNLESS the student did not participate in that particular activity that week.
- A row may be left blank due to applicability of the behavioral indicator to clinical site at the discretion of the lead faculty member of the course.
- If the student is absent both days of clinical in a week, then the scores for that week are left blank. If a student is absent one day, the student should still be evaluated on their clinical performance for that one day.
- Faculty are to leave comments/feedback for any score less than a 2. Students need to know the exact reason why they did not earn a 2 in a particular week.
- Faculty are encouraged to leave feedback in every outcome, even if students earn all 2’s in an outcome.
- Feedback should be placed in chronological order within the comments section. For example, week 3 should come after week 2, week 4 after week 3, etc.
- There is a box at the bottom of the evaluation tool labeled “other comments” in which faculty are encouraged to leave general feedback regarding student performance.
- Every student should meet with the faculty member at midterm and receive a formative midterm evaluation. There is a section on the bottom of the evaluation tool in which the midterm evaluation can be written. In order to make the evaluation fit within the box, you need to follow these directions:
  - Click within the midterm evaluation box
  - Click on the “Home” tab in the upper tool bar and highlight/click on “wrap text”
- Every student should meet with the faculty member at the end of the rotation for a review of their final, summative evaluation. At this time, there does not have to be anything formal written or printed to keep in the student record – the grade and the electronic copy of the evaluation tool serves as that record.
- Students who are failing at any point after week 4 should receive the appropriate referrals and be offered appropriate remediation.
RN TO BSN ACCELERATED PATHWAY

Completion of the accelerated option requires 123 credit hours of course work: 59 hours of general education and support courses at an accredited college or university of student’s choice, and 64 hours of study in the nursing major offered by the College. Upon satisfactory completion of the prenursing curriculum, the student may be admitted to the College of Nursing. See Prenursing Course Requirements below.

Prerequisites – a total of 59 credit hours of Liberal Arts and Science course work is required in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical and Life Sciences</td>
<td>12</td>
</tr>
<tr>
<td>A laboratory component is required.</td>
<td></td>
</tr>
<tr>
<td>Suggested areas of study: anatomy &amp;</td>
<td></td>
</tr>
<tr>
<td>physiology, chemistry, and microbiology.</td>
<td></td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>9</td>
</tr>
<tr>
<td>Suggested areas of study: anthropology</td>
<td></td>
</tr>
<tr>
<td>sociology, psychology, political science</td>
<td></td>
</tr>
<tr>
<td>and economics</td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td>6</td>
</tr>
<tr>
<td>Suggested areas of study: English</td>
<td></td>
</tr>
<tr>
<td>composition and speech</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Suggested areas of study: philosophy,</td>
<td></td>
</tr>
<tr>
<td>religion, music, art, theatre, history</td>
<td></td>
</tr>
<tr>
<td>and literature</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Intro to Statistics is required</td>
<td></td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>23</td>
</tr>
</tbody>
</table>

The following College of Nursing courses are required to be taken by the registered nurse:

<table>
<thead>
<tr>
<th>Nursing Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>304 Nursing and Healthcare Ethics</td>
<td>3</td>
</tr>
<tr>
<td>310 Health Assessment (RN only online section)</td>
<td>3</td>
</tr>
<tr>
<td>317 Concepts of Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>318 Research for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>425 Promoting Healthy Communities</td>
<td>5</td>
</tr>
<tr>
<td>433 Experiences in Clinical Nursing (portfolio</td>
<td>8</td>
</tr>
<tr>
<td>option)</td>
<td></td>
</tr>
<tr>
<td>434 Concepts in Nursing Management (RN only</td>
<td>3</td>
</tr>
<tr>
<td>online section)</td>
<td></td>
</tr>
<tr>
<td>436 Trends and Issues for Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>– RNs only</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
</tr>
</tbody>
</table>

Graduates of state approved diploma or associate degree nursing programs may receive 33 credit hours of credit in the nursing major without examination. Upon formal acceptance and satisfactory completion of courses, 317 Concepts of Professional Nursing, 310 Health Assessment, and 425 Promoting Health Communities, the registered nurse will be granted credit for the following College of Nursing courses:

<table>
<thead>
<tr>
<th>Nursing Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>312 Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>314 Pharmacological Basis of Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>324 Conceptual Basis of Nursing I Theory</td>
<td>4</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>325 Conceptual Basis of Nursing I Clinical</td>
<td>2</td>
</tr>
<tr>
<td>330 Conceptual Basis of Nursing II Theory</td>
<td>5</td>
</tr>
<tr>
<td>331 Conceptual Basis of Nursing II Clinical</td>
<td>5</td>
</tr>
<tr>
<td>426 Conceptual Basis of Nursing III Theory</td>
<td>5</td>
</tr>
<tr>
<td>427 Conceptual Basis of Nursing III Clinical</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

**CREDIT THROUGH PORTFOLIO REVIEW FOR RN TO BSN ACCELERATED PATHWAY**

The College of Nursing recognizes credit by portfolio and provides a process by which students may translate professional experience and education into academic credit. Students earn credit by developing a portfolio that documents how they have acquired nursing knowledge and skills that meet the learning outcomes in a specific College of Nursing course. Students may earn a maximum of 8 credits through portfolio evaluation. Credits may only be earned for 433 Experiences in Clinical Nursing (8 credits). Upon approval of the portfolio, the course number, title, and credit with no grade will be applied to the student record. The College does not guarantee that credits given for prior learning by other colleges and universities will be accepted for transfer.
J-1 semester
324 Conceptual Basis of Nursing I Theory = 4 credit hours

- Learning (Adult learning principles)
- Motivation
- Critical thinking
- Professional roles
  - Educator
  - Advocate
  - Caregiver
  - Research consumer
  - Leadership
  - Management
- Professionalism
- Change
- Collaboration (Teamwork)
- Human Diversity
  - cultural
- Empowerment (as active learning process)
- Accountability
- Caring
- Communication
  - SBAR
- Patient (patient Centered Care)
- Health care systems
- Health care quality
- Informatics
  - EMR
  - Simulation
  - Confidentiality
- Safety
  - Medication
  - Falls
- Spirituality
  - Spiritual Distress
  - (Use within each exemplar) ie Jehovah Witness with blood transfusion or Native American in a healthcare situation
  - Alternative Medicine
- Health promotion
- Thermoregulation
  - Hyper/hypothermia
- Infection
  - UTI
- Nutrition
  - Peptic ulcer disease
- Oxygenation
  - Pneumonia
- Sleep
  - Sleep apnea
- Comfort
  - Chronic Pain
- Chronic Back problems
- Elimination
- Constipation
  - Perfusion
    - Heart disease/atherosclerosis
- Mobility
  - Osteoporosis/chronic

325 Conceptual Basis of Nursing I Clinical 2 credit hours (0:2) = 6 clinical hours/week

310 Health Assessment

312 Pathophysiology

314 Pharmacological Basis of Nursing Practice

**J-2 semester**

330 Conceptual Basis of Nursing II Theory – 5 credit hours

- Empowerment
- Communication
- Group dynamics
  - Group therapy
- Interpersonal Relationships
  - Therapeutic nurse-patient relationship
- Interpersonal violence
  - Child abuse
  - Injury, violence prevention (rape)
- Self
  - Sexuality
  - Personality disorders
- Family Dynamics
  - Identified patient and family system
  - Eating disorders
- Coping
  - OCD/ Dissociative disorders
- Stress
  - Psychophysiological disorders
- Addiction
  - Substance Abuse/Alcoholism
  - Fetal alcohol syndrome
- Mood and Affect
  - Depression (include post-partum depression)
  - Bipolar disorder
  - Suicide
- Anxiety
  - Anxiety disorders
  - Post-traumatic stress disorder
- Altered Thought Process
  - Psychosis (include post-partum psychoses)
  - Dementia assessment/care/meds
- Cellular Regulation
  - Cervical cancer
  - Breast cancer
- Reproduction
  - Infertility
  - Pregnancy
    - Prenatal
    - L & D
    - Postpartum
- Growth and Development
  - Newborn assessment and care
  - Parent/infant attachment and bonding
  - Genetics – PKU
  - Down’s syndrome
  - Autism
  - ADHD
- Oxygenation
  - Respiratory distress syndrome
  - Retinopathy of prematurity
- Thermoregulation
  - Prematurity/infants

331 Conceptual Basis of Nursing II Clinical (5 credit hours) 15 clinical hours/week

304 Nursing and Healthcare Ethics – 3 credit hours
- Ethics
  - Genetics
  - Decision making
  - ANA code of ethics
  - ERDs
- Accountability
  - Confidentiality

322 Care of the aging adult – 3 credit hours
- Loss
  - End of life
  - Interpersonal violence
    - Elder abuse
- Cognitive Impairment
  - Alzheimer’s Disease
  - Dementia/delirium
- Metabolism
  - Diabetes (type 2)
  - Thyroid
- Inflammation
  - Arthritis
- Sensory/Perceptual
  - Vision/hearing loss
- Oxygenation
  - Chronic Respiratory conditions
  - Emphysema
- Tissue Integrity
Pressure ulcers
- Mobility
  - Accidents
  - Fractures
- Elimination
  - BPH
- Perfusion
  - Hypertension

S-1 semester

426 Conceptual Basis of Nursing III Theory – 5 credit hours
- Cellular regulation (Cancer)
  - Lung
  - Colon
  - Prostate
  - Lymphoid
  - Leukemia
- Growth and development
  - FTT/Cerebral Palsy/learning disabilities
- Perfusion
  - Heart Disease
  - Congenital heart
  - Sickle cell
- Oxygenation
  - Asthma
  - RSV
  - CF
- Health promotion
  - Anticipatory guidance
  - SIDS
  - Accidents
- Coagulation
  - Hemophilia
  - Thrombus
- Mobility
  - Spina bifida/shunts/hydrocephaly
  - Parkinson’s
  - Congenital hip dysplasia
- Nutrition
  - Celiac
  - Intussusception
  - GB Disease
- Fluid & Electrolyte Balance (compare child & adult)
  - Dehydration
  - Acid Base Balance
  - Renal failure (no dialysis)
  - IDDM
- Fatigue
  - Anemia
- Elimination
  - Bowel obstruction
- Pre/post-op cares
- Crohn’s /UC
- Inflammation
  - RA
  - Autoimmune diseases

427 Conceptual Basis of Nursing III Clinical 5 credit hours = 15 clinical hours/week

434 Concepts in Leadership & Management 3 credit hours
- Leadership
  - Strategic Planning
- Management
  - Delegation
  - Time Management
- Empowerment
- Change
  - Conflict Resolution
- Professionalism
  - Interviewing
- Critical thinking
- Health Care Quality
  - QI Processes

318 Research for Nursing Practice - 3 credit hours
- Research consumer
- EBP
- Research process

S-2 semester

412 Trends and Issues for Professional Nursing - 3 credit hours
- Health Care Legal Issues
- Informatics
  - EMR
  - Simulation
  - Confidentiality
- Professionalism
  - Certification activities
  - Resumes
- Health Policy
  - Political action
- Health Care Economics
  - Reimbursement and financing methodologies
- Health Care Systems
  - Managed care
  - Access to quality health care systems
  - Strategic Planning

438 Conceptual Basis of Nursing IV Theory – 5 credit hours
- Immunity
  - HIV/AIDs
- Infection
  - Communicable diseases
  - STDs
  - Septicemia
  - Meningitis
  - hepatitis
- Health promo
  - Epidemiology
  - Disaster bio-terrorism
  - accidents
- Safety
  - Environmental
    - Water sanitation
    - Lead
    - food
- Health care systems:
  - National and local community health structure
  - Global health concerns
- Oxygenation
  - Tuberculosis
  - Influenza/pneumonia
- Intracranial Regulation
  - Stroke/trauma
  - ICP
  - Seizures
- Perfusion
  - Shock
  - Hemorrhage
  - DIC
  - MI
- Fluid & Electrolyte Balance
  - Burns
  - End stage renal disease/transplant
- Coagulation
  - Chronic Liver disease/cirrhosis
- Management
- Leadership
- Collaboration

439 Conceptual Basis of Nursing IV Clinical – 5 credit hours = 15 clinical hours/week
Psychomotor Skills for Concepts-Based Curriculum

Skills to address in all courses:
- Nursing process
- Lab interpretation
- Patient assessment
- Pathophysiology
- Medication safety
- Patient education
- Communication skills
- Critical thinking
- Collaboration
- Professionalism
- Leadership & Management
- Integrity/Ethics/Legal
- Evidence based practice
- Information literacy
- Growth & development
- Family centered care
- Lift Equipment

<table>
<thead>
<tr>
<th>Concepts 1</th>
<th>Concepts 2</th>
<th>Concepts 3</th>
<th>Concepts 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hand hygiene</td>
<td>• Newborn bath</td>
<td>• IV push medications</td>
<td>• IV Insertion</td>
</tr>
<tr>
<td>• Infection control and isolation</td>
<td>• Priming IV tubing</td>
<td>• Central line care</td>
<td>• Notifying physician</td>
</tr>
<tr>
<td>• Accucheck</td>
<td>• Child abduction prevention</td>
<td>• PICC line care</td>
<td>• Care of artificial airway</td>
</tr>
<tr>
<td>• Med administration (no IV meds)</td>
<td>• Therapeutic communication techniques</td>
<td>• NG Insertion</td>
<td>• Environmental assessment and intervention</td>
</tr>
<tr>
<td>• Injections (all types)</td>
<td>• Surgical hand asepsis</td>
<td>• G-tube care</td>
<td>• Hemodynamic monitoring</td>
</tr>
<tr>
<td>• Linen change</td>
<td>• Fundal assessment &amp; massage</td>
<td>• Enteral feeding</td>
<td>• ECG interpretation</td>
</tr>
<tr>
<td>• Bathing</td>
<td>• Bulb suctioning</td>
<td>• Parenteral feeding</td>
<td>• Community and population assessment</td>
</tr>
<tr>
<td>• Perineal care</td>
<td>• Foley catheter insertion and care</td>
<td>• Osteotomy care</td>
<td>• and teaching</td>
</tr>
<tr>
<td>• Oral care</td>
<td>• IV fluids and pumps</td>
<td>• PCA Care</td>
<td>• Disaster preparedness education</td>
</tr>
<tr>
<td>• Vital signs</td>
<td>• IVPB medications</td>
<td>• Fracture care</td>
<td></td>
</tr>
<tr>
<td>• Oxygen therapy</td>
<td>• IV site care</td>
<td>• Blood product administration</td>
<td></td>
</tr>
<tr>
<td>• Pulse oximetry</td>
<td>• Suicide risk assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Bladder scanning</td>
<td>• Substance abuse assessment/screening tool (Ex: CAGE, CIWA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Intake/output</td>
<td>• Psychiatric nursing assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Wound care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Drain care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clean and sterile dressing change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Enema</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patient ambulation, transfer, and movement</td>
<td>AIMS (Abnormal Involuntary Movement Scale) tool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restraint care</td>
<td>Dementia assessment (mental status)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EHR documentation</td>
<td>Group leadership/facilitation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing process</td>
<td>Therapeutic individual 1:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DVT prevention (SCD, TED)</td>
<td>Reality orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Substance withdrawal management</td>
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<td>Dementia reality orientation</td>
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<td>Crisis intervention techniques</td>
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<td></td>
<td>Electro convulsive therapy education</td>
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</table>

- AIMS (Abnormal Involuntary Movement Scale) tool
- Dementia assessment (mental status)
- Group leadership/facilitation
- Therapeutic individual 1:1
- Reality orientation
- Substance withdrawal management
- Dementia reality orientation
- Crisis intervention techniques
- Electro convulsive therapy education
### Pharmacology Content throughout the Curriculum

<table>
<thead>
<tr>
<th>J1 New Pharmacology Content /Drug Classifications</th>
<th>Concept-based Curriculum</th>
<th>J1 C-1</th>
<th>J2 C-2</th>
<th>S1- C-3</th>
<th>S2- C-4</th>
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<tbody>
<tr>
<td>Anti-infective Agents</td>
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<tr>
<td>A. Antibiotics:</td>
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<td>B. Antiviral agents</td>
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<td>C. Antifungal agents</td>
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<td>D. Antiprotozoal agents</td>
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<td>Infection</td>
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<td>A. Anthelmintics</td>
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<tr>
<td>B. Antimycobacterials</td>
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<td>B. Antimycobacterials</td>
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<tr>
<td>C. HIV infection drugs</td>
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<td>C. HIV infection drugs</td>
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<tr>
<td>Nonopioid Analgesics, Antipyretics, and Anti-inflammatory Drugs</td>
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<tr>
<td>A. Nonsteroidal anti-inflammatory drugs (NSAIDs)</td>
<td>Comfort</td>
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<tr>
<td>B. Disease-Modifying Anti-rheumatics</td>
<td>Inflammation</td>
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<td></td>
<td>Thermoregulation</td>
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<td>Immunological Drugs</td>
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<td>Immune Modulators: Immunosuppressants</td>
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<td></td>
<td>Immunity</td>
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<td>New Older Adult Vaccinations</td>
<td>Vaccinations</td>
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<td>Hematological Drugs</td>
<td>Coagulation</td>
<td>Perfusion</td>
<td>Antihemophilic factors</td>
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<tr>
<td>A. Anticoagulants</td>
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<td>B. Thrombolytics</td>
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<td>C. Antiplatelets</td>
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<th>Perfusion</th>
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<th>A. Drugs for hypertensive Crisis</th>
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<tbody>
<tr>
<td>A. Cardiac Glycosides</td>
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<td>B. Vasopressors</td>
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<tr>
<td>B. Antianginal Drugs</td>
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<td>C. Other antiarrhythmics</td>
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<tr>
<td>C. Antiarrhythmics</td>
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<tr>
<td>D. Antihypertensives</td>
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<td>E. Antilipemics</td>
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<tr>
<th>Respiratory Drugs</th>
<th>Oxygenation</th>
<th>Inflammation</th>
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<tbody>
<tr>
<td>A. Bronchodilators</td>
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<tr>
<td>B. Inhaled Anticholinergics</td>
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<td>C. Glucocorticoids Inhaled</td>
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<tr>
<td>D. Mast Cell stabilizers</td>
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<tr>
<td>E. Leukotriene receptor antagonists</td>
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<td>F. Antitussives</td>
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<tr>
<td>G. Expectorants</td>
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<tr>
<td>H. Mucolytics</td>
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<tr>
<td>I. Decongestants</td>
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<td>J. Antihistamines</td>
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<tr>
<th>Fluid &amp; electrolyte drugs</th>
<th>Fluid &amp; Electrolyte Balance</th>
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<tbody>
<tr>
<td>Acid &amp; Base Balance</td>
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<tr>
<td>Elimination</td>
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<td>Inflammation</td>
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### Antineoplastic Drugs

<table>
<thead>
<tr>
<th>A. Cell-Cycle Specific</th>
<th>B. Cell Cycle Non-Specific</th>
<th>C. Colony-stimulating factors</th>
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<tbody>
<tr>
<td>Cell Regulation</td>
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<tr>
<td>Hormone antagonist</td>
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### Gastrointestinal Drugs

<table>
<thead>
<tr>
<th>A. Antiemetics</th>
<th>B. Laxatives</th>
<th>C. Antidiarrheals</th>
<th>D. Prokinetic Agents</th>
<th>E. Histamine 2 Receptor antagonists</th>
<th>F. Proton Pump Inhibitor</th>
<th>G. Antacids</th>
<th>H. Antiflatulents</th>
<th>I. Digestive enzymes</th>
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<tbody>
<tr>
<td>Elimination Nutrition</td>
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### Reproductive Drugs

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<tr>
<th>Reproductive -</th>
<th>Reproductive -</th>
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<tbody>
<tr>
<td>A. Uterine stimulants</td>
<td>B. Tocolytics</td>
<td>Medications</td>
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<td>Infertility</td>
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<td>Sexuality</td>
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### Hormone antagonist

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### Sexuality-

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<tr>
<th>Reproductive -</th>
<th>Reproductive -</th>
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<tbody>
<tr>
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### Endocrine Drugs

<table>
<thead>
<tr>
<th>Category</th>
<th>Subcategory</th>
<th>Example</th>
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<tbody>
<tr>
<td>A. Thyroid hormones</td>
<td>Nutrition</td>
<td>A. Bisphosphonates</td>
</tr>
<tr>
<td>B. Antithyroid agents</td>
<td>Inflammation</td>
<td>B. Selective estrogen receptor modulators (SERMs)</td>
</tr>
<tr>
<td>C. Adrenocortical agents</td>
<td>Mobility</td>
<td>Intracranial regulation - Posterior pituitary hormones - Desmopressin</td>
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<tr>
<td>D. Insulins</td>
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<tr>
<td>E. Oral hypoglycemic agents</td>
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<td>F. Glucose-elevating agents</td>
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### Nervous System Drugs

<table>
<thead>
<tr>
<th>Category</th>
<th>Subcategory</th>
<th>Example</th>
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<tbody>
<tr>
<td>A. Alpha and Beta-adrenergic agonists</td>
<td>Oxygenation Perfusion Intracranial regulation Comfort Sleep Mobility</td>
<td>A. Local B. Anesthetics Regional Anesthetics Anticonvulsant-Magnesium sulfate</td>
</tr>
<tr>
<td>B. Anticholinergic agents</td>
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<tr>
<td>C. Antiepilepsics</td>
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<tr>
<td>D. Muscle relaxants and Antispasmodics</td>
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<td>E. Antiparkinson’s drugs</td>
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<td>F. Opioid Analgesics</td>
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### Mood/Behavior Drugs

<table>
<thead>
<tr>
<th>Category</th>
<th>Subcategory</th>
<th>Example</th>
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<tbody>
<tr>
<td>Anxiety</td>
<td>Mood &amp; affect Stress Altered thought process</td>
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<tr>
<td>A. Anxiolytics</td>
<td>B. Hypnotics</td>
<td>C. Antipsychotic</td>
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GUIDELINES FOR STUDENT – FACULTY RATIO

JUNIOR YEAR
First Semester
Theory ................................................................. 1:45-50
Laboratory / Clinical ............................................. 1:7-8

JUNIOR YEAR
Second Semester
Theory ................................................................. 1:45-50
Clinical ............................................................... 1:8-9

SENIOR YEAR
First Semester
Theory ................................................................. 1:45-50
Clinical ............................................................... 1:8-10

SENIOR YEAR
Second Semester
Theory ................................................................. 1:45-50
Clinical ............................................................... 1:8-10

ONLINE Courses .................................................. 1:25

8/25/89
6/96
Reviewed 9/99
Reviewed 3/03
Reviewed 5/16

OPTIMUM CLASS SIZE

Considering the number of full-time teaching faculty, the “Faculty Workload Policy”, the census and acuity level of clients in the clinical agencies, and the physical facilities of the College of Nursing, the Faculty of the College of Nursing have determined that the optimum enrollment of new full-time students would be: 90 for fall semester and 90 for spring semester. The composition of each group may include male and female, traditional and non-traditional, individuals with and without prior healthcare experience, and representation of minority groups residing in the College’s marketing area.

Administration will re-evaluate the above as indicated by changes in the demand for the program and availability of human, physical or financial resources.
ELECTIVE / INDEPENDENT STUDY INFORMATION

Elective

A structured course that expands upon or complements the required courses in the nursing curriculum. Faculty developing the course is required to submit a proposal according to Curriculum Committee guidelines. Upon approval of the College Senate, a course syllabus is prepared. Content and requirements of the course are determined by the course faculty.

Independent Study

An Independent Study is an opportunity for a student to explore a specific area of interest in nursing. One to three semester hours of credit are allowed for Independent Study, but no more than 3 s.h. are recommended for one semester. The course faculty with the Dean Undergraduate Program reviews all student requests for Independent Study hours. A limited number of Independent Study requests may be approved depending on area requested, availability of faculty, and other elective courses offered. Any faculty may supervise an Independent Study student. The course faculty will consult with the Dean to determine availability of faculty in areas requested. After a faculty/student assignment has been agreed upon, the student develops objectives and reviews them with the assigned faculty. Planned objectives and activities should be appropriate to the level of the student and comparable to the curriculum objectives.

Independent Study hours may be all clinical (3 s.h. = 9 clock hours) clinical/week including a 1 hr. seminar, a combination of clinical and theoretical component in a proportion determined by mutual agreement of student and faculty, or a special research project and/or paper without a clinical component. The student is evaluated on achievement of the approved objectives, which may include weekly conferences, a diary, a paper, a presentation, or a project. No special forms are required. Instructor submits grades for all Independent Study students as a group according to the College Grading Policy.

All students interested in an Independent Study should be referred to the course faculty or Dean Undergraduate Program. No assurances of approval can be made by faculty, as all student requests must be considered. The assigned faculty makes arrangements with the clinical unit/agency. Faculty may recommend a nurse(s) to serve a clinical preceptor(s) for assigned student or the student may suggest someone for the faculty to consider. The student provides a copy of the approved objectives to the nursing care manager. The clinical preceptor(s) will provide informal feedback to the assigned faculty. Most clinical areas of OSF Saint Francis Medical Center are available as well as some community agencies. A student expressing an interest in an area for which an elective course is offered on the semester schedule should be encouraged to register for the course rather than the Independent Study.
UNDERGRADUATE STUDENT ADMINISTRATION
OF IV PUSH MEDICATIONS

In the first semester of the senior year, students will be instructed in the correct technique for administration of IV push medications as an expected skill. Administration of selected IV push medications by the first semester senior students will be at the discretion of the faculty member. Students will NOT administer IV push medications in emergency situations. Only IV medications, which do not require RN certification on the assigned unit, will be considered for student administration.

Students must be supervised in the administration of IV push medications by a registered nurse (RN). All IV push medications must be checked by the faculty or an RN as they are with other types of medication administration. Students are required to follow the same safety guidelines for IV push administration as they do for other medication administration. Students are required to demonstrate knowledge of the drug and follow the administration technique set forth in the Micromedex and Lexicomp medication resources.

Curriculum Committee 9/10/93
Faculty Organization 1/21/94
Faculty Organization 3/31/00
College Senate 5/11
GRADUATE PROGRAMS

MASTER OF SCIENCE IN NURSING (MSN)

DOCTOR OF NURSING PRACTICE (DNP)
**Program Outcomes**

The graduate of the master’s degree program is able to:

1. Integrate theory, research, and practice using critical thinking, for the improvement of client care in a variety of settings and the advancement of the nursing profession.

2. Practice autonomously in a variety of professional roles to respond to the social, economic, ethical, political, and legal issues impacting the needs of clients and the nursing profession.

3. Express care in professional interactions, which supports the values and promotes the growth and self-actualization of individuals, groups, and communities.

4. Provide collaborative leadership within the complex health care system in a culturally diverse society.

5. Synthesize the principles of education to develop interventions that promote, maintain, and restore health.

**DESCRIPTION OF MASTER’S PROGRAM**

**Adult Gerontology Clinical Nurse Specialist (CNS)**

The Master of Science in Nursing (MSN) program is designed to provide the baccalaureate professional nurse with current advanced knowledge and skills in Adult Gerontology Nursing. The program is 43 credits. Graduate students will be prepared to assume leadership roles in an integrated healthcare system and will be able to develop, implement, and evaluate programs for targeted populations in a variety of settings. The program prepares graduates in scientific inquiry, which includes validating and applying research findings to nursing practice, and evaluating nursing theory appropriate for advanced practice. This option offers an Accelerated Pathway to the MSN for RN’s with a Non-Nursing Baccalaureate Degree.

Upon successful completion of the program of study, the graduate may either take a national certification examination to become a certified clinical specialist or practice as a master’s prepared nurse. Graduates choosing to use the title Advanced Practice Nurse, are required to take the national certification examination and apply to the Illinois Department of Financial and Professional Regulations for licensure to practice in Illinois.

**Nurse Educator**

This Master of Science in Nursing Program offers a 36 credit our educator option designed for the baccalaureate professional nurse. Graduate students will be prepared to design and use multiple educational delivery systems and teaching strategies and develop, implement, and evaluate curriculum that will prepare nurses who are responsive to
current and future healthcare and educational systems.

**Neonatal Nurse Practitioner (NNP)**
The college offers a Master of Science in Nursing with the Neonatal Nurse Practitioner (NNP) option. This program is a 45 credit hour course of study designed to provide the baccalaureate prepared nurse with an in-depth focus on health management of the acutely and critically ill neonate and their family through their studies in research, theory, cultural diversity, health policy, ethics and leadership related to the role of the Advanced Practice Nurse.

Upon successful completion of this program, the graduate will be eligible to sit for national Neonatal Nurse Practitioner certification examination offered by the National Certification Corporation. Following successful certification the graduate applies to the Illinois Department of Financial and Professional Regulation for licensure as an advanced practice registered nurse for practice in Illinois.

**Clinical Nurse Leader (CNL)**
The College offers a Master of Science in Nursing with the Clinical Nurse Leader (CNL) option. The program is a 36 credit hour course of study designed to provide the baccalaureate prepared nurse with and in-depth study as a leader in an integrated healthcare system.

**Family Nurse Practitioner (FNP)**
The FNP option is a 44 credit hour course of study which allows students to care for individuals across the lifespan in the primary settings. The FNP is prepared to provide care for prevention of illness and promote wellness for those with acute and chronic illnesses.

Upon successful completion of this program, the graduate will be eligible to sit for national certification examination. Following successful certification the graduate applies to the Illinois Department of Financial and Professional Regulation or their State Department of Professional Regulations for licensure as an advanced practice registered nurse for practice.

**Psychiatric/Mental Health Nurse Practitioner (FPMHNP)**
The PMHNP is a 46 credit hour Masters of Nursing course of study. This option is designed to prepare the graduate to care for individuals across the lifespan with mental health care needs and practice in a variety of settings such as clinics, human service centers, and prompt care and physician practices.

Upon successful completion of this program, the graduate will be eligible to sit for national certification examination. Following successful certification the graduate applies to the Illinois Department of Financial and Professional Regulation or their State Department of Professional Regulations for licensure as an advanced practice registered nurse for practice.
Nursing Management Leadership (NML)
The NML option is a 33 credit hour Masters in Nursing option. This prepares the baccalaureate professional nurse for a variety of leadership positions. Following successful completion of this MSN degree, the graduate may qualify for the advanced nurse executive certification examination.

Accelerated Pathway to MSN for RNs with a Non-nursing Baccalaureate Degree
This accelerated option is designed for RN’s who hold either an associate degree or a diploma in nursing, and have a bachelors degree in a discipline other than nursing from an accredited college or university and have considerable nursing experience and outstanding academic histories.

Post Graduate Certificates
The College also offers a Post Graduate Nurse Educator Certificate, a Post Graduate Clinician Certificate (CNS). And a Post-Graduate Family Nurse Practitioner (FNP) Certificate.

GUIDELINES FOR ACADEMIC ADVISORS-GRADUATE PROGRAM
CLASSIFICATION OF STUDENTS:
Students enrolled in the College pursuing a Master’s degree may be either full-time or part-time. Students enrolled in nine or more semester hours during a semester of an academic year or six or more semester hours during the summer session are full-time. Students enrolled in less than nine semester hours during a semester of an academic year or less than six semester hours during the summer session are part-time. A student may enroll in a maximum of nine semester hours as a student-at-large. All graduate students must be continuously enrolled either full-time or part-time each semester.
DOCTOR OF NURSING PRACTICE
DNP PROGRAM OUTCOMES:
1. Apply advanced levels of clinical judgment and scholarship in nursing and leadership.
2. Appraise scientific knowledge, as well as new and current approaches in nursing practice, and leadership to promote optimal outcomes.
3. Examine leadership in organizations and systems to assure quality care delivery models.
5. Evaluate programs, healthcare delivery systems, and outcomes, using information systems.
6. Advocate for healthcare practice change through policy development and evaluation.
7. Adapt appropriate leadership roles for effective transdisciplinary collaboration to achieve optimal outcomes.
8. Combine ethical principles with decision making processes in healthcare practices and systems.
9. Integrate advanced clinical reasoning and judgment in the management of complex clinical situations and systems.

DESCRIPTION OF PROGRAM

Doctoral Program
The breadth of the educational offering, the doctor of nursing practice (DNP), is in keeping with the AACN Essentials of Doctoral Education for Advanced Nursing Practice (2006). The program is designed to provide courses that prepare the graduate in areas of the scientific underpinnings for practice, organizational and systems leadership, clinical scholarship and analytical methods for evidenced based practice, information systems/technology, health care policy for advocacy in healthcare, interprofessional collaboration, clinical prevention and population health for improving the Nation’s health, and education and advanced nursing practice. Upon successful completion of this program of study, the graduate may take a national examination.

Doctor of Nursing Practice – Clinical (DNP-C)
The DNP –C program is a post masters doctorate, a practiced-focused program designed to prepare advanced practiced nurses at the highest level of nursing practice. The DNP is a terminal degree. This post masters doctorate consists of a 39 credit hour doctoral program for those individuals who are masters prepared and nationally certified and licensed as an advanced practice registered nurse (APRN). With this addition the College will offer both the existing Master of Science in Nursing degree and a Doctorate of Nursing Practice degree.

Doctor of Nursing Practice – Leadership (DNP-L)
The DNP-L option is designed as post masters doctorate degree and consists of 39 credit hours. The DNP-L prepares leaders to expand their knowledge and abilities to influence and positively impact nursing interventions, healthcare organizations, outcomes, health practice, and policy. The curriculum, through each of the courses and learning outcomes, has an emphasis on safe practice with the expectation that the student bases the online discussion on research, evidence-based practice, analysis, and critical thinking. The successful achievement of the learning activities, projects, discussions, presentations, capstone, and residency prepares the student to achieve the program outcomes for decision making and safe, competent practice as a leader in a variety of diverse and contemporary healthcare environments.
CAPSTONE REQUIREMENT
Students are expected to complete an evidenced based practice project that reflects a synthesis of the discipline studied. Specific guidelines for the projects are available from the College of Nursing or online through the learning management system.

DNP QUALIFYING EXAMINATION/DNP FINAL CAPSTONE PROJECT DEFENSE
The final defense of the capstone project serves as the comprehensive examination for the DNP program and for student completion of DNP competencies. This defense serves to determine that the student has met all the requirements of the capstone project and has completed a project reflective of doctoral level academic and practicum work.

PRACTICUM
The practicum is an experience that will allow students to apply advanced knowledge and theory gained during the graduate program to a related practice setting.

RESIDENCY REQUIREMENT
Under the guidance of their DNP faculty advisor, students will synthesize, integrate and translate newly acquired knowledge and skills in the implementation and evaluation of their selected project. Using scientific theory, systematic evidence appraisal, systems, organizational and policy analysis, and models of care delivery, students will complete the DNP project. Seminars will focus on guiding the student through all aspects of project design, implementation and evaluation. Clinical experiences will be individually designed within the context of the direct or indirect focus of the students program and completed during the 3 SH of 820.1 or 822.1. This course is designed to integrate knowledge of nursing theory; evidence based nursing practice, physiologic and pathophysiologic foundations, ethical and legal principles and health care systems into clinical practice. In consultation with their DNP faculty advisor, students will elect an area of clinical practice and implement advanced clinical decision-making in the provision of culturally sensitive, patient centered, evidence based care. Case presentation form the student’s clinical practicum experience will be used to explicate clinical trends, expert clinical judgment, and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used in the development of the final project proposal. During 820.2 or 822.2, it is expected that the Capstone Project will demonstrate the measurement and evaluation of outcomes resulting from the organizational changes. Successful completion of this final practicum will require the student to present the results of the change project to his/her Capstone Project committee for their review and approval of the cumulative scholarly work and complete an oral defense.
CLINICAL FACILITY EVALUATION FOR
UNDERGRADUATE AND GRADUATE PROGRAMS
CLINICAL FACILITY EVALUATION

Prior to initial use by the College of Nursing, each clinical facility/agency is evaluated by the appropriate faculty, and Dean. A site visit is made and the facility is evaluated for compatibility with the College philosophy and curriculum objectives, services, potential student learning experiences, staffing, opportunity for orientation to policies and procedures, client acuity and census, and availability to the College. The use of the facility is based on the outcome of the evaluation. The clinical Faculty Evaluation results are kept in the Secretary’s Office. When the College decides to use a facility, a formal agreement is signed which delineates responsibilities of the College, the facility contracted, faculty, and students. Agreements with clinical facilities are reviewed annually. The faculty continues to evaluate facilities and units on an ongoing basis. Throughout the semester and/or at the end of the semester, faculty and students informally assess the facilities in relation to meeting the needs/objectives of the course. Based on these evaluations, the faculty either continue or discontinue the use of these facilities.
Saint Francis Medical Center College of Nursing
Peoria, Illinois

Request for Practicum/Clinical Affiliation Agreement or Letter of Understanding
and Practicum/Clinical Facility Evaluation
(submit to secretary)

Faculty Name:     Student Name:     Student’s Expected Begin Date:     

Section I.  Choose one by checking the appropriate box:

☐ Letter of Understanding/Agreement - The Letter of Understanding is a two-page legally binding
document for facilities not used on a regular basis. The Letter of Understanding covers a specific student,
for a specified time frame and states the responsibilities of the facility and the College. Complete Section
II of this form to request Letter of Understanding/Agreement.

☐ Practicum/Clinical Affiliation Agreement - The Practicum/Clinical Affiliation Agreement guides and
directs the working relationship of the College and the medical facility. An agreement must be in place
before students can begin practicum/clinical experience. This can be a lengthy process, sometimes
taking 2-3 months before an agreement is fully executed (longer if accurate information is not
provided.) Complete Section III to request Practicum/Clinical Affiliation Agreement.

Section II.  Letter of Understanding:

Student Name:     

Begin Date of Experience (mm/dd/yy):     End Date of Experience (mm/dd/yy):     

Preceptor’s Name and Credentials:     Preceptor’s Title:     
Preceptor’s Employer:     
Employer’s Address:     
City, State, Zip:     

Facility Name:     
Facility Address:     
City, State, Zip:     

Practicum/clinical experience shall be provided at the affiliate’s facility located at (if different from
above):

Name:     
Address:     City, State, Zip:     

Name of individual at agency with signature authority*:     
Title:     
Mailing Address:     City, State, Zip:     
Telephone:     Fax:     E-mail:     
Section III. **Standard Practicum/Clinical Affiliation Agreement**

Student Name:  
Preceptor Name:  

Facility Name:  
Address:  City, State, Zip:  
Telephone:  Fax:  

Practicum/Clinical Site Name (if different from facility):  
Address (if different from facility):  City, State, Zip:  

Does facility require use of their agreement?  Yes  No  

**Facility’s Contact Person for Affiliation Agreements (if applicable):** (Hint: for major medical centers, you might ask the Administrative Assistant to the President/CEO)

Name:  
Street Address:  City, State, Zip:  
Telephone:  Fax:  E-Mail:  

Name of individual at facility with signature authority*:  
Title:  
Mailing Address:  City, State, Zip:  
Telephone:  Fax:  E-mail:  

*Very few individuals in a facility are allowed to bind the facility into legal contracts. Typically, only the CEO or Director of Nursing may sign these agreements. Various institutions call executive management by differing names, but only upper executive management level positions are given this type of signature authority.

**Some agencies require use of their affiliation agreement.**
Practicum/Clinical Facility Evaluation

Congruence with College of Nursing philosophy? Yes □ □ No □ □

Number of staffing:
- PhD, DNP, EdD □ □
- APN/MSN □ □
- BS/BSN □ □
- Other (explain) □ □

Services offered: □ □

Capacity:
- Number of beds: □ □ Average census: □ □ Other: □ □

Rules, regulations, policies, and procedures available to student? Yes □ □ No □ □

Dates/days available for practicum/clinical hours: □ □

Hours facility is available for practicum/clinical experience: □ □

Use of unit by other schools? Yes □ □ No □ □

If yes, usual day of week and time: □ □

Practicum/clinical facility congruent with course objectives? Yes □ □ No □ □

Number of students facility can accommodate: □ □

Established protocol for students in existence? Yes □ □ No □ □

Learning experiences available for students: □ □

Recommendation from faculty reviewer to approve site: Yes □ □ No □ □

Course objectives listed by faculty: □ □

Practicum/clinical facility evaluated by: □ □ Date of review: □ □

NOTE: Please ensure at all times that course faculty is the student’s contact regarding affiliation agreements.
LETTER OF UNDERSTANDING

Date

Name of Contact
Name of Agency
Agency Address
City, State Zip

Dear Contact Name,

Saint Francis Medical Center wishes to send students to your agency for short term educational experiences. For agencies that provide intermittent, professional educational experiences for Saint Francis Medical Center College of Nursing students, the College provides the following statement of understanding to communicate the responsibilities of agency name and Saint Francis Medical Center College of Nursing. The College of Nursing offers this letter when either one of the following is planned: (a) students attend the facility on an observational basis only, (b) only one of two students attends at a time, not groups of students, and (c) graduate student attends to receive educational or clinical practicum experience with a preceptor from the agency.

The following statement of understanding communicates the responsibilities of the College of Nursing and agency name.

The College will:

- Assign students to participate in the classroom, clinical and/or practicum education experience and will assume full responsibility for academically preparing students in the theoretical knowledge, basic and/or advances skills, attitudes, and ethics
- Appoint a faculty as the coordinator of the experience and liaison between agency name, preceptor, and the College of Nursing
- Provide a copy of the course description, objectives, and expected outcomes of the experiences and the preceptor, if applicable
- Ensure that students complete the required physical examination and standard immunizations
- Instruct students and faculty to comply with agency name policies, as conveyed to the College of Nursing by the agency
- Maintain professional liability insurance for a minimum of one million dollars ($1,000,000.00) to three million dollars ($3,000,000.00)
- Ensure that students have criminal background checks, with the exception of registered nurses
Statement of Understanding for the Agency
The Agency will:

- Provide practice areas, observational opportunities, and information access for educational purposes
- Assign or approve a preceptor to work with the student, if applicable
- Retain responsibility for clients/students/patients safety and service even when students participate in the delivery of service/patient care
- Provide access to facilities from temporary storage of personal effects as needed
- Have the right to disapprove any student or faculty and prohibit such a person from participating in the work of the agency

This letter serves to set guidelines for the short term educational experience that students will have at the agency. With this letter in place, the College would like the privilege of working with your staff to plan learning experiences for students.

Attached you will find a copy of the Preceptor Agreement Letter for student’s name to work with agency employee’s name.

Sincerely,

Patricia Stockert, RN, PhD
President, College of Nursing

Enclosure
End of Year Course Analysis
GUIDELINES FOR END OF YEAR COURSE ANALYSIS

The End of Year Course Analysis was designed for faculty to use data from a variety of assessment methods to determine the extent to which courses are meeting the objectives and curriculum outcome and to plan to improve, maintain, or delete courses activities.

1. Course analyses are to be prepared annually by all faculty teaching either clinically and/or in classroom, to include both full-time and part-time faculty.

2. Courses with two or more theory/lab sections are expected to submit one course analyses representing all sections. A template of the report will be placed on the shared drive.

3. One copy of the course analysis should be submitted the last work day prior to summer break to the appropriate Dean.

4. The Dean will aggregate the data for their respective courses and report the aggregate data to the faculty, teaching those courses, for discussion and recommendations. The aggregates data should include strengths, weaknesses problems/issues identified for all courses. A copy of the aggregate data and recommendations for the junior and senior levels should be given to the Dean.

5. The Dean will present the aggregated level reports to the Curriculum Committee for review and needed action in fall semester.

Initial Approval May 2003
Updated May 2005
Updated May 2016
Saint Francis Medical Center College of Nursing
Peoria, Illinois
End of Year Course Analysis

Course: ___________________________  Academic Year __________________

This report should not exceed 3 pages in length.

What changes (if any) were made to the course over the last academic year?

<table>
<thead>
<tr>
<th>Goal</th>
<th>Change</th>
<th>Rationale</th>
<th>Effectiveness</th>
<th>Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Possible rationales for changes to courses (these apply to the rationale column above):

- HESI Scores
- QSEN Pre-licensure or Graduate Competencies
- Course Grades
- NCLEX Pass Rate
- Stakeholder Feedback
- External Stakeholder Feedback
- Current Nursing Literature
- Clinical/Practicum Performance
- Exam/Discussion Scores
- Certification Pass Rates
- EBI End of Program Survey Results
- EBI Alumni Survey Results

What are your anticipated course changes for the next Academic year? (Use table format)

<table>
<thead>
<tr>
<th>Goals</th>
<th>Anticipated Change</th>
<th>Rationale</th>
<th>Plan</th>
<th>Anticipated Outcome</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>
Sample End of Year Course Analysis

Saint Francis Medical Center College of Nursing
Peoria, Illinois

Course: ___________________________   Academic Year ______________

This report should not exceed 3 pages in length.

What changes (if any) were made to the course over the last academic year?

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<tr>
<td>2. Improve student psychomotor skills resulting in higher quality Australian Fiber Baskets.</td>
<td>A simulation was added to the course using new Australian fibers.</td>
<td>Course evaluations indicated that students were having difficulty using the Australian fibers with only written instructions.</td>
<td>Last year 75% of students received a passing grade and this year 90% received a passing grade.</td>
<td>We were unable to schedule time in JUMP and had to offer the simulation in Allied.</td>
</tr>
</tbody>
</table>

Possible rationales for changes to courses (these apply to the rationale column above):
- HESI Scores
- QSEN Pre-licensure or Graduate Competencies
- Course Grades
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<th>Plan</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2. Improve student psychomotor skills resulting in higher quality Australian Fiber Baskets.</td>
<td>Next year we will add underwater Norwegian Fiber simulation to the course.</td>
<td>Course evaluations indicated that students really appreciated the simulation and the test grades improved.</td>
<td>Course faculty will meet in May to plan the additional simulation. Course lead will contact JUMP to schedule time for the simulation. Will use lessons learned from the first simulation to enhance the new simulation.</td>
<td>Test scores will improve for the Norwegian Fiber project by 10% from 2015-2016 grades.</td>
</tr>
</tbody>
</table>
EVALUATIONS
STUDENT EVALUATIONS

In every course students evaluate: (a) the classroom performance of each faculty teaching a course, (b) the course, and (c) the clinical instruction of each faculty. The student’s evaluations play an important part in determining teacher effectiveness. The underlying assumption of this procedure is that students have enough experience with teaching and learning situations to make judgments about faculty performance in the classroom and clinical setting. All students’ evaluations are administered on the eCollege. Evaluation results are reported to the appropriate Dean. The Dean distributes the results to the faculty.

1. The students should complete the Student Evaluation of Course Faculty - Classroom evaluation at the end of the teaching experience with the faculty, e.g., at the end of faculty classroom content.

2. The Student Evaluation of Course evaluation should be administered online during dates specified by course faculty.

3. The Student Evaluation of Course Faculty and clinical evaluation should be administered during dates specified by faculty as printed surveys.

4. Faculty are asked to (1.) inform Technology Support Staff of the dates that they wish students to complete the survey and (2.) encourage students to complete the surveys.

5. The faculty receives the results when the course is finished and grades are submitted. Coordinator faculty conference may be held to discuss strengths and weaknesses by identifying patterns in the faculty evaluations. The faculty is allowed to respond to the students’ survey findings.

Revised: 11/98
Reviewed 3/01
Saint Francis Medical Center College of Nursing
Peoria, Illinois
STUDENT EVALUATION OF COURSE AND FACULTY

DIRECTIONS: Use a number two pencil to complete the scantron evaluation.

- Write the name of the faculty being evaluated on the form where it asks for name. Add the course title for subject. If you are evaluating clinical faculty, please include the clinical day and time. If you are evaluating several faculty, complete a separate evaluation form for each faculty individual.
- Select an arbitrary ID number at the top of the form. This ID number should be any SEVEN NON SEQUENTIAL numbers (e.g. Do not use 1234567 or 7654321). Do not use your social security number. Fill in the bubbles corresponding to your selected ID number.
- Color in bubble test form A.
- Fill in the bubbles for the faculty first and last name.

1. The faculty I am evaluating was my: (chose one of the following)
   - A Clinical faculty
   - B Classroom faculty
   - C Clinical and classroom faculty

For the remaining items, rate the level of performance of the faculty (classroom or clinical) for each of the following items. Read items carefully and please provide honest feedback. Comments are encouraged and are to be included on the back of the Scantron form. The scale is A to D with A = Highly Agree and D = Highly Disagree

2. The faculty member clearly defined and communicated course expectations.
   - Highly Agree
   - Agree
   - Disagree
   - Highly Disagree

3. The faculty member communicated high expectations.
   - Highly Agree
   - Agree
   - Disagree
   - Highly Disagree

4. The faculty member presented concepts in a clear, well-organized manner.
   - Highly Agree
   - Agree
   - Disagree
   - Highly Disagree

5. The faculty member utilized class time effectively.
   - Highly Agree
   - Agree
   - Disagree
   - Highly Disagree

6. The faculty member created an environment in which diverse points of view were respected.
   - Highly Agree
   - Agree
   - Disagree
   - Highly Disagree

7. The faculty member encouraged student participation in class.
   - Highly Agree
   - Agree
   - Disagree
   - Highly Disagree

8. The faculty member promoted critical thinking in class and/or clinical experiences.
   - Highly Agree
   - Agree
   - Disagree
   - Highly Disagree

9. The faculty member used a variety of teaching methods to benefit my learning.
   - Highly Agree
   - Agree
   - Disagree
   - Highly Disagree

10. The faculty member incorporated evidence-based (research) knowledge in the classroom setting and/or for clinical practice.
    - Highly Agree
    - Agree
    - Disagree
    - Highly Disagree

11. The faculty member demonstrated enthusiasm and stimulated students’ interest in course material.
    - Highly Agree
    - Agree
    - Disagree
    - Highly Disagree

12. The faculty member returned assignments in a reasonable time as defined by the faculty.
    - Highly Agree
    - Agree
    - Disagree
    - Highly Disagree

13. The faculty member provided constructive feedback on assignments.
    - Highly Agree
    - Agree
    - Disagree
    - Highly Disagree

14. The faculty member was available during posted office hours, by email, or virtual office.
    - Highly Agree
    - Agree
    - Disagree
    - Highly Disagree

15. The faculty member facilitated positive student interactions with peers, faculty, and the healthcare team.
    - Highly Agree
    - Agree
    - Disagree
    - Highly Disagree

16. The faculty member was fair and unbiased in their treatment of individual students.
    - Highly Agree
    - Agree
    - Disagree
    - Highly Disagree

Write the answers to the following questions on the back of the Scantron.

17. What are the most valuable aspects of the course?
18. What recommendations for changes in the course do you have?
19. Please comment on any of the items which you rated “Disagree” or “Highly Disagree”

Thank you for your valuable input!
Guidelines for use of Baccalaureate Clinical Setting Evaluation Tool

The Baccalaureate Clinical Setting Evaluation Tool was developed to obtain feedback from students to help faculty determine the effectiveness of the clinical site as a positive learning experience. This information will be used by course faculty to make decisions as to whether to continue use of the given clinical site.

Faculty piloted the tool in the fall 2003 and spring 2004 semesters with the purpose of refining the tool and making it effective Fall, 2004. Student input collected from the tool would be used to determine if current clinical sites meet the overall curriculum objectives and promote a teaching-learning environment that allows students to develop clinical confidence and competence. The information would complement the Clinical Facility Evaluation, which is used in the initial clinical selection. The information collected from the Baccalaureate Clinical Setting Evaluation Tool would provide the ongoing clinical site evaluation.

1. The tool will be available in the Mail room (645)
2. Faculty administer to students at the completion of each clinical rotation by students.
3. Forms should be given the last day of clinical.
4. Students mark responses on the evaluation tool – a Scantron is NOT used for this form.
5. Faculty tally their own clinical site evaluation information and comments.
6. Information can be used for course report or communication with the staff or plans for clinical site improvement.
7. Results of these should be reported in the Course Report.
8. Results should be forwarded to the Associate Dean Undergraduate Program.
9. Results should be shared with the clinical unit.

Initial Approval May 7 2004
Revised January 2007
Saint Francis Medical Center College of Nursing  
Peoria, Illinois  
Baccalaureate Clinical Setting Evaluation Tool

Semester: _________________________  Course: ___________________________
Date: ___________________________

Clinical Site: ____________________________________________

The purpose of this survey is to obtain your feedback to help determine the effectiveness of the clinical site. Your feedback will be used in evaluating retaining the site as a learning experience. We appreciate your input.

Mark your answers on this form by circling the number that best describes your feeling about the clinical setting. *Again, thank you for your input.*

<table>
<thead>
<tr>
<th>This Clinical Site:</th>
<th>Strongly Agree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Helped me meet the course objectives.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Provided an adequate variety of clients/families.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Provided a comfortable learning environment.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Provided interdisciplinary collaboration experiences.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Clinical staff was courteous and helpful in meeting my learning needs.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

6. I would recommend continued use of this clinical site. Yes _____  No __________  
   If No, please indicate why not. Be specific.

7. What did you **learn most** from this clinical setting?

8. What was **least helpful** to learning in this clinical setting?

9. Any other comments pertaining to the clinical site?
RN TO MSN AND RN TO BSN PORTFOLIO
Policy and Procedure for Portfolio Review for Credit
Accelerated Pathway for RN to BSN and RN to MSN

Policy:
The College of Nursing recognizes credit by portfolio and provides a process by which students may translate professional experience and education into academic credit. Students earn credit by developing a portfolio that documents how they have acquired nursing knowledge and skills that meet the learning outcomes in a specific College of Nursing course. Credits may only be earned for the following course: 433 Experiences in Clinical Nursing (8 credits). Upon approval of the portfolio, the course number, title, and credit with no grade will be applied to the student record. The College does not guarantee that credits given for prior learning will be accepted for transfer by other colleges and universities.

Procedure:
1. Students must be accepted and have completed two courses in the RN to BSN or in the accelerated pathway to the MSN for RNs with a non-nursing baccalaureate degree.

2. RN to BSN or RN to MSN students requesting credit through portfolio review should submit a Letter of Intent the semester prior to submitting a portfolio for review. The letter should be submitted to the Dean of the Undergraduate Program for RN to BSN students or the Dean of the Graduate Program for the RN to MSN students by June 1st or November 1st.

3. Students will be given a copy of the Portfolio Process Guidelines, course outcomes and syllabus upon receipt of the Letter of Intent. These should be used to develop and organize the portfolio.

4. The documentation should provide clear and convincing evidence that the student has satisfactorily achieved each course outcome for the course. Students must address each outcome by providing specific examples/evidence from their work experience to illustrate how the outcome has been met. The narrative for each outcome should be 1 ½-2 pages in length. Multiple types of documentation increase the likelihood of demonstrating achievement of course objectives. See Portfolio Process Guidelines for types of documentation to include.

5. The student must pay a non-refundable processing fee of $500.00 per course to the College of Nursing. This is a processing fee to cover faculty reader(s), and faculty time to meet with students to discuss achievement of course outcomes. The fee should be submitted with the Letter of Intent. The fee is not refundable once the student submits the portfolio. If the portfolio is not submitted during the intended semester, the fee for review will be applied to the next semester. Students may carry this fee over for one semester only. If the portfolio is not approved, the student will be allowed an opportunity to revise and resubmit once without an additional fee. The student would be charged the $500.00 processing fee if a third submission of the portfolio is required. No additional submissions will be accepted after the 3rd trial. The student would be required to enroll in the course.
6. The student completing the 433 Experiences in Clinical Nursing portfolio must meet with the Dean of the Undergraduate Program prior to creating the portfolio. Specific details regarding portfolio requirements will be discussed and sample portfolios may be reviewed.

7. Completed portfolios must be submitted for review by October 15 for review and awarding of credit for fall semester. Completed portfolios must be submitted by March 15 for review and awarding of credit for spring semester. If the deadline for submission falls on a weekend day, the portfolio may be submitted the following business day.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Awarded</th>
<th>Letter of Intent Due</th>
<th>Portfolio Completion Due Date For Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td>June 1</td>
<td>October 15</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>November 1</td>
<td>March 15</td>
</tr>
</tbody>
</table>

8. The student is required to complete the RN student portfolio self evaluation form and submit this form with the completed portfolio.

9. The portfolio will be reviewed by a faculty member as designated by the Dean of the Undergraduate Program or Dean of the Graduate Program. The student may need to setup a time to meet with the faculty members reviewing the portfolio to discuss achievement of the course objective. The faculty members will recommend to the appropriate Dean whether credit should or should not be awarded. The faculty recommendation is signed by Faculty members and the Dean. **Completion of the portfolio does not guarantee the granting of credit.** Faculty member recommendation must be made by December 1 in the fall and May 1 in the spring.

10. RN-MSN students: To receive credit for the portfolio, it must be completed prior to transitioning into the Master’s Program.

11. Credit earned by portfolio is recorded in the student’s permanent record. The credit hours are not included in GPA calculation, but are counted toward degree requirements and count towards satisfying minimum credits for graduation.

12. Students may appeal the results of the portfolio evaluation by using the Appeal Procedure in the Undergraduate or Graduate Student Handbook.
SAINT FRANCIS MEDICAL CENTER COLLEGE OF NURSING
PORTFOLIO REVIEW FORM

Use this form to determine if all portfolio materials have been provided. Please include this when submitting portfolio.

**Student:** ___________________________________________  **Review Date:** __________________________

**Semester of Review:** _____Fall _____Spring  **Reviewed By:** ___________________________________________

<table>
<thead>
<tr>
<th>Does the portfolio contain the following <strong>Requirements:</strong></th>
<th>Does the portfolio include material related to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume ____yes _____no</td>
<td>Clinical Experience ____yes _____no</td>
</tr>
<tr>
<td>Quality Notebook, Marked Portfolio ____yes _____no</td>
<td></td>
</tr>
<tr>
<td>Table of contents ____yes _____no</td>
<td>Community Activities ____yes _____no</td>
</tr>
<tr>
<td>Title page ____yes _____no</td>
<td>Professional Activities ____yes _____no</td>
</tr>
<tr>
<td>Professional appearance of Portfolio ____yes _____no</td>
<td>Academic Honors/Awards ____yes _____no</td>
</tr>
<tr>
<td>Cover Page Each Section w/Description ____yes _____no</td>
<td>Leadership Examples ____yes _____no</td>
</tr>
<tr>
<td>Demonstrate Satisfactory Achievement of each Course Objective ____yes _____no</td>
<td>Letters ____yes _____no</td>
</tr>
<tr>
<td></td>
<td>Printed or Audio Material ____yes _____no</td>
</tr>
<tr>
<td></td>
<td>Writing Samples ____yes _____no</td>
</tr>
</tbody>
</table>

What aspect of the portfolio was most impressive?

What needs or deficits were identified?
COURSE DESCRIPTION

433 Experiences in Clinical Nursing – 8 Credits

- Prerequisite: Completion of Concepts of Professional Nursing - RN, and Health Assessment; or with approval of the Dean of the Undergraduate Program and course faculty.

- Description: This course applies the concepts and theories of professional nursing from the course Conceptual Basis of Nursing IV. Opportunities to learn and practice cognitive and psychomotor skills are provided in the professional skills laboratory using simulation activities and with assigned patients in the clinical settings. The nursing process is implemented in a variety of acute and intermediate care settings for the promotion and restoration of health. Students participate as an integral member of the health care team to provide comprehensive nursing care to patients across the lifespan and from diverse ethnic and socioeconomic groups. Leadership, responsibility/accountability, and interprofessional collaboration are emphasized. For those RNs wishing to meet this course requirement with a portfolio, one year of clinical experience (minimum of 1000 hours) is required.

- For those RNs wishing to meet this course requirement with a portfolio, one year of nursing clinical experience (minimum of 1000 hours) is required.
RN STUDENT PORTFOLIO SELF-EVALUATION

Directions: Place a number 1-5 (see scale below) in each blank to indicate your response to the following questions. This should be based upon how you feel about yourself in these areas.

Superior          Good          Satisfactory          Below Average          Not Evident
5            4          3                              2                              1

1. Do you feel that your current resume is suitable for use when seeking desired nursing position?
2. How would you rate your participation in professional organizations?
3. How do you feel about your verbal communication skills?
4. How do you feel about your written/computer skills?
5. How do you feel about your ability to work on a team or in a group?
6. How do you feel about your therapeutic intervention skills as evidenced in clinical performance, mission work, or service?
7. How do you feel about your participation in community activities?
8. How do you feel about your performance of clinical skills?
9. How do you feel about your critical thinking skills as demonstrated in research, projects, professional writing, and clinical performance?
10. How do you feel about your academic performance?
11. How do you feel about your demonstrations of leadership skills?
12. How do you feel about your ability to obtain letters of reference or appreciation?

What aspect of your portfolio do you feel is most impressive?

What are your needs/deficits that you hope to improve by achieving your degree?

Student Signature __________________________________________ Date ____________________

Faculty Signature __________________________________________ Date ____________________
FACULTY PORTFOLIO EVALUATION TOOL BACCALAUREATE STUDENT

Directions: Place a number 1-5 (see scale below) in each blank to indicate response to student’s portfolio. This should be an assessment based upon your review of the contents of the portfolio.

Superior          Good          Satisfactory          Below Average          Not Evident
5    4    3           2           1

1. Current resume suitable for use when seeking desired nursing position.
2. Evidence of participation in pre-professional or professional organizations.
3. Evidence of effective verbal communication skills.
4. Evidence of effective written/computer communication skills.
5. Evidence of performance as an effective team or group member.
6. Evidence of therapeutic interventions through clinical performance, mission, service, or church involvement.
7. Evidence of leadership in community, campus or professional activities.
8. Evidence of satisfactory clinical skills.
9. Evidence of critical thinking ability through projects, research or writings.
11. Evidence of leadership activities in campus, clinical, community or professional organizations.
12. Appropriate letters of reference or appreciation.

What aspect of the portfolio was most impressive?

What needs or deficits were identified?

Student Signature______________________________________________Date_____________

Faculty Signature______________________________________________Date_____________
**Directions:** Faculty following review of the portfolio please mark each outcome as satisfactory or unsatisfactory and provide comments as evidence. Attach extra sheet(s) as needed for comments and each faculty please sign a form.

<table>
<thead>
<tr>
<th>Course Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>433 Experience in Clinical Nursing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>S=Satisfactory</td>
<td></td>
</tr>
<tr>
<td>U=Unsatisfactory</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>433 Experience in Clinical Nursing</td>
</tr>
</tbody>
</table>

| 1. Synthesizes theories, concepts, and principles from behavioral, natural, and social sciences, technologies and nursing as a foundation for the practice of professional nursing. |

| 2. Implements culturally appropriate caring behaviors in nursing practice. |

| 3. Integrates written, oral, technology, and information literacy skills to facilitate communication within the nurse patient relationship and Interprofessional collaboration in a variety of health care settings. |

| 4. Models critical thinking, skills of inquiry, and problem solving skills for effective decision making in nursing practice based on best evidence. |

| 5. Implements the nursing process to assist patients and families throughout the life cycle in reaching optimal health by facilitating adaptation of physical, emotional, intellectual, social, and spiritual well-being. |

| 6. Applies leadership through engaging in professional nursing within a political, legal, ethical, social, and financial framework to implement patient safety and quality within the context of the interprofessional team and healthcare system. |

| 7. Demonstrates responsibility and accountability for personal and professional growth and development and is responsive to emerging roles within the profession. |

| 8. Employs the process of self-reflection to continually improve practice and engage in lifelong learning. |

Faculty Signature: ____________________________ Date: _________________
ACADEMIC DEVELOPMENT CENTER
**Academic Development Center**
The Academic Development Center was created to assist students in achieving academic success. The College of Nursing is dedicated to helping its students succeed. The Center provides an individual assessment of learning needs. The assessment process may begin with the administration of a Learning style Inventory to identify the students learning preferences and identify appropriate learning strategies. Assistance is also available with time management, study skills/note taking, understanding course content, and test taking strategies. Referrals are made for students requiring assistance with test anxiety and other needs not provided by the Center.

Data will be collected to monitor the number of students referred to the center by faculty or staff, the number of students who self-refer to the center, types of resources used by students, number of students using peer teaching program.

Overall outcome measures include:
- National Council Licensure Examination pass rate
- Number of “C” grades obtained by students in nursing courses
- Number of students on academic probation
- Number of academic dismissals from the College
- Student satisfaction with the Student Academic Development Center

The Academic Development Center is located in room 127 at the College. It is staffed by a master’s prepared faculty member. The Center’s hours are posted and other times can be arranged by appointment.
Academic Development Center
Student Referral Form

Student:                                    Referral Date:
Instructor:                                 Advisor Notification Date:
Course/Section:
Academic Advisor:

Reason for referral

_____ Student’s exam score was below 80%.
_____ Student’s overall course grade is below 80%.
_____ Other (describe)

Date Faculty Met with Student:

Faculty Comments:
Student:      Assessment Date:
Instructor:      Course:
Academic Advisor:
The student has been assessed and will be receiving assistance in the following areas:
COLLEGE OF NURSING SIMULATION PROGRAM
Simulation Program

Description
The Simulation Program is a plan to incorporate simulation learning experiences in select baccalaureate and graduate nursing courses. A variety of simulation experiences will be incorporated as teaching strategies into nursing courses to provide realistic standardized learning opportunities for nursing students to deliver patient care without the risks associated with actual patient care. Simulation champions from each course will be identified to facilitate the use of simulation within the course.

Courses identified to use simulation experiences include but are not limited to: 310, 320, 327, 328, 420, 424, 428, 431.2, 431.4, 520, 522, 524, 526, 528, and 530.

Purpose
The purpose of the Simulation Program is to develop realistic standardized learning activities using patient simulation to increase knowledge, critical thinking, communication skills, decision making, priority setting, delegation, and skills performance in select baccalaureate and master’s courses in predictable and unpredictable environments.

Overall Objective
Synthesize knowledge from the liberal arts and sciences and nursing courses with the nursing process during the use of simulation learning activities to improve the student’s clinical nursing practice.

Objectives/Competencies
Through the use of simulation learning activities the student will:

- Assess persons across the lifespan using holistic assessment skills.
- Identify priorities for meeting needs of clients and families.
- Develop priority nursing diagnoses with client centered goals.
- Develop and implement a plan of care incorporating knowledge from:
  * Pharmacology
  * Pathophysiology
  * Communication
  * Psychomotor skills
  * Interdisciplinary collaboration
  * The Joint Commission National Patient Safety Goals
  * Cultural and ethnic knowledge
  * Ethical principles
  * Decision making
- Evaluate the outcomes of student simulated actions.
- Apply principles of decision making in planning and implementing patient care.
- Analyze and evaluate individual and group process simulation outcomes through debriefing.
**Implementation**

The following outlines the implementation of the Simulation Program:

- Identify course “simulation champions.”
- Simulation champions and AQIP 2 committee will identify activities for each course where simulation equipment can be used to facilitate student learning. Activities will be congruent with course objectives and will move from simple to complex and flow through the curriculum.
- Share learning activities with course members for usability and congruence with course objectives.
- Provide training sessions for faculty and lab personnel on use of simulation equipment.
- Develop a variety of simulation case scenarios that can be utilized with Vital Sim manikins and SimMan.
- Gather equipment and props needed for the simulation case scenarios that can be used with Vital Sim manikins and SimMan.
- Scheduling of use of the simulation equipment will be done through the Lab Coordinator.

**Evaluation**

The following outcomes will be used to evaluate the use of simulation in the curriculum:

- HESI Mid-curricular and Exit Exam mean scores
- HESI Mid-curricular and Exit Exam subscores in critical thinking, communication, and therapeutic nursing interventions
- NCLEX Pass rate
- Grades for simulation experience assignment
- Student satisfaction with simulation experiences
- Course evaluations

The evaluation components for appropriate for each course will be reported in the annual Course Report and to the Curriculum and Graduate Committees.

The implementation process will be evaluated to identify scheduling and implementation problems, faculty comfort and competence with the manikins and equipment.

Approved College Senate 3/27/07
COLLEGE OF NURSING

COMPUTER RESOURCES
MINIMUM COMPUTER REQUIREMENTS

All College of Nursing courses require the use of a computer and an e-mail account. You may use the College’s computer labs or your own personal computer. If you choose to use a personal computer, you will need the following:

**Minimum Hardware Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Windows 7, XP, Vista, or Mac OS X higher (in classic mode)</td>
<td></td>
</tr>
<tr>
<td>1 GB RAM</td>
<td></td>
</tr>
<tr>
<td>1 GB Free Space</td>
<td></td>
</tr>
<tr>
<td>G4, G5 or 1GHz Intel Processor</td>
<td></td>
</tr>
<tr>
<td>G Wireless Networking</td>
<td></td>
</tr>
<tr>
<td>High speed modem and internet connectivity</td>
<td></td>
</tr>
<tr>
<td>Speaker</td>
<td></td>
</tr>
<tr>
<td>Sound card</td>
<td></td>
</tr>
<tr>
<td>Screen Resolution: 1024 x 768 pixels</td>
<td></td>
</tr>
<tr>
<td>Headphones</td>
<td></td>
</tr>
<tr>
<td>Microphone</td>
<td></td>
</tr>
<tr>
<td>Web Cam (Graduate Students Only)</td>
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</tbody>
</table>

**Minimum Software Needed**

<table>
<thead>
<tr>
<th>Requirement</th>
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</thead>
<tbody>
<tr>
<td>Microsoft Office 2010</td>
<td></td>
</tr>
<tr>
<td>Internet Explorer 8.0 or newer</td>
<td></td>
</tr>
<tr>
<td>Foxfire 12.0 or newer</td>
<td></td>
</tr>
<tr>
<td>Google Chrome 19 or newer</td>
<td></td>
</tr>
<tr>
<td>Safari 5.0 or newer (Mac)</td>
<td></td>
</tr>
<tr>
<td>Sun's Java 2 SDK (Java 1.5 or Java 1.6)</td>
<td></td>
</tr>
<tr>
<td>Microsoft JVM (Windows XP SP1 only)</td>
<td></td>
</tr>
<tr>
<td>MacOS Classic Java (MRJ 2.2.5) (Mac)</td>
<td></td>
</tr>
<tr>
<td>DirectX 9</td>
<td></td>
</tr>
<tr>
<td>MP4 Player Options:</td>
<td></td>
</tr>
<tr>
<td>Adobe Flash Player 9</td>
<td></td>
</tr>
<tr>
<td>QuickTime Player</td>
<td></td>
</tr>
<tr>
<td>Windows Media Player 9</td>
<td></td>
</tr>
<tr>
<td>Macromedia Flash Player</td>
<td></td>
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<tr>
<td>Macromedia Shockwave Player</td>
<td></td>
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<tr>
<td>RealPlayer 8 Basic Player</td>
<td></td>
</tr>
<tr>
<td>Exam Guard Respondus Software**</td>
<td></td>
</tr>
<tr>
<td>Skype Account (Graduate Students Only)</td>
<td></td>
</tr>
<tr>
<td>.net framework 4.6</td>
<td></td>
</tr>
</tbody>
</table>

*Additional system requirements and/or software may be required and is based on the technology individual instructors choose. Check with your instructor for specific requirements.

** Can be downloaded from [https://www.sfmccon.edu/distance-learning/technology.html](https://www.sfmccon.edu/distance-learning/technology.html)

**Minimum Requirements for Mobile Devices**

<table>
<thead>
<tr>
<th>Requirement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>iPad – iOS 5.1 or latest</td>
<td></td>
</tr>
<tr>
<td>Mobile Sites:</td>
<td></td>
</tr>
<tr>
<td>iPhone iOS Safari 3.1.3 and above</td>
<td></td>
</tr>
<tr>
<td>Android OS Browser 1.5 and above</td>
<td></td>
</tr>
<tr>
<td>Windows OS Browser 7.0 and above</td>
<td></td>
</tr>
<tr>
<td>BlackBerry OS Browser 5.0 and above</td>
<td></td>
</tr>
<tr>
<td>webOS OS Browser 1.4.1 and above</td>
<td></td>
</tr>
<tr>
<td>Symbian OS Browser 3.0 and above</td>
<td></td>
</tr>
<tr>
<td>Native Apps</td>
<td></td>
</tr>
<tr>
<td>iPhone iOS 2.1 and above</td>
<td></td>
</tr>
<tr>
<td>Android iOS 3.0 and above</td>
<td></td>
</tr>
<tr>
<td>Windows Phone 7, 480x800 resolution</td>
<td></td>
</tr>
</tbody>
</table>

*Mobile Devices are not required and use of devices for or during courses is at the faculty members’ discretion.
COLLEGE INTERNET POLICY

The College of Nursing offers Internet services to provide health science information in accordance with the library's statement of purpose to support the mission and goals of the College.

Students and staff are encouraged to use the Internet to facilitate finding information for College-related work and projects. Students and staff have the obligation to use the library access to the Internet in a responsible and informed way. Use of the Internet is a privilege, not a right, and may be revoked at any time for inappropriate conduct.

Inappropriate conduct includes, but is not limited to:

- Use of the Internet for unlawful activities;
- Use of the Internet for commercial activities not related to the College. e.g., buying and selling;
- Activities that interfere with the ability of others to make effective use of the Internet;
- Violations of computer system security;
- Any communication which violates laws and regulations;
- Violations of copyright laws

ELECTRONIC MAIL PRIVILEGES

The guidelines on the use of e-mail are not based on etiquette alone. The mail system simply does not have the capacity to process a very large number of e-mail messages at once. The proliferation of electronic chain letters is especially abusive to the mail system and the network. Chain letters waste valuable computing resources, and may be considered harassing.

OSFHealthCareOnline is part of the information assets of the College of Nursing. Use of the website is limited to College business. Any abuse of the e-mail functionality of the site may be considered a violation of Professional Conduct and subject to Judicial Board Action.

STUDENT COMPUTER LAB

A. Computers are located throughout the building in rooms 214, 135, east rec room and west rec room in addition to the student computers in the library. All computers have access to the internet and are loaded with Microsoft Office as well as various instructional programs.

B. Computer laboratory policies:
   1. The lab is open twenty-four hours per day for residents of the College. Non-dorm students have access from 6 am to 11 pm.
   2. Students must save their work to portable storage devices.
   3. Students cannot add or delete software or tamper with any existing program.

C. Violation of these policies may result in loss of computer privileges or disciplinary action.

WIRELESS CONNECTIVITY

Students at the College of Nursing are able to use their own laptops to access references, on-line courseware and e-mail. This connection is unsecured and open to the public through Saint Francis Medical Center. Students access the wireless network at their own risk. OSF, Saint Francis
Medical Center, Saint Francis Medical Center College of Nursing, and its subsidiaries are not liable for any damage that may occur from use of the wireless network.

**Instructions for accessing the wireless network:**

To connect to the wireless network complete the following steps:

You need to setup a new wireless profile on your laptop with the following information.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SSID</td>
<td>GUEST</td>
</tr>
<tr>
<td>Auth</td>
<td>Open</td>
</tr>
<tr>
<td>Encr</td>
<td>None</td>
</tr>
<tr>
<td>Ad Hoc</td>
<td>No</td>
</tr>
<tr>
<td>Connect if not broadcasting</td>
<td>Yes</td>
</tr>
<tr>
<td>Connect whenever available</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Each time you access the internet using the wireless network:

- Open a browser window.
- On the error page select “Continue to this website (Not recommended).” A User Agreement will be displayed.
- Scroll to the bottom of the page and accept the agreement. Accepting the agreement will redirect you to the OSF Home Page.
- Enter your desired website.

**Limited Use Access:**

This access is provided to students for educational purposes and e-mail access. Students are expected to maintain professional standards as outlined in the Student Handbooks. Any misuse of the network may result in loss of computer privileges or disciplinary action.

**OSFHEALTHCARE ONLINE - eCOLLEGE**

All courses have a course page at [www.osfhealthcareonline.org](http://www.osfhealthcareonline.org). Each student is given a secure online account when they register. The students “SONISID” is the username and the password is the students six digit birth date (MMDDYY).
HOME PAGE

![Personal home page ("Home PSH" tab)](image)

E-MAIL

You are required to have a current email account. It is your responsibility to keep this address current in the OSFHealthCareOnline and SONISWEB system to assure communication between you and the College. To enter your email address into the system, please choose “My Profile” located on the right of the black strip.

![My Profile Page](image)

Please enter the correct email address. Be sure to click the “Update with new values” button at the bottom of the page.

ENROLLED COURSES

Your courses will be listed under the “Course List” section on the “Academics PSH” tab.
Student Tutorial: Within the “Special Courses” section you will see the course, "NeXT Student Orientation Tutorial". Completing that tutorial will assist you in navigating the courses offered here at the College.

OSF Community: The other area you will want to look at is the OSF Community area. Here you will find information including student organizations, newsletters, College forms, and announcements of interest to all students. In addition, all student email addresses are available in the email area of this course. This allows you to email a fellow student without knowing the email address. You can use this area to email other students, faculty and professional staff.

Current Courses: All courses at the College have an area on OSFHealthCareOnline to use for class materials and communication. Faculty varies in the materials found here. All faculty will use this area to communicate course grades. Most will use this area for assignments and other communication.

SONISWEB -ONLINE ACCESS TO STUDENT INFORMATION

SONISWEB allows users to:
- View your Biographical data
- Update Biographic data
- Register for Classes
- View your Schedule
- View your Student Billing Account
- View course semester Grades
- View your Degree Progress “Degree Audit”

Accessing SONISWEB

1. Open the Saint Francis Medical Center College of Nursing website www.sfmccon.edu.
2. Select “Student” under “SONISWEB” in the left navigation.
3. Login to SONISWEB™. The PIN and IDs for accessing SONISWEB are mailed to students upon receipt of their Enrollment Forms.
4. You get a display with tabs like this:
REVIEWING YOUR SCHEDULE

1. Log in as described on the previous page. Click the “Schedule” tab.
2. You may also use the print icon on the top of your browser display to print the Web page with your schedule.

NOTES

- Please update your email address on the “Update Bio” page, as soon as possible.
- If your email address is current and if you forgot your ID and/or PIN, SONISWEB will email your ID and PIN. There is a statement at the bottom of the log-on page, click on the designated place. The next page will ask for your email address. If your email address that you enter matches with what is in SONISWEB, your ID & PIN will be emailed to you.
- SONISWEB has a security feature that will disable access after three unsuccessful attempts at logging into the system. If you receive a message that your ID has been disabled, call the Instructional Design and Technology Specialist at 309-687-7620 or email elizabeth.k.reynolds@osfhealthcare.org to have your SONISWEB account enabled.
- Your personal computer may be set up to retain passwords and IDs. This may cause problems after you have changed your SONISWEB password and the old password is retained in your system. Follow the directions below to clear –
  a. While in Internet Explorer
  b. Select Tools
  c. Internet Options
  d. Temporary Internet Files
  e. Delete Cookies
  f. Delete Files (Be sure to check the Delete all Offline Content)
  g. Go to Settings – “Check for newer version of stored page”. Make sure – “Every time you start Internet Explorer” is checked.
  h. Reboot your computer to be sure changes are in place.
- For assistance with eCollege or SONISWEB, contact the Instructional Design/Technology Specialist at 309-687-7620 or see her in her office, room 602.
SAINT FRANCIS MEDICAL CENTER COLLEGE OF NURSING LIBRARY

LIBRARY MISSION STATEMENT

Saint Francis Medical Center College of Nursing Library is an academic and research library that serves as an intellectual resource center for the teaching and learning mission of the College of Nursing. The Library provides support for the teaching at the College and support of the evidence-based research, evidence-based teaching, and the evidence-based learning of the College students, faculty, administration, staff, and alumni. The Library maintains an in-depth collection of material on all aspects of nursing education, healthcare literature, and higher education. The Library provides access to and delivery of information resources in the fields of nursing practice and higher education. The Library provides instruction related to information literacy, information technology and information management as a means to facilitate learning, empower students and faculty, enhance critical thinking, promote scholarship, and improve institutional outcomes.

As a means of accomplishing this mission the Library sets forth the following goals:

SERVICE

• To provide responsive, dependable, personal library service to Library users.
• To instruct users in methods of information retrieval and information management access.
• To maintain a current, in-depth collection of materials in varying formats that support teaching and learning within the nursing profession.
• To provide access to information not available within the Library via universal borrowing, interlibrary loan, electronic access, or other means.
• To maintain historic and special collections of non-current materials of lasting and historic value.

EVALUATION

• To monitor and evaluate library services, policy, facilities, staffing and standards.
POLICY ON COPYRIGHT AND INTELLECTUAL PROPERTY

PURPOSE OF POLICY
This policy serves as a guide for faculty, students and staff concerning the use of copyrighted materials at the Saint Francis Medical Center College of Nursing in accordance with the Copyright Law of the United States.

OPTIONS FOR THOSE DESIRING TO USE COPYRIGHTED MATERIAL
When faculty, students and staff of the Saint Francis Medical Center College of Nursing desire to use copyrighted material in any manner, the following options exist:

1. Use works no longer protected by copyright, or in public domain.
2. Use works applying the principles of “fair use”.
3. Obtain permission to use the copyrighted work from the copyright holder.

WORKS NO LONGER PROTECTED BY COPYRIGHT, THAT IS, WORKS IN PUBLIC DOMAIN
When a copyright expires, the work enters the public domain and can be copied or used in other ways without concern about copyright infringement. In October 1998, Congress passed the most recent revision of the period covered by copyright. The revision extends the copyright period to the life of the author plus 70 years for the most published works. This copyright protection does not require any formal notice of copyright nor does it require periodic renewals as was required under previous law.

Because copyright laws have had drastic revisions, and works have been measured by differing criteria under these laws, regardless of when the author dies, works published in 1922 or earlier are now in public domain. Due to previous versions of the copyright law, works published between 1923 and 1978 have a 95-year period of copyright protection regardless of when the author died.

“Made for hire,” copyright extends to the earlier of 95 years from first publication or 120 years from creation.

For unpublished works created after January 1, 1978, copyright extends as if the work had been published, that is, author’s life plus 70 years. However, for unpublished works created before January 1, 1978, copyright has the potential of extending over considerable longer periods of time, and the potential user of such material should consult the applicable law for the specific work.
FAIR USE
As a balance to the broad rights of copyright holders is the concept of “fair use,” allowing the legal use of copyrighted works under certain circumstances. Fair use depends on the circumstances of each individual case; however, copyright law offers four factors in determining fair use:

1. Purpose of the use.
2. Nature of the copyrighted work.
3. Amount and proportion of the copying.
4. Effect of the copying on the potential market for the original work.

Fair use provisions very often apply to the use of copyrighted materials for educational endeavors. It is required that faculty, staff and students using copyrighted material for distance education courses complete a Saint Francis Medical Center College of Nursing Fair Use Checklist prior to the presentation of the material and submit the completed Checklist to the Associate Dean.

FAIR USE AND DISTANCE LEARNING
The College accepts certain positive steps toward adherence to a developing body of laws:

1. Informing appropriate faculty members on the current and emerging status of copyright law regarding distance learning technologies.
2. Including a copyright statement on the opening page of all distance education transmissions.
3. Allowing only enrolled students access to transmissions.
4. Removing copyrighted material from sites in a timely manner.
5. Keeping a current collection of materials on copyright issues in the Saint Francis Medical Center College of Nursing Library.

OBTAINING PERMISSION FROM THE COPYRIGHT HOLDER
Permission to use copyrighted material may sometimes be obtained from the copyright holder via a concise letter containing a description of the material and how it is to be used. However, lack of a reply from such correspondence does not indicate permission.

LIBRARY COPYING
Library copying occupies its own section in the Copyright Act. Of significance to the Saint Francis Medical Center College of Nursing Library are the provisions covering unsupervised copying and interlibrary loans.
The library will post notices informing users that making copies may be subject to copyright law. These notices will be posted in prominent locations near College of Nursing computers, printers, and photocopy machines.

The library will maintain necessary interlibrary loan records as required by copyright law. Materials photocopied for interlibrary loan, for which there is a formal copyright notice, a photocopy of the copyright notice (with notice circled) will be included with the requested material. Materials for which there is no formal copyright notice indicating that a work may be protected by copyright.

**INTELLECTUAL PROPERTY**

The College has a right to ownership of any intellectual property if the work results from a specific assignment or when the College provided specific resources to the development of the intellectual property. The College retains ownership when:

- The College directs a faculty or faculty member to create a specific work as a requirement of employment.
- The faculty transfers the copyright, in whole or in part, to the institution.
- The College has contributed to a “joint work” in which the College contributed specialized services and facilities to the production of the work that goes beyond what is traditionally provided to faculty members generally in the preparation of their course materials or scholarly work. Such arrangement must be agreed to in writing in advance and in full conformity to other provisions of this agreement.

Faculty retains ownership of work created independently and at the faculty’s own initiative for traditional academic purposes, except if the faculty voluntarily chooses to transfer the property. In this case, a written agreement of transfer is required.

Course syllabi, jointly prepared by faculty, remain the property of the College Senate. Assignments, tests, and handouts developed by faculty in teaching assigned courses shall remain the property of the faculty, but the College shall be permitted to use such material for internal instructional, educational, and administrative purposes, including satisfying requests of accreditation agencies for faculty-authored course outlines and teaching materials.

**REVIEW OF THE SAINT FRANCIS MEDICAL CENTER COLLEGE OF NURSING POLICY AND INTELLECTUAL PROPERTY**

Because of the importance of copyright and intellectual property issues and of the necessity for this policy to reflect current law, this policy will be reviewed and revised every year in July, to be approved by the Saint Francis Medical Center College of Nursing’s Educational Resources Committee at its fall meeting.
SAINT FRANCIS MEDICAL CENTER COLLEGE OF NURSING LIBRARY

Collection Development, Replacement and Retention

**Introduction and Purpose**- The purpose of this Collection Development policy is to guide the Saint Francis Medical Center College of Nursing Library in assuring quality and relevance in the acquisition and retention of materials in a collection designed to support the mission and purpose of the college.

**Philosophy of Selection**- All materials acquired by the Library reflect resource needs of OSF Saint Francis Medical Center College of Nursing. This underlying principle determines such basic matters as type, quality, and scope of resources to be acquired. The Library maintains an up to date, comprehensive and well-rounded collection materials that reflects one or more of the following:
1) Curriculum support.
2) Professional growth and support of faculty and administration.
3) Service to the community as an information center.

**Responsibility for selection** - The ultimate responsibility for materials selection rest with the faculty and staff, administrators, Educational Resources committee, and Librarian.
It is a professional responsibility of faculty to make recommendations in their respective disciplines and to incorporate Library materials into course development. Because the Library staff can best judge the balance of the total collection and have daily access to current reviewing media, considerations for Library collection material acquisition rests with the Librarian to bring forth to the Educational Resource committee. College Librarians have an obligation to work closely with faculty, staff and students in coordinating the selection of materials and building a collection that is a true reflection of the resource needs of the college.

**Principles of Resource Selection**- To the extent possible, Saint Francis Medical Center College of Nursing is committed to the principles supported by the American Library Association Bill of Rights that provides:
1) Materials that will enrich and support the curriculum, taking into consideration the varied interests and primacy level of the users served.
2) Materials that will stimulate growth in factual knowledge, literacy appreciation, aesthetic values and standards.
3) Materials that supply a background of information which will enable users to make intelligent judgment in their daily lives.
4) Materials on opposing sides of controversial issues, so that student may develop the practice of critical reading and thinking.
5) Materials representative of religious, ethnic, and multi-cultural groups.
6) Materials on various learning and interest levels necessary to complement the college of nursing.

A copy of the Library Bill of Rights can be found at http://www.ala.org/ala/oif/statementspols/statementsif/Librarybillrights.htm
Additional considerations include the following:
1) Acquisition of materials for new courses and programs in the curriculum be given a high priority.
2) Materials for faculty research are acquired only if the materials might also be useful to students. Whenever possible, faculty research is supported by acquiring materials through interlibrary loans.
3) Timeliness and enduring value of material.
4) Authoritativeness of author and/or publisher.

Policies by Format of Material

1) Books – For greater durability, hardbound editions are generally the preferred format. Paperbacks are purchased for topics that change rapidly.
2) Textbooks – It is the policy of the Library to carry the most current edition of course textbooks located on the reserve shelf. Two copies of the text are purchased for courses that seat over twenty students. Workbooks and study guides are not considered for purchase, but may be requested.
3) Periodicals and Newspapers- Acquisitions are determined by the same general criteria that are used in the selection of all materials.
4) Non-Print Materials- Acquisitions are determined by the same general criteria that are used in the selection of materials.

Collection Maintenance:
1) Evaluation of the Library collection is undertaken in the Spring semester prior to leaving for summer break. Faculty members are responsible to review their subject and other specified areas to recommend additions and withdrawals from the collection. Subject and specified areas include print, audio-visual, and archive material.
2) Currently the medical center contracts and manages all online data bases available to OSF personnel. This policy is outlined in the call number responsibility report. Consideration for withdrawal includes:
   a. damaged.
   b. outdated.
   c. seldom utilized materials.

Policy Collection Development Process
Persons requesting new material for the Library collection must fill out a Library Holdings Request Form (R:\MS-H0060-CON-FacStaff\CONORG\EDRESOUR\Library Holdings Request Form.doc). This form will serve as an official communication of request per person requesting and act as method of follow-up for communicating Committee results concerning the item.
Gifts - The Library welcomes gifts and accepts them with the understanding that the materials are evaluated according to the same standards as items that the Library purchases. Gifts that is not suited to the Library collection because of age, format, topic, physical condition, or other factors will be returned to the donor, distributed to other agencies, sold, or disposed of in some other manner. A letter of acknowledgement/appreciation will be sent.

Responsibility of Educational Resource committee

Primary: Educational Resources Committee Recommendation.

- Faculty and Staff who wish to print, electronic and/or audio/visual items to the Library’s collection fill out a Library Holdings Request form located at R:\MS-H0060-CON-FacStaff\CONORG\EDRESOUR\Library Holdings Request Form.doc
- The Educational Resources Committee considers and measures all requests according to the General Selection Criteria
- The Library posts a selection of new collection items on the Library page of the College website on a quarterly basis

Secondary: Course Spending

- Each course currently being offered at the College receives a percentage of the Library budget to spend for resources in the Library collection
- Faculty wishing to utilize course monies inform the Librarian of the purchase by filling out a Library Holdings Request form located at R:\MS-H0060-CON-FacStaff\CONORG\EDRESOUR\Library Holdings Request Form.doc
- Faculty wishing to utilize course monies does not need to request items through the Educational Resources Committee
- All faculty teaching the theory sections of a particular course must sign the Library Holdings Request form located at R:\MS-H0060-CON-FacStaff\CONORG\EDRESOUR\Library Holdings Request Form.doc to show collaborative agreement for the purchase
- Materials purchased are based on faculty/student needs for the course and an analysis of current course related materials in the Library
- Courses that exceed the limit of money budgeted are able to request further Library collection items through the Educational Resources committee
- New course budgets are allocated on October 1st of the academic year
- Saint Francis Medical Center College of Nursing fiscal year runs from October 1st – September 30th
- Course budgets are utilized up through the faculty-last-day of the current academic year’s spring semester
- The Librarian redistributes all remaining monies equally to each course at the beginning of the new academic year’s fall semester.
- Monies remaining by September 30th are utilized for final Educational Resources Committee purchases prior to the new fiscal years
- Courses that have not been offered for an academic year are not eligible for course spending monies
Courses that have not been offered for an academic year should make all collection requests through the Educational Resources Committee.

Courses that have not been offered for an academic year or are in the planning stages of being offered can seek permission from the Educational Resources Committee for a course budget.

- All requests for a course budget should be made electronically to the chair person of the Educational Resources Committee.

Materials felt to be relevant to the collection as a whole and not specific to a course are requested as per Library procedure with the Library Holdings Request Form located at R:\MS-H0060-CON-FacStaff\CONORG\EDRESOUR\Library Holdings Request Form.doc and decided for purchase by the Educational Resources Committee.

### Tertiary:

- Brandon-Hill Selected List of Print Nursing Books and Journals
- Doody’s Electronic Journals
- American Journal of Nursing’s Book of the Year Awards
- Majors Report published by Major’s Scientific Books
- Professional journal reviews
- Student recommendations

Approved:
Educational Resource committee 2/25/08
College Senate March 2008
Books

1. **Textbooks**
   Library editions of textbooks in current use in the College of Nursing classes will be obtained through the PeopleSoft ordering system implemented by the SFMC and placed on the reserve shelf. Core classes and those classes that consistently prove to seat 15 or more students will have two texts placed on reserve in the library. Elective courses and most graduate courses will have one text placed on reserve in the library.

   In the case of a change in a textbook for a course or a new edition, the faculty member teaching the course or a member of the curriculum committee must fill out a Library Required Course Materials Form by the Friday after Curriculum meets to approve the change (see following page for form) before the book will be ordered for the reserve shelf.

   o The purpose of the Required Course Materials Form is to allow the faculty to view and approve and/or change all pertinent information, such as title, edition, price, etc. to the information contained in the library regarding the texts of their courses. This is also the faculty's chance to indicate if a title will change for the next academic year.

   o The Report will be distributed by the Library to the faculty in mid-March during the spring semester and must be returned to the library by the first Friday after the Curriculum Committee meets in April. In the case of team teaching, the Librarian will give the report to an appropriate member of the team.

   o Once all Required Course Material Forms are turned in to the library, the Library will update the Course Books Report and inform all interested bookstores of the changes. The Librarian will work individually with those faculty members who are changing a text or starting a new course concerning getting the new material on the reserve shelf in a timely manner.

2. **Desk copy of textbooks for faculty**
   It is the faculty’s responsibility to request a desk copy of a book utilized for class or otherwise. These copies can be obtained from most publishers’ websites. The library has an instructional handout that contains the names and URL’s of most medical publishers with detailed instructions on how to request a desk copy.
3. **Duplicates**
   Unless there are special circumstances, the Library will purchase no more than one copy of a title. However, if an additional copy is donated, it will be added to the collection. As a general rule, not more than two copies of a title will be in the collection.

4. **Format**
   Because of the price differential and because paperbacks have not been found to be significantly less durable, if a title is available in both hardback and paperback, the paperback version will be purchased.

**Journals and other Serial Publications**
Because the value of journals and other serial publications is enhanced when the Library holds them on a continuing basis, journal subscriptions will remain relatively constant from year to year. Only under unusual circumstances will a journal subscription be discontinued. Journal subscriptions may be added on the advice of a faculty member and with the recommendation of the Educational Resources Committee. A major factor in determining whether to subscribe to a new journal will be its availability via Interlibrary Loan. It will be the librarian’s responsibility to bring the Educational Resources Committee the availability of serial publications not covered by subscriptions, such as the *Annual Review of Nursing Research*.

**Non-Print Material**
Non-print materials such as computer software, CD-ROMS, videos and audiocassettes will be evaluated using the same criteria as print materials. Because non-print materials tend to be more costly than comparable print materials, their purchase will be scrutinized more closely.

**Gifts**
Donated materials will be evaluated by the same selection criteria that are applied to materials being considered for purchase. Gifts not meeting these criteria will either be returned to the donor or be offered to students on the “free items” table.

**Replacement of Library Materials**
As a general rule, lost, damaged, or worn-out materials will not be replaced. However, in the case of books, when a new edition becomes available, that new edition will be purchased.

**Retention of Library Materials**
Systematic withdrawing of out-of-date materials, in accordance with the Retention Policy, ensures a current and reliable collection. Because the transmitting of knowledge is an ongoing process, the evaluation of how that knowledge is presented with the library collection functions most efficiently as an ongoing process. The Educational Resources Committee in conjunction with the Librarian has developed the Call Number Responsibility Report. This report assigns specific call numbers in the collection to their respective areas of the curriculum. A faculty representative from each of the areas of the curriculum is responsible to survey the call numbers assigned every other academic year for the purpose of weeding out-of-date materials and recommending subject areas to develop. This survey must be conducted before they leave for the summer. The librarian will keep a check list of which faculty members visited the library for the intent of surveying the collection and what recommendations were made. This check list will be
given to the Dean to include in the course reports for that academic year. The Call Number Responsibility Report allows an avenue of annual collaboration between the faculty member surveying the collection and the Librarian so that the collection can be as up-to-date as possible.

Materials removed from the collection will either be transferred to the library’s Special Collection in downstairs storage or discarded. Due to space considerations, only materials deemed by the faculty member and/or the Librarian to have lasting significance will be transferred. Since the stated purpose of the library is to support nursing and nursing education curricula, nursing and education material will have priority over supporting philosophy, science, and medicine material. A Historical Collection for titles usually over fifty years old will be maintained with the reserve items in the locked bookcases in the library. It will have a corresponding Microsoft Excel database listing available in the library and will circulate to faculty, students, and staff only.
Books and Non-print Material
As a general rule, books and non-print materials will be retained in the library collection for ten years. However, there are exceptions for both shortening and lengthening the amount of time that material is retained.

- If its content no longer complies with current practice, the material will be removed from the collection, regardless of its age.

- If material has no more current replacement within the collection and is still reasonably current or contains information of a more unchanging nature, for example, historical information, it will be retained beyond the customary ten years.

- There is no substitute for good professional judgment, and the joint decision of the appropriate faculty member and the Librarian will apply to out-of-the-ordinary cases.

Journals
The general policy is to retain all professional journals either within the library or in downstairs storage. As space constraints make this policy prohibitive, journals with missing issue, older journals with short durations of subscription, and unbound journals will be removed from the collection.
Educational Resources Faculty Request Process

Rationale: under current Educational Resource Committee guidelines, it is the responsibility of each faculty member to make recommendations to the committee for purchase of materials relevant to their course. The committee members evaluate this recommendation and offer approval or disapproval based on available funding. This new pilot process provides the faculty detailed knowledge of the budget appropriation for each course. This process provides an equitable distribution of funds to all courses currently offered in both the BSN and MSN programs. The results expected are increased faculty satisfaction and an improved measure of efficiency in usage and tracking of the Library budget. Approval of course ordered items will rely upon adherence to the Missions Statement of the College and that the items are being ordered primarily for usage in the course.

Effective Fall, 2005 the process of Faculty requests for Educational Resources materials will be used in the following manner:

1. Beginning October 1st of each academic year, a designated $ amount from the Library line item of the College budget will allocated to each course to choose materials for educational purposes.
2. Items must be agreed upon by all faculty members teaching the theory portion in that particular course.
3. The materials chosen can range from, but are not limited to, book, video, audio, CD-ROM, or password link to online materials.
4. Items requested up to the maximum $ amount allocated cannot be refused.
5. Items requested beyond the maximum $ amount allocated will be decided by the Educational Resources Committee according to current guidelines.
6. All monies not spent after the April Educational Resources Committee meeting of that academic year will be collected by the Librarian on faculty last day and redistributed equally to each course for their educational needs in the September Educational Resources meeting.
7. The Library will keep a tally of each course’s spending.
8. The budget for this process will follow the Saint Francis Medical Center College of Nursing fiscal year: October 1st to September 30th.
9. Faculty should make all Educational Resources purchase requests by utilizing the Library Holdings Request Form found in the Educational Resources folder of Con Org:
   CON-FacStaff\Library\Request Forms\Library Holdings Request Form 2.doc
10. Requests need to be signed off by all faculty members involved in teaching the theory portion of a particular course otherwise the request will not be honored.
11. The Educational Resources Committee will no longer accept any requests for materials that are not filled out on a Library Holdings Request Form.
12. The Library will maintain the reference section and purchase collection items such as lab, medication, nursing diagnosis, and text books.
13. As the Library receives information for new or updated materials, the Librarian will distribute this information to the appropriate course faculty and/or the members of the College Administration for purchasing advice.
14. While the Librarian and the Educational Resource Committee retains the responsibility for seeking out new and/or updated information for new materials, the College Faculty is encouraged to play an active role in finding this information.
15. The Library will keep current publishers’ catalogs for Faculty use.
16. A course that wishes to purchase a collection item in conjunction with another course may do so by sharing the cost of the item. This shared cost must be specified when requesting purchase of the item and signed by faculty members teaching the theory portion of both courses.

Guidelines for Educational Resources Faculty Request Process

1. Faculty should prioritize items determined for purchase. Only those materials considered essential to the successful completion of the course should be purchased from October 1st through April 15th.
2. Items determined secondary or elective toward successful completion of the course should be ordered through the September Educational Resources Committee of that academic year.

Effective: August 2006
Approval College Senate: August 2006
DISTANCE EDUCATION POLICIES
Saint Francis Medical Center College of Nursing

Title: Administrative Distance Learning Policy

Scope:
This policy establishes definitions, standards, requirements, and procedures related to distance learning. It defines the roles and responsibilities of students, faculty, administration, and the Instructional Design and Technology Specialist. It also includes procedures and requirements for the management of the Learning Management System (LMS). Saint Francis Medical Center College of Nursing uses eCollege as its Learning Management System.

Purpose:
It is the purpose of the College to adapt to the changes in learning and education by integrating technology into its curriculum. This integration involves blended learning environments for traditional undergraduate classroom courses and predominately online courses for all graduate degrees.

Policy Statement:
Saint Francis Medical Center College of Nursing recognizes the advantages provided by technology and the ever changing student body. The College of Nursing is committed to providing the resources, standards and guidelines needed to support distance education. This policy recognizes the importance of student services, academic freedom, and supports policies relating to instruction. The policy serves as the authoritative guide for all decisions relating to planning, implementing, administering, and evaluating distance education.

Procedures:
The sections include definitions and procedures related to administrative, academic concerns, and site management.

ADMINISTRATIVE

Definitions

Distance Learning: Saint Francis Medical Center College of Nursing defines distance learning as a course whose delivery is predominately online. This physical separation is bridged through the use of technology. Learning can take place synchronously, asynchronously, or a combination of both. Content delivery methods may include audio, video, computer technologies, internet, wireless communication devices, conferencing, DVD’s, and CD’s. Through interactivity students will create a connection between themselves, faculty, and their classmates. All students are accountable for their own learning and are expected to fully interact with faculty and other participants. Faculty members are responsible for creating safe and engaging environments for students to learn and interact while facilitating learning events. This is congruent with the mission and philosophy of the College.
**Blended or Hybrid Learning:** involves the integration of online educational elements (as described above) into a traditional face-to-face course. Blended or Hybrid courses are taught in the traditional classroom setting and use a Learning Management System to distribute syllabi and course materials along with the integration of other features such as journaling, grade book, threaded discussions, dropbox, and email, which may replace in-seat class attendance. All students are accountable for their own learning and are expected to fully interact with faculty and other participants. Faculty members are responsible for creating safe and engaging environments for students to learn and interact while facilitating learning events.

**Traditional Learning:** involves courses that deliver content in the classroom, clinical, and may include web-enhanced activities that do not replace classroom attendance. Courses with the predominate amount of instruction occurring in clinical settings with both the instructor/preceptor and student at the same place at the same time are considered traditional courses. All students are accountable for their own learning and are expected to fully interact with faculty and other participants. Faculty members are responsible for creating safe and engaging environments for student learning and interaction while facilitating learning activities.

**Learning Management System (LMS):** is the software program used to deliver courses to students through the online format. The LMS used by Saint Francis Medical Center College of Nursing is eCollege.

**Student Information System (SIS):** is a software program used for maintaining student records which contain the student’s name, address, courses, and grades. The SIS used by Saint Francis Medical Center College of Nursing is SonisWeb.

**Course Template Semester:** is a term or semester within eCollege that houses courses used by faculty for development purposes.

**Course Template:** is a course created in eCollege under the Course Templates Semester and will be available for revisions at all times. Course Templates are courses under development.

**Faculty Course Copy:** is a tool within eCollege that allows faculty to copy content from previously taught courses or entire courses.

**Areas of Responsibility**

The College Board, administration, faculty, and students share in determining the desirability and the feasibility of using distance learning systems. The College Board oversees the resources and implementation of the program. The Deans collaborate with the designated faculty, the Curriculum Committee, Graduate Committee, and College Senate to appropriately assign courses delivered online. The faculty assures the rigor of the program and quality of instruction by retaining responsibilities for the
curriculum, course development, implementation, evaluation and revision of the program. The Faculty agrees with the 1999 AAUP Statement on Distance Education, which asserts the fundamental principle that:

*As with all other curricular matters, the faculty should have primary responsibility for determining the policies and practices of the institution in regard to distance education. The rules governing distance education and its technologies should be approved by vote of the faculty... and published and distributed to all concerned.*

Students enrolled in distance learning courses will be expected to comply with course requirements. Administration will approve and oversee technology acquisition and allocation of funds to support technology needs and provide academic, clerical, and technical assistance and provide faculty time for adequate preparation for course delivery. Administration will ensure that appropriate library resources and student support services are available, based on need. The Instructional Design and Technology Specialist will serve as support for the distance learning courses and/or programs offered through the distance learning equipment.

**Accountability**

All students are accountable for their own learning and are expected to fully interact with faculty and other participants. Faculty members are responsible for creating safe and engaging environments for student learning and interaction while facilitating learning activities.

**Academic Freedom**

Faculty teaching in distance learning shall have the same academic freedom as stated in the Faculty Academic Handbook. Methods of presentation and course materials are to be under the control of the faculty member assigned to develop and/or teach the distance learning course. Sections of the same course may differ in assignments, teaching methodologies, and grading.

**Copyright and Intellectual Property**

Refer to the policy on Copyright and Intellectual Property.

**ACADEMIC CONCERNS**

**Curriculum**

All courses for distance learning must be approved by the Curriculum Committee or Graduate Committee with final approval by College Senate, following the course development policy in the Faculty Academic Handbook. To offer an existing course using distance learning, approval is needed prior to offering the course.
Each faculty member is responsible to:
1. Divide content in appropriately sequenced modules including interactive learning methods and assignments,
2. Use active learning strategies,
3. Build in technological methods to manage student learning activities,
4. Utilize appropriate Technology as teaching modalities.
5. Modify course based on students’ needs,
6. Provide methods for students to communicate and collaborate with peers and faculty.

Distance learning courses must comply with all the policies, procedures, and criteria which are established for traditional courses, including selection of course material, course development and approval, course preparation, selection of qualified faculty to teach the course, and the oversight of course offering to ensure conformity with previously established policies. The start and stop dates for distance education courses will follow the regular semester start and stop dates. All course and/or curriculum changes must be approved, published and distributed prior to offering the course. The Deans will coordinate the publication and distribution of course offerings.

All learning opportunities provided by Saint Francis Medical Center College of Nursing have the same quality, accountability, and focus on student outcomes regardless of delivery method. Program outcomes are comparable for all students.

**Teaching Appointments**

Faculty will receive a written teaching assignment at least one full semester prior to the appointment to teach a distance learning course. Faculty development for teaching in a distance education format will be provided prior to teaching an online course.

**Selection of Materials**

Faculty has the same responsibility for selecting and presenting materials in courses offered through distance learning as they have in traditional courses. For team taught courses faculty share this responsibility equally.

Faculty is responsible for the preparation of course material for distance learning media including assignments, evaluations, and other course material and their distribution. Course content and concepts are determined by the Curriculum Committee, Graduate Committee, and approved by College Senate. Course materials including handouts for the course will be disseminated at the first class or posted on the class’s Learning Management System (LMS) course site on the first day of class. Additional course resources may be added. Any changes that need to be made after the first day of class must be made in the Course Template and will take effect the next time the course is offered. For more information about the Course Template see the Creating Course Sites section of this document.
Workload

Graduate: Online class sizes shall be a maximum of 25 students unless approved by Administration. Faculty may receive release time for class size over 25 (See Faculty Workload in Faculty Handbook).

Undergraduate: Refer to the Faculty Workload Policy.

Office Hours

Faculty teaching distance learning courses must abide by the current number of weekly office hours. Up to 50% of the office hours for online courses may be held on-line to meet the needs of the students. The other portion of the designated office hours will be held on campus.

Academic Honesty

Students taking distance learning courses are held to the same requirements of academic honesty as students taking traditional courses.

Refer to Professional Conduct Policy.

Evaluation of class and faculty member

Refer to Student Evaluation Policy.

Distance Learning Education

The College has a commitment to prepare faculty, staff, and students to use distance technology. To fulfill this commitment, those members participating in the delivery of distance learning and hybrid/blended courses will be provided educational opportunities in technology, equipment, and methodologies to enhance online courses. In addition, education will be provided as changes and updates to distance education take place. Education will occur both on campus and online in the forms of workshops, tutorials, and individual education.

SITE MANAGEMENT

Technical Considerations

The College assumes the responsibility for the technical delivery of the course and technical support. Faculty is responsible to have sufficient technical skills to present the subject matter and to assume final responsibility for the presentation of the content as approved by the College Senate.
Creating Courses

Semesters with the appropriate blank courses will be created by the Instructional Design and Technology Specialist. Semesters and courses will be created on the timescale established by the College and documented in the “Target Dates” file. Semesters and courses will be named as they are on the Registration Guide. Semester dates will be set based on the College Calendar. All courses will be created as blank course shells. Faculty members are responsible for copying the correct content using the faculty course copy tool within eCollege. Content for courses being taught by new faculty will be copied by the Instructional Design and Technology Specialist as indicated by the appropriate Dean. New courses and courses being updated will be created and updated in the Course Template Semester. All course development must take place in the Course Template.

Faculty members will be notified when a semester is ready for them to begin copying content and to ensure the correct access has been granted. Faculty members will have two weeks from the date of notification to contact the Instructional Design and Technology Specialist with any access or content issues. Corrections that are not reported within this time period risk not being fixed in a timely manner or not being fixed until the following semester. Faculty members are responsible for the content of the courses, for more information see the Selection of Materials section of this document.

All course updating must be completed on the Course Template by the semester creation date of the semester the course is to be offered.

New Course Offerings

Blank course shells for new course offerings will be created in the Course Template Semester by the Instructional Design and Technology Specialist. Faculty members developing the courses will have one year for development when possible. It is the faculty member’s responsibility to have the new course completed by the semester creation date of the semester the course is to be offered. All course development must take place in the Course Template.

All course development must be completed by the semester creation date of the semester the course is to be offered.

Faculty Access to LMS and Courses

Semesters will be opened to faculty upon their completion and remain open for two weeks following the end of the semester. At this time the courses will be locked and changes cannot be made. Following the closing of a Semester it will only be accessible by faculty for review and as a source for copying content. Faculty will be responsible for contacting the Instructional Design and Technology Specialist within a week if there is a problem with the course.
Faculty will be enrolled into their respective courses based on the information published in the Registration Guide. Any faculty member needing access to a course not assigned to them must request access to the course from the course coordinator. The course coordinator must then contact the Instructional Design and Technology Specialist giving the approval to grant access. Terms will be closed two weeks following the end of a semester.

Faculty members who would like the ability to enter their course as a student may request a student account. Requests for these student accounts can be made using the Guest Access Request Form on the Portal. “Molly Test” or “Emily Test” will be assigned to the designated course.

Due to software limitations no access will be granted to closed terms or courses.

**Student Access to LMS and Courses**

Students will be given access (course opened) to the LMS and their course one week prior to the semester’s first class. Students will be batch loaded into the LMS one week after faculty has been provided access and/or upon confirmation from faculty that the courses are copied correctly. Students will have access to their enrolled courses until two weeks following the end of the semester. It is the student’s responsibility to maintain copies of their course materials for use in their portfolios. Semesters will be closed two weeks following the end of a semester. Due to software limitations no access will be granted to closed semesters or courses.

**Guest Instructor Access to LMS and Courses**

Faculty members who wish to have guest instructors (speakers) that need access to the LMS must make a request via the Guest Access Request Form on the Portal. The request must include the guest instructor’s first name, last name, birth date, e-mail address, course ID, and access start and end dates. The Instructional Design and Technology Specialist will create the user account and grant them Guest Instructor access as defined in the request. The Guest Instructor will have limited access to the course which includes: Discussions, Doc Sharing, Chat, Webliography, and e-mail. No access will be granted outside of the access dates set by the instructor. If additional time is required, a new request must be made. All Guest Instructors will maintain confidentiality in regards to all student information.

**Graduate Assistant Access to LMS and Courses**

Faculty members who wish to have a Graduate Assistant (GA) that needs access to the LMS must make a request via the Guest Access Request Form on the Portal. The request must include the GA’s first name, last name, birth date, e-mail address, course ID, and access start and end dates. The Instructional Design and Technology Specialist will create the user account and grant them Teaching Assistant access as
defined in the request. Graduate Assistants will have full access to the course and will maintain confidentiality in regards to all student information.

**Maintaining and Archiving Course Sites**

Semesters and courses will be archived for four years. At the end of the four years they will be purged. Material may be retrieved from an archived semester in the event a student makes an appeal. If material/data is needed from an archived course the specific information needed must be established and provided to the appropriate Dean. The appropriate Dean must request the materials from the Instructional Design and Technology Specialist. All maintenance on the LMS is the responsibility of the Instructional Design and Technology Specialist and the LMS software owners. Users will remain in the LMS for one year after their graduation or withdraw from the College. All students who have been inactive in the LMS for more than a year will be purged. It is the responsibility of the LMS software owners to maintain backups of the software and its content.

**Non-Instructional LMS Use**

The OSF Community semester is a non-instructional semester. The courses in this semester were created as a way for faculty, staff, and students to communicate and share with each other. The creation of Semesters and courses within the LMS is the responsibility of the Instructional Design and Technology Specialist. The maintenance of these semesters and courses are the responsibility of its users. Faculty members are responsible for updating and maintaining the files that they add to the community. Documents in Doc Sharing more than 3 years old may be removed by the Instructional Design and Technology Specialist. Requests for non-instructional LMS semesters and courses are to be made to the Instructional Design and Technology Specialist using the SBARO tool. Approval of the non-instructional semesters and courses will be made by college administration.

**Availability of Assistance**

Support is provided by the Instructional Design and Technology Specialist, Saint Francis Medical Center helpdesk, and the OSF Healthcare Online helpdesk. The availability of OSF Saint Francis Medical Center’s helpdesk is 24/7 and provides support for College hardware and software. OSF Healthcare Online helpdesk is available 24/7 and provides support for eCollege issues. Support from the Instructional Design and Technology Specialist is during normal business hours and consists of assistance for hardware, software, and eCollege issues along with course design questions.

**Authentication and System Integration**

The Instructional Design and Technology Specialist will create a user account for each user who needs access to the LMS. The users first and last name, birth date, and
email address will be required to create a user account. The username will be set to the users Student Information System (SIS) ID. The password will be their 6 digit birth date in the MMDDYY format. Users will not be allowed to change their password. Users are responsible for maintain a current email address in the LMS and SIS.

**Auxiliary Software**

There are many special-use software packages designed to run in conjunction with the LMS. These software packages include software for online testing, browser “lock-down”, and videoconferencing systems and will be evaluated by the Instructional Design and Technology Specialist. Software recommendations will be made by the Instructional Design and Technology Specialist in accordance with College policy.

**SYSTEM SECURITY POLICY**

LMS (eCollege) and SIS (SonisWeb) are secure password protected systems. User IDs and passwords should not be shared. Only the user assigned a particular ID and password should utilize that ID and password to access these systems.

*Effective 2012*
Reviewed by College Board
Reviewed by Leadership
Revised May 2010
Created 2000
Approved College Senate 5/12
Next Review Date May 2014
**Benchmarking References**

Section recommendations (from AAUP)
- Definitions
- Academic Freedom
  - Selection of Materials
  - Quality control of classroom
- Working conditions
- Workload/Teaching Responsibilities
  - Compensation
  - Appointment
  - Evaluation
  - Enrollment
  - Preparation
  - Course development
  - Office hours (on and offline)
- Technical support
  - Available technology and equipment
  - Training
  - Availability of assistance
- Intellectual property
  - Ownership of material
  - Changing and updating materials and re-transmission of courses
- Misc.
  - Academic honesty
  - Evaluation of class and faculty members
  - Tuition and fees
COLLEGE OF NURSING GENERAL POLICIES
Policy and Procedure for Ethical and Professional Conduct

Policy Title-Ethical and Professional Conduct

Scope-The Ethical and Professional Conduct Policy establishes guidelines for faculty to use in cases of academic dishonesty, including cheating on tests and plagiarism, and unethical clinical behavior.

Purpose-The purpose of the Ethical and Professional Conduct Policy is to “uphold our responsibility to create, maintain, and contribute to environments that support the growth of virtues...such as honesty” (American Nurses Association Code of Ethics 6.1), to support Saint Francis Medical Center College of Nursing (the College) values of integrity and justice, and to hold students accountable for professional and moral behavior expected of nurses.

Detailed Policy Statement-As a community dedicated to the principled pursuit of knowledge and truth, the College regards integrity and honesty as foundational to all aspects of education and the nursing profession. We understand ethical and professional conduct in terms of five fundamental values: honesty, trust, fairness, respect, and responsibility (Center for Academic Integrity, 1999). The college thus expects the following of its students, faculty, and staff:

- “Intellectual and personal honesty in learning, teaching, research, and service” (p. 5).
- “Mutual trust and the free exchange of ideas” (p. 6).
- “Respect of a wide range opinions, ideas, and persons” (p. 8).
- “Fairness in the interaction of students, faculty, staff, and administrators” (p. 7).
- “Personal responsibility for choices and the importance of action in the face of wrong doing” (p. 9).

This policy was based upon the assumption that most students want to grow and flourish in the following values. Therefore, the CON invites students to commit to the following habits of excellence appropriate for professional formation and which establish a foundation for professional development. The professional nurse:

- Seeks the formation of one’s character through the development of the virtues of wisdom, honesty, courage, compassion and patience (American Nurses Association, 2001).
- Communicates respect for the inherent dignity of persons (peers, patients, and faculty/staff/administration) as the basis for compassionate responses.
- Preserves, strengthens, and demonstrates personal moral respect and integrity as foundations of wholeness of character, in the formation of knowledge, skill, and trust.
- Recognizes and appreciates diversity of persons and seeks to grow in habits of effective and excellent communication and collaboration.
- Interprets and accepts this SFMC-CON Honor Pledge and commitment as an orientation toward the American Nurses Association (ANA) Code of Ethics.
• Practices moral self-reflection so as to appreciate the promise of accountability and responsibility in the life of the student nurse, which links each classroom/learning activity to the professional care of patients.

• Lives moral virtues and follows ethical principles (autonomy, beneficence, justice and autonomy) within a learning community which seeks to also live the core values of OSF (teamwork, supportive work environment, trust, and stewardship).

Definitions:

**Academic honesty** constitutes behaviors that demonstrate truthfulness, trust, fairness, respect, and responsibility in academic and clinical settings (Center for Academic Integrity, 1999).

**Academic dishonesty** consists of activities such as cheating on examinations, plagiarizing, presenting someone else’s work as his/her own, receiving improper assistance on assignments, and intentionally facilitating cheating on the part of others (Elzubeir and Rizk, 2003).

**Plagiarism**—“In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source” (Council of Writing Program Administrators, 2003, p.1).

**Misuse of Sources**—“A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately” (Council of Writing Program Administrators, 2003, p. 2).

“**Cheating**—an act or an attempted act of deception by which a student seeks to misrepresent that he or she has mastered information that has not been mastered. Cheating includes, but is not limited to:

- Copying all or any portion of another’s academic or clinical work and submitting it, in part or in its entirety, as one’s own;
- Allowing another person to copy one’s own academic or clinical work—whether intentionally or recklessly;
- The use or possession of a class textbook, notes, test questions, clinical paperwork or any other material in order to complete or prepare academic [or clinical] work without prior approval of the faculty;
- Collaboration with any other person on an academic or clinical exercise, including collaboration on a take-home, online, or make-up academic [or clinical] exercise without prior approval of the faculty;
- The use of electronic instruments, such as cell phones, pagers, Personal Digital Assistants (PDA), or personal response systems (i.e. clickers), etc. in order to access or share information without prior approval of the faculty; or
- Completion of academic [or clinical] work for another person, or permitting someone else to complete academic or clinical work for oneself, including through the use of personal response systems such as clickers” (University of Delaware, 2010).

**Fabrication or Falsification of Data**—“constructing observations or data out of one’s head, as if it were true, or borrowing the observations of others as if they were one’s own genuine data” (Yale College, 2010).
Multiple submissions—“submitting the same work, such as a paper, (or substantially the same work) for more than one assignment or course” unless approved by course faculty (Yale College, 2010).

Unethical Clinical Behavior—behavior that is dishonest, may put the client’s safety and best interest at risk, or disadvantages the healthcare institution. Some examples include but are not limited to: failing to act as a patient advocate, breaching confidentiality, stealing, falsifying documentation, or coming to clinical under the influence of drugs or alcohol (Hilbert, 1985).

Saint Francis Medical Center College of Nursing Honor Code

As member of the community at Saint Francis Medical Center College of Nursing, I commit myself to act honestly, responsibly, and ethically, in all aspects of campus life. I am accountable for all that I say, write, and do. I am responsible for integrity in my academic work and ethical behavior on clinical units. I pledge that I will not misrepresent my work, and I will not give or receive aid without prior approval by faculty. I commit myself to behave in a manner which demonstrates concern for the personal dignity, rights, and freedoms of all members of the community. I am respectful of College and Medical Center property and the property of others. I will not tolerate lack of respect for these values. I accept responsibility to maintain the Honor Code and support the mission of OSF-SFMC and SFMC-CON at all times (Wheaton College, n.d.).

I. Responsibilities

A. Student responsibilities

- The College expects integrity from its students in all aspects of student life including both academic and clinical work. The ultimate responsibility for understanding and adhering to the Ethical and Professional Conduct Policy lies with the student.
- Students are responsible for maintaining academic honesty and ethical clinical behavior by (St. Olaf, n.d.):
  - Refraining from cheating and plagiarism as defined.
  - If unsure, asking for clarification regarding working with others on an assignment or the use of resources to complete the assignment, etc.
  - Participating equitably in group projects.
  - Exhibiting integrity in fulfilling the requirements of the clinical experience, including truthful reports of student activities and patient care.
  - Reporting observed instances of academic dishonesty or unethical clinical behavior to the instructor or the appropriate Dean.
  - Acknowledging knowledge and acceptance of the expectations encompassed in the Ethical and Professional Conduct Policy.
- Undergraduate

  - Honor Pledge-
    1. Initial Pledge-During new student orientation, students will receive a copy of the Honor Code Pledge. Students will sign a form indicating that they have read the Honor Code Pledge and agree to abide by the Honor Code.
    2. Renewal of the Pledge-Students will demonstrate acceptance and adherence to the Honor Pledge by signing a form at the same time they sign the HIPAA form.
Professional and Ethical Behavior Education

As part of the course new undergraduate students will take prior to coming to the CON, the students will complete the five educational modules found in e-College including: (a) Civility and the Common Good, (b) Overview of the Policy, (c) Plagiarism and the Use of Sources, (d) Academic Honesty, and (e) Ethical Clinical Behavior. There is one posttest that incorporates content from each of the modules, which the student must pass with at least 77%. The results of the post-test will be included as part of the grade for this course.

Graduate-Graduate students will complete the aforementioned 5 modules and pass the post-test with at least 77%. Additionally, students will demonstrate acceptance and adherence to the Honor Pledge by reading it and completing the “Honor Code Commitment” found in e-College. Completion of the post-test and the Honor Code Commitment will be incorporated into the participation grade for each course the student is taking the first semester. The Dean of the Graduate Program will circulate a list of new students that will receive participation credit for completing the posttest and Honor Code Commitment.

B. College Staff Responsibilities: With regard to the academic integrity of the College, known or suspected breaches in academic honesty must be brought to the attention of the appropriate Dean. In addition, in order to preserve patient safety, staff members who become aware of known or suspected unethical clinical behaviors must report them to the appropriate Dean.

C. Faculty Responsibilities: Guidelines and Procedures for Faculty

1. Faculty members bear some of the burden for promoting academic honesty and ethical clinical behaviors. Faculty members are responsible for enhancing academic honesty and ethical clinical behavior by (St. Olaf, n.d.):

   - Providing clear access and reference to the Ethical and Professional Conduct Policy in course materials.
   - Discussing, with students, how the policy applies to their work in each course and clinical, both in general terms and with respect to specific assignments. Example: Faculty should clarify if students may work together on an assignment and/or use their books or other resources to complete the assignment.
   - Evaluating personal values and engaging in behaviors that provide a role model for students i.e. Refraining from discussing the content of NCLEX questions with students.
   - Ensuring a just, fair, and open process when academic dishonesty or unethical clinical behavior is suspected by following the procedures outlined below (St. Olaf.).
   - Checking e-College to ensure that students new to the CON who are in the faculty member’s courses have completed the five modules, the single post-test, and the “Honor Code Commitment” within the first 30 days of the semester.
   - Determining if returning students who are in the faculty member’s courses have completed the “Honor Code Commitment” found in e-College within the first 30 days.
   - Enforcing consequences stated above in a consistent manner if students have not completed the expectations within the first 30 days of each semester until the expectations are met (i.e. zeros on assignments etc.).
   - Referencing the Ethical and Professional Conduct Policy in each course syllabus.
   - Faculty will complete the five educational modules and pass the post-test with 80% during the initial policy implementation in the fall of 2011. The modules will be
available in e-College if members of the faculty want to review the modules at a later date. New faculty will complete the modules and pass the post-test with 80% as part of new faculty orientation.

- Reviewing specific best practices that promote academic honesty and ethical clinical behavior denoted in Appendix A.

2. While the College faculty is encouraged to undertake a range of strategies to help students avoid academic dishonesty and unethical clinical behavior, the College also recognizes that not handling incidents of academic dishonesty and unethical clinical behavior appropriately can have serious ramifications for all concerned.

- The *Documentation of Ethical Discernment* form is available for guidance with decisions regarding possible breaches in academic honesty or ethical clinical behavior (See Appendix B.). Completion of this form is optional.

- A range of guidelines and procedures for faculty have been developed in order to ensure that students have equitable treatment and due process when academic honesty or ethical clinical behavior may have been compromised (See procedure below).

**Procedure for Handling Suspected Academic Dishonesty or Unethical Clinical Behavior**

(St. Olaf, n.d.):

A. What should a member of the faculty do if a student is suspected of cheating during an exam?
   - Observe and document behaviors thoroughly
   - Other options:
     - Take the test away
     - Move the student(s) to a different location

B. Following the dishonest academic behavior or unethical clinical behavior, the first step for faculty is to directly approach a student regarding suspected academic dishonesty or unethical clinical behavior and discuss the situation in a private location.

- If, following the conversation with the student, there is cause to suspect a breach in academic honesty or ethical clinical behavior, faculty will complete the *Allegation of Academic Dishonesty or Unethical Clinical Behavior* form (See Appendix C.) and submit it to the appropriate Dean, as well as the student’s academic advisor, regardless of the *level of action* taken (see below).

C. The second step is to determine the appropriate *Level of Action*. The following Four Levels of Action are intended to provide increased consistency when formally dealing with academic dishonesty or unethical clinical behavior while proceeding with appropriate discretion. The Four Levels set out the range of formal actions available to faculty for handling cases as follows (St. Olaf, n.d.). Not all offenses will start at Level I and advance to a more advanced levels with more offenses. For example, the seriousness of falsification of documentation makes this offense Level 4 even if the student does not have any prior incidences of Academic Dishonesty or Unethical Clinical Behavior.

**Level 1 (Educative Response):** Use Level I when the academic dishonesty or unethical clinical behavior is deemed to be significant but a formal *educative* response is warranted, rather than a *disciplinary* response, and the student does not have any other *Allegations of Academic Dishonesty or Unethical Clinical Behavior*.
Dishonesty or Unethical Clinical Behavior (AAD/UCB) forms on file with the Dean, which is determined by asking the appropriate Dean (St. Olaf, n.d.).

For Level 1, consider the following (St. Olaf, n.d.):

- Individual counseling of the student by faculty and
- Assigning a review of the appropriate Ethical and Professional Conduct educational module found in e-College and/or
- Requiring the student to revise and resubmit the assignment accompanied by a written notice requesting that the assignment be completed properly and returned by a specified date
- In any case, submit a copy of the AAD/ UCB form to the appropriate Dean and the student’s academic advisor.

For a student with a Level I incident and previous AAD/ UCB incidents on file with the appropriate Dean (St. Olaf, n.d.):

- If a single previous entry appears, the matter will be dealt with as a Level 2 Incident.
- In the event of two or more previous AAD/UCB incidents, use Level 3.

Level 2: (Educative Response): If a second or subsequent incident of significant academic dishonesty or unethical clinical behavior occurs and a formal educative (and not punitive) response is appropriate, faculty will (St. Olaf, n.d.):

- Return the assignment to the student, accompanied by a written notice requesting that the assignment be completed properly and returned by a specified date.
- Refer the student to the Coordinator of the Academic Development Center for remediation. The involvement of the Academic Development Center ensures further opportunity for the student to receive independent advice with respect to general academic literacy issues and improving citation practices.
- In any case, submit a copy of the AAD/ UCB form to the appropriate Dean and the student’s academic advisor.

Level 3: (Formal Offense)
- Where, in light of all the relevant factors, the academic dishonesty or unethical clinical behavior is considered to be significant and of a more serious nature, or a third or subsequent Level 1 or 2 incident has occurred, the matter is considered to warrant action as a Formal Offense. The matter will be referred immediately to the appropriate Dean. The faculty involved and the appropriate Dean will confer and decide on an appropriate penalty that may include failure of the assignment or failure of the course (St. Olaf, n.d.). In any case, submit a copy of the AAD/ UCB form to the appropriate Dean and the student’s academic advisor.

Level 4: (Formal Offense)
- The most serious incidents of significant academic dishonesty or unethical clinical behavior are considered to be Level 4 offenses. Those offenses are where, in light of all the relevant factors, the circumstances indicate that the likely penalty for the behavior will exceed that provided for lower level offenses, and the breach is gross in nature (St. Olaf, n.d.). Penalties may include dismissal from the College, and
Conferring with the appropriate Dean is essential. In any case, submit a copy of the AAD/UCB form to the appropriate Dean and the student’s academic advisor.

Criteria for determining action or penalties for academic dishonesty/unethical clinical behavior:

The following three criteria may be used in assessing the seriousness of a particular case of academic dishonesty or unethical clinical behavior. Although the criteria may assist in the determination of action or penalties, each case must be evaluated on its merits, and the criteria should not be taken as a substitute for advice contained elsewhere in this document (St. Olaf, n.d.).

A. The nature and extent of the academic dishonesty/unethical clinical behavior (St. Olaf, n.d.):
   - How much of the work is not the student’s own?
   - Where is the misconduct located? e.g. in the body of work or in the appendices? In the research methods or in a conclusion?
   - What are the circumstances?
   - What is the degree of the potential risk of injury to a patient?
   - Was any illegal behavior noted?
   - Were confidentiality or HIPAA regulations breached?

B. The level of the student (St. Olaf, n.d.):
   - Is the student a junior or senior? Master’s student? Doctoral student?
   - Would the level of the student’s career indicate that the student should be aware of academic conventions, acceptable/ethical clinical behavior?

C. Student knowledge of academic/clinical regulations (St. Olaf, n.d.):
   - Has the student been exposed to an educational module on the topic?
   - Has the student been alerted to their responsibilities in relation to ethical and professional conduct (Appropriate dissemination of the policy on Ethical and Professional Conduct, etc)?
   - Is it a first offense?
   - How recently has the student arrived in the country/institution? Are cultural influences a possible factor?
   - Is the offense limited by poor in-text referencing with no evidence of a wish to deceive?
   - Did the action intend to deceive the assessor?

D. Penalties for formal offense. The appropriate penalty will be determined by the severity of the violation and the student’s prior history or academic dishonesty or unethical clinical behavior. Violations that appear to result from negligence, carelessness, or work that falls short of the formal standards of the discipline will normally receive lesser penalties than violations that involve a clear attempt to deceive (St. Olaf, n.d.).

Procedure once penalty for a formal offense has been determined:

1. The student has the right to “contest the allegation or the sanction and the case will be put before the Judicial Committee” (St. Olaf, n.d.).
2. The AAD/UCB form will be retained by the appropriate Dean and academic adviser until the student graduates.

References


Yale College. (2010). *Cheating, plagiarism, and documentation*. Retrieved from [http://yalecollege.yale.edu/content/cheating-plagiarism-and-documentation](http://yalecollege.yale.edu/content/cheating-plagiarism-and-documentation)
The following is a summary of tips/ideas obtained from the CON faculty members who answered the question, “What do you do to prevent cheating in the classroom, especially during exams?” This question was asked of faculty in April of 2010.

- Post a power point slide with a few general rules for the exam (i.e. students should spread out, bring all belongings up to the front of the room, the only items allowed at their desk are a writing utensil and an eraser, cell phones, pagers, PDAs, etc. must be turned off, keep their eyes on their paper and/or scantron at all times.
- Give the students a pencil to use.
- No ball caps.
- Students are instructed to look only at the test or at the ceiling.
- Have spring and fall version of each test.
- PowerPoint presentation is given at the beginning of the semester about what is expected, professionalism, honesty, integrity, and character as important tenets for all nurses. I also tell students that I expect honesty in their work and exams and will treat all students as honest unless they give me reason to believe otherwise—in which case I will let them know.
- Use at least two (sometimes three or four) scrambled exams—that is the same exam, but questions AND answer selections are scrambled. Therefore, no person ever sits next to someone with the same answer sheet or same exam. This seems to work well, but you always have a couple of versions to grade. However, our Quick scan does this easily and simultaneously—so it is really not a difficulty. (The difficulty is making 2, 3, or 4 scantron answer sheets—and assuring no mistakes!!)
- On test days, students are allowed only a “plain” calculator at their seats.
- When students leave their seats, it is expected that the exam is finished.
- No questions or explanations of word meanings during an exam. Part of the test is that students must discern the meaning of the question.
- Students completing their tests are asked to bring them up and then leave the classroom. - Students who are finished are asked not to discuss the test in the hallway while other students continue to take the exam.
- Additional test proctors for large classes.
- If I suspect a problem, I will confront it—though not in front of others.
- Students should report cheating when it occurs and while something can be done about it. If I hear of past problems or indiscretions, I simply tell the students that if they are not confident enough to report a problem as it is occurring when it happens, there is nothing that can be done; it is simply hearsay. Either be brave enough to report what is not right at the time, or don’t gripe later! If a wrong is observed, and someone does not act to change or improve it, they become part of the problem. We are asked—even mandated—to do this in our professional practice if we observe a co-worker who is negligent, impaired or incompetent. (There are extenuating circumstances to this comment—as when others become aware after the fact and report things immediately).
- Download a CST time clock on the overhead, so they can simply look at the screen in front of them to see how much time they have left.
- Color code the different versions of the test so the instructor can see that students have not switched exams.
- Change exams
- Have students write essay questions, which are difficult to copy.
- Academic honesty and test policy stated in syllabus.
- I bring tissues, extra pencils and erasers.
- Each exam is numbered.
- One seat between each student, two students to a table and lined up in front of one another.
- No one can take personal items out of room until exam completed.
- I let them have candy, but I bring it.
- Reserve a second room to decrease crowding and proctor this room.
- Two different versions of the exam/quiz for online exams & quizzes.
- Block the test or quiz from being reviewed in e-College by the student.
- Different version of test for make-up exams as is written in the syllabus. Make-up version is similar (i.e. the stem is changed to the opposite e.g. an increase would be a decrease for the correct answer or a serious adverse effect would be changed to be a common adverse effect).

Exam reviews:
- Students have to stay for the entire process.
- All belongings in the back
- No papers, writing utensils with them during the review.
- Give them a copy of the exam with their test sheet, and return both test form and test result before getting belongings.
- If there are issues on a question, the student has to meet with me to discuss.
- Divide students into the groups for each of the two forms.
- Do not pass the tests back during test reviews

The following are tips to prevent cheating obtained through reviewing literature on the topic.


Implement an honor code that includes whether tests should be proctored or unproctored, a system for reporting alleged infractions, a hearing panel for alleged infractions, and a statement or pledge that is written or signed, indicating that the student has not received unauthorized assistance with an exam or assignment.

At the beginning of every semester students are given a document explaining the principles of ethical behavior, expected behaviors, and potential consequences for infractions. This document explains plagiarism and cheating, as well as the importance of students demonstrating respect for their faculty, peers, and patients, and the need to act responsibly.

In the summary, the authors ask the question, “Would I want my loved one to be cared for by someone who cheated his or her way through nursing school?”


Addresses unethical behavior observed in clinical courses, which occurs primarily in the community setting, which is often less evident until a negative patient outcome occurs.
An example of this unethical behavior is falsification of patient records.

Dishonesty in the classroom can influence the delivery of safe patient care because it is often in the classroom that students learn the required knowledge and skills to be successful in clinical settings. Students do not recognize the fact that cheating on a test can negatively affect someone else, including a patient.

Several theories of moral development are discussed in this article.

Implications for nursing education: suggest that the creation of a positive learning environment would benefit students and enhance their moral development. Nurse educators must create this positive learning environment that promotes honesty and allows students to make mistakes and solve problems so they may develop their moral thinking.

Also stressed that educators must examine their own values and engage in behaviors that provide a role model for students.

The authors state that when dishonest behaviors are evident in the clinical setting, students should be notified and given an opportunity to discuss the issue, determine why the behavior is unacceptable, and develop strategies to help protect patients and the students’ future nursing practice.


The following measures are perceived by students as ineffective: assigning specific topics for papers, putting numbers on tests, assigning seats for exams, permitting only pencils to be brought into the classroom, not permitting anyone to leave during the course of an exam, and leaving increased space between students.

The following measures are seen as most effective: having students place their belongings in the front of the room, having a minimum of two proctors who walk up and down the aisles, providing new exams for each test, and keeping each test in a locked cabinet with shredding done by full-time secretaries, not student aides.

Some common low tech cheating by students include: Looking at another student’s paper, a student drops his paper on the floor so another student can see it, two students switch papers, students communicate with sign language, two students devise a code for transmitting answers such as clicking pens, or foot tapping, an eraser with info is shared back & forth between students.

Electronic devices have been used to cheat. These include: pagers, calculators, organizers, and hand-held computers. Text messaging has been used to communicate answers. Small micro recorders can be used to communicate between students. Still cameras, in the form of watches, cigarette lighters, or campaign buttons, can be used to photograph entire tests. The tests can be faxed or e-mailed to other students. Audio transmitter, about the size of a dime, and video transmitters, about the size of a quarter, can fit into a pager, baseball cap or sewn into a jacket, or
concealed into an eye glass case carried in a student’s pocket. Tie pins and ear pieces can also be used to “see” the test and communicate answers via the ear piece. Ultraviolet pens can be used to copy the test onto blank paper and then the test can be viewed under an ultraviolet light source.

Under conclusions in the article:

The authors state that there is a wealth of research on academic dishonesty, bullying, incivility, and violence in elementary and secondary literature, business, and psychology, but little in nursing and nursing education.

Faculty members need to be aware of their institution’s policies, as well as support services.

Students need to be aware of expected behaviors, consequences, and support services. Due process rights need to be adhered to in the disposition of each situation.

Nurse educators and students need to be part of the solutions.


Veracity issues that can occur on the clinical unit include: failure to report client information, deceptive charting of information, and reporting of clinical attendance when not present at the clinical setting.

Discussion of why students cheat including: a nation that is obsessed with getting rich and not losing out and the thought that everyone cheats. It’s the norm.

How students cheat: use of cheat sheets, looking at other student’s papers, orally giving answers, obtaining past exams, writing on body parts, & taking makeup exams.

Ways to prevent cheating include: teacher awareness, more proctors, no personal items on desks, new exams, not allowing students to leave the testing room, and information regarding the punishment or consequences of cheating.

Other ways for faculty to deter cheating: posting the policies for test taking; keeping ahead of the technical gadgets that students use to cheat; faculty should be mentored on the policies and steps to take if a student has committed academic misconduct.

What can educators do to assist a cheating student: understand why the student is cheating; test taking skill development sessions may make the student feel more at ease; help the students understand the value of what they are learning, connect learning with assessment by giving feedback to enhance improvement, and avoid social comparisons.

Why should a student not cheat: failure to pass NCLEX, relationships with others may be threatened if peers and co-workers do not trust the veracity of the student. A student who is thinking of cheating should ask: “Would I want a nurse that has cheated on nursing exams to care for someone I love?” State boards of nursing across the U.S. discipline nurses who commit fraud or deception in their nursing practice.

Discusses how students are given online exams using a webcam attached to their computer or laptop. The students can take the exam from home. All webcam images are displayed & monitored on a large screen at a central campus. Two or more invigilators monitor how often students turn pages and how long they take to answer questions.

The server scrambles questions so that the each student attempts a different question at one given time. This prevents students from logging onto chat systems to share answers. Students are not allowed to leave the exam to use the restroom. If cheating is suspected, the student is disconnected from the exam and can reschedule the exam or present his or her case to the educational institution.

No literature is available whether this is an effective way to prevent cheating; this study aims to contribute to the literature.


Why are students participating in academic dishonesty & cheating; large class settings, impersonal relationships with professors, competition for jobs after graduation, and need for a higher GPA to enter graduate school.

Discussion on plagiarism, student essays on the internet, and online detection sources.


The best way to reduce the incidence of academic dishonesty is by prevention; faculty need to communicate with students about what academic dishonesty is and what the expectations are. Honor codes with policies, procedures, and sanctions should be enforced. Student participation in the development and oversight of the honor codes is significant to the process.

Reducing opportunities for academic dishonesty: prevent plagiarism by educating students about what constitutes plagiarism, structured instruction on paraphrasing, and proper citation of other’s work. Students could also be encouraged to submit working copies of their papers and faculty could provide feedback to these working drafts. This could eliminate the opportunity for cutting and pasting from the internet or purchasing “original” papers from the internet.

Preventing cheating during exams: administering different versions of the exam; changing questions frequently; including the honor code on each copy of the exam; and random seat assignments. Cell phones and MP3 players should not be allowed in the classroom and memory should be cleared on calculators. Exams should be proctored by faculty. Existing policies should be enforced when someone is caught cheating.

This study looked at the meaning of the experience of confronting students about academic dishonesty, how the experience affected the educator’s relationships with other students and faculty, and what social and political factors influence nurse educators’ decision to confront students suspected of academic misconduct.

Twelve nurse educators were interviewed about student academic dishonesty using a qualitative critical method. The educators described the process of addressing academic dishonesty as an enormous burden, which involved significant risk, damaged relationships, and underscored the educator’s responsibility as gatekeepers of the nursing profession. The fear and caution described by the participants was overcome by what the educators saw as their primary responsibility of patient safety.


Common cheating behaviors and the prevalence of cheating is discussed.

The four underlying reasons that motivate students to cheat include: new pressures, temptation, bigger rewards for cheating, and trickle down corruption.

Low tech cheating methods discussed include: students writing answers on rubber bands, the insides of water bottles, on hands, arms, thighs, on the desk, and on the cheat sheet they sit on. Notes can be placed on the floor or on their bag. Students wear hats or sunglasses to hide roaming eyes.

High tech cheating methods include devices such as: handheld scanners and pens, handheld computers and watches, programmable calculators, pagers, headsets, PDA’s, camera phones, tiny wireless video cameras.

Ways to prevent cheating: the item writing process should be fair; keep tests secure (the less people who have access the better); print exams on different colors of paper and number them to ensure all have been collected; for web based exams-ask for a secure browser to prevent students from leaving the test window to search the internet or instant message someone who has the answer; faculty/proctors should stay in the room during the exam and walk around the room during the test; spread the students out if space is available.

Students should have clear ground rules on what constitutes academic dishonesty. Discussions with the class should include what constitutes fair/unfair assistance during exams.

Enforcement efforts should include swift and fair enforcement of policies.

Suggested elements for what should be included in a course syllabus are listed in a table.

A sample code of conduct and reporting of violations procedure is included.

Creating environments that foster academic integrity will take the effort of all involved in education. Faculty need to reflect on how their practices fail to reflect integrity. Faculty need to help students learn about and adhere to principles of academic integrity. Does the curriculum lend itself to integrity?

Short term strategies to prevent academic misconduct: manipulating the classroom environment, assigning seating, test questions can be scrambled, limit the items that students bring to class, exams should be proctored carefully. While appropriate, these strategies communicate distrust and do they really help students to develop a personal code of ethics?

Some short term strategies have the potential to promote academic integrity such as: faculty should make it clear to students that they should attend assigned class & clinical experiences; students should participate in class & clinical in ways that are meaningful and reflect thoughtful preparation. The focus should be on the importance of being honest, fair, and responsible for your work.

Long term strategies: creating relationships between students & faculty that promote trust and respect may be the first step for fostering academic integrity; dishonesty is seen as an aberrant behavior; orientation programs should include how ethical behaviors are expected of practicing professionals; students need to learn that if they violate these behaviors, they will be dealt with swiftly and according to policies and procedures; discussions about academic integrity should be threaded throughout the curriculum; honor codes should be developed; classroom rules should be explained; assignments should be meaningful, evaluation and feedback should be formative; plagiarism should be discussed and students should be taught how to cite references; deadlines for assignments should be realistic and take into consideration the whole curriculum, not just one course; a mentoring program for faculty should be created to incorporate practices that facilitate and model academic integrity; should be ongoing discussion regarding values and attitudes that influence behavior.

Many implications for future nursing research are discussed. This was a really good article!


Many educators are suggesting that plagiarism is a symptom of the need for pedagogical change. The use of technology and the internet has been the most important educational change to occur in the last 100 years. The relevance and applicability of traditional assessment strategies such as the formal written paper should be looked at in light of all of these technological changes. The suggestion was made to use assignments that have clear expectations, provide choices to students, and make them more relevant to students’ lives. While plagiarism may not be eliminated, using assessment strategies that are designed so that students will apply the course material to their own lives should motivate them to think through and analyze the content for themselves.
Examples of online strategies that are mentioned in education and technology literature include: concept mapping, blogging, gaming, wikis, and WebQuests. The authors suggest that additional research is needed about the implementation of these strategies in nursing education and whether they are supported by sound pedagogical practices.
Appendix B.

Documentation of Ethical Discernment (optional worksheet for faculty)

**Purpose:** The ethics reflection is an optional means for the instructor to deploy in order to:

1. Personally narrate and process some key aspects of the situation, much like the nursing profession at times uses the Gibb’s (1988) reflection cycle (description, feelings, evaluation, analysis, conclusion, action plan).
2. Enable reflection on the situation as a look-back process which supports and prepares faculty for similar experiences in the future.

**How to Use:**
The faculty member should reflect upon the following topics and write responses in the spaces provided. This form is only to be used for personally processing the incident.

**Student Name:** _______________________________________

**Instructor Name:** _____________________________________

**Observe—What did we observe?**

1. **Identify the problem**
   What caused concern or distress for you?

   

**Acknowledge the Facts**

   

**Gather the Facts**
What were the antecedent, behavior and consequences? How do we commit to “due diligence” in following up and yet remain responsive and not reactive?

   


Deliberate
How can we give pause for process time? Who can we deliberate with? What type of reflection should we engage in?

Consider Alternative
Based on the situation or pattern of incidents, consider your alternatives. What is the range of choices available for an effective response?

Examine Values
Which CON/OSF, ANA values, virtues and moral foundations do you base your assumptions and plans upon?

Evaluate Alternatives
Of the alternatives you offer, how will you evaluate which might be the best one(s)? Does our CON faculty handbook offer clear guidelines?

Act
Now for the “act” part. What is that you can/should freely “do” or “not do” for the good to be actuated?
<table>
<thead>
<tr>
<th>Huddle w/Leadership:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Person(s):</td>
<td>Date:</td>
</tr>
<tr>
<td>Plan:</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C.

Allegation of Academic Dishonesty or Unethical Clinical Behavior Form

Faculty Name________________________ Course name and number _______________

Student’s Name _____________________________________________________

Semester and Academic Year ________________________________

Faculty or staff: Document, with as much detail as possible, a description of the alleged violation, including behaviors, date and time observed, and the sequence of events. Also include the location of the suspected incident and all persons involved.

Previous incident with completed of AAD/UCB form on file? Yes ____ No___

St. Olaf. (n.d.)

The following penalty will be assigned:________________________________________

Faculty member’s Signature __________________________________________
Date ____________ Time _______

Undergraduate/Graduate Dean’s Signature ________________________________
Date ____________ Time _______

Student: Description of the alleged incident:
I have read this entire *Allegation of Academic Dishonesty or Unethical Clinical Behavior Form* carefully and understand its significance. I understand that this form will be kept on file in the Undergraduate/Graduate Dean’s office and academic adviser’s office until I graduate, and its contents will be taken into consideration if I am found responsible for another violation. The form will not be disclosed to prospective employers or to other schools to which I may apply. I understand that I have the right to appeal this decision and the associated penalty before any disciplinary penalty may be imposed for this offense.

Student’s Signature  ______________________________________

Date _______________  Time ___________________________

Copy of form to Academic Adviser: Yes ___  No ___  Date: ___

St. Olaf. (n.d.).
STUDENTS WITH A DISABILITY - POLICY AND PROCEDURES

In compliance with Section 504 of the Rehabilitation Act of 1973, as amended (Section 504), Saint Francis Medical Center College of Nursing does not discriminate on the basis of disability in the administration of its educational policies, programs or activities; admission policies and practices, student aid and other College administered programs or activities receiving federal funds; or in the employment of its faculty and staff. Additionally, the College prohibits discrimination by others, including faculty, staff, students, partner agencies, contractors/agents/licensors, and/or visitors to its programs and facilities.

Section 504, states in part that, “no qualified individual with a disability in the United States as defined in section 705(20) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance” 29 USC 794.

"Individual with a disability" means person with a physical or mental health condition that substantially limits a major life activity. "Individual with a disability" also means an individual regarded as having a disability when s/he does not or who has a record of a disability. Disabilities may include but are not limited to attention deficit disorder and health, mental/psychological, physical, sensory and learning disabilities. Major life activities include such things as: caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

"Qualified individual with a disability" means an individual with a disability who meets the eligibility criteria established for acceptance and continued participation in the College's nursing program, including performance of the Core Performance Standards of the program, with or without reasonable accommodations.

"Basis of disability" means on the basis of a real or perceived disability or a record of a disability.

Requesting Accommodations. The College requires students with disabilities who believe that they need special classroom/clinical accommodations to identify themselves to the Dean of the Undergraduate or Graduate Program, as appropriate, and provide appropriate documentation of the disability and its impact on the student's ability to meet the Core Performance Standards. The President or his/her designee shall develop documentation guidelines to assist with this process and insure their availability to students or other individuals upon request.

Whether a student is a qualified individual with a disability is an individualized decision determined by a group of knowledgeable individuals, which may include the student and the student’s medical providers if appropriate under the circumstances. Mitigating measures are not taken into consideration when the College determines whether a student is a qualified individual with a disability, other than those recognized by law, such as glasses. However, mitigating measures may be considered when determining whether requested accommodations are necessary or reasonable. Examples of mitigating measures include but are not limited to, medication or use of assistive technology.

Appeal. Students who disagree with the determination made in regard to requests for reasonable accommodations may appeal the determination to the President, whose decision shall be final. Any such appeal should be made in writing within 10 days of receipt of the decision of the Dean.

Faculty Notification. Students are required to notify the faculty of any accommodations approved through the consultative process discussed above. The student is to submit to the Dean the requested accommodations.

Nondiscrimination. No student shall be discriminated against for exercising his/her rights under this
policy. Any individual who is aware of circumstances s/he believes is or may be discriminatory is encouraged to notify one of the College's Non-discrimination Coordinators listed below or the President.

**Non-discrimination Coordinators:** *(Kevin Stephens, Assistant Dean Support Services, kevin.n.stephens@osfhealthcare.org, 309-655-2291; Jennifer Carlock, Counselor, Jennifer.carlock@osfhealthcare.org, 309-655-7100.)*

Any complaints received will be promptly investigated, consistent with the District's procedures for investigating discrimination complaints.

**Prohibition Against Retaliation.** Retaliation, coercion or threats against or the intimidation of any person who exercises his or her rights under this policy or for reporting or participating in the investigation of complaints of discrimination is strictly prohibited and should be reported as soon as practicable to the Non-discrimination Coordinator or President. Individuals who knowingly and willfully file false reports or provide false information during an investigation, however, may be subject to disciplinary action, up to and including termination from the program or employment.

Revised June 2016
Core Performance Standards

Students admitted into the College of Nursing Program must be able to engage in the essential skills listed in the table below, with or without reasonable accommodations, throughout the period of their enrollment. These skills are essential requirements for this program and reflect what typically are deemed to be essential skills to support licensing and employment in the nursing profession. There may be other essential duties for some clinical agencies with which the College of Nursing partners, which will be disclosed to students at the time of their consideration for placement at those agencies or upon request.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Standard</th>
<th>Some Examples of Necessary Activities (not all inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, economic, religious, cultural, and intellectual backgrounds.</td>
<td>Establish rapport with patients/clients and colleagues and other health care providers.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication proficiency at a competent level in English, both verbal and written, to include reading, writing, spelling, speaking and listening.</td>
<td>Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses. Document clearly, correctly, and without spelling errors. Read and write at College levels.</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to provide safe and effective nursing care. Must be able to lift up to 60 pounds and carry objects weighing up to 20 pounds.</td>
<td>Work in a standing position with frequent walking most of an eight-hour day; bend and stoop, push and pull objects such as a wheelchair, cart, gurney or equipment; lift and transfer clients from a stooped to an upright position</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor abilities sufficient to provide safe and effective nursing care.</td>
<td>Calibrate and use equipment; administer medications; position patients/clients.</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to monitor and assess health needs, to communicate with individuals, families, groups, communities and health care professionals, and to provide therapeutic interventions accurately.</td>
<td>Hear and respond to verbal communication and requests: respond to emergency signals, auscultatory sounds, percussion and auscultation, and hear cries for help.</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual ability sufficient for observation, assessment and provision of nursing care.</td>
<td>Observe and respond to patients/clients and provide therapeutic interventions accurately; closely examine images or other forms of output from diagnostic equipment or patient body fluids; visually discriminate medication and syringe labels; determine variations in skin color of client.</td>
</tr>
<tr>
<td>Issue</td>
<td>Standard</td>
<td>Some Examples of Necessary Activities (not all inclusive)</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for observation, assessment and provision of nursing care</td>
<td>Perform palpation and other functions of physical examination or those related to therapeutic intervention, e.g., insertion of a catheter.</td>
</tr>
<tr>
<td>Other</td>
<td>Mental alertness sufficient to provide safe, effective nursing care.</td>
<td>Observe and respond to patients/clients and provide therapeutic interventions accurately and safely. Able to concentrate and remain on task to completion.</td>
</tr>
</tbody>
</table>

Adapted from the Southern Council on Collegiate Education in Nursing Guidelines With minor additions or changes
Revised A&P 1/16/2015, College Senate 5/21/2015
**Procedure**

**Notifying College of Disability and Request for Reasonable Accommodations**

1. Students should notify the Dean of the Undergraduate Program of disabilities for which they are asking for reasonable accommodations.
   - Any accommodations that provide the student with information or assistance that would compromise the integrity of test results or course outcomes generally are not considered reasonable.
   - Accommodations that would result in a fundamental alteration of a College program or impose an undue burden also are not considered reasonable or required by law.

2. Students should submit acceptable documentation (See Documentation Guidelines) to the Dean as soon as possible to support review of the request for accommodations.

3. The Dean will review the documentation and schedule a meeting with the student at a mutually agreed upon time to discuss the request. Best efforts will be made to schedule this meeting within 10 business days of receipt of complete documentation in support of the request. The meeting may be in person or by alternative means, such as telephone or video conference. The Dean reserves the right to determine which accommodation(s) are reasonable and may approve accommodations other than those specifically requested.

4. The Dean will notify the student in writing of the reasonable accommodations that are being granted for the disability specified in the documentation. If the accommodation request is denied, students shall be notified of the reasons supporting the denial and their right to appeal the decision to the President.

5. Omission of required information is grounds for denial of an accommodation request. However, the student may resubmit the request with full information if s/he chooses.

6. False or misleading information provided by the student on the request for accommodations, disabilities documentation, or in any communication with the College may result in disciplinary action or dismissal according to the Professional Standards section in the Student Handbook.

7. Students who disagree with the Dean's decision may appeal the decision to the President within 14 days of receipt of written notification of the decision. Any such appeal should include the basis for the disagreement and the reasonable accommodations sought as a result of the appeal, the written decision of the Dean and information regarding the date of receipt of the decision being appealed. The President shall review the record regarding the request for reasonable accommodations and may, in his/her sole discretion, request additional information from the student and/or the Dean. The President shall make best efforts to provide written notice of a decision on the appeal to the student and the Dean within __ days of receipt of the appeal. The President may make any decision appropriate to his/her review, including but not limited to upholding or reversing the Dean's decision, approving alternate accommodations as being reasonable or remanding the matter back to the Dean and student for further discussion and consideration of information not previously reviewed.

**Notifying Faculty of Accommodations**

1. Upon receipt of the notification letter from the Dean approving reasonable accommodations, the student should contact the Dean to obtain the Instructor Notification Forms for each course in which an accommodation applies.

2. It is the responsibility of the student to inform course instructors of approved accommodations. Accommodations are not required to be provided until such notification occurs. Students are to meet with each course instructor and provide copies of the Instructor Notification Form to the instructor.
Renewal/Review of Need for Accommodations

Renewal. Accommodation approvals are required to be renewed for each semester that the student is enrolled if the student continues to seek reasonable accommodations for the programs/activities in which the student will be involved that semester. Documentation supporting an accommodation request that already is on file need not be resubmitted for renewal purposes. However, the Dean reserves the right to request supplemental or updated documentation as necessary to make an informed decision regarding renewal requests, e.g. whenever there is a requested change to an accommodation plan or alternate accommodations may be appropriate given a change in program or class expectations.

Review. The student's need for reasonable accommodations may be reviewed at any time if the student or faculty express concern that the accommodations granted are not effective or are no longer necessary. Any such review would involve a consultative process with the Dean and student and may also involve applicable faculty members or others knowledgeable of the student, disability or program, activity or service for which an accommodation revision is requested. A change in accommodations approved for the semester in which review is undertaken would not be made until such time as a review meeting is held and a decision made, including any decision on appeal if applicable. Should the semester expire before a final administrative decision is made, the review process will continue as appropriate in the context of a request for renewal or terminated on the basis of the question no longer being relevant.
Instructor Notification Form

_____________________________ has provided the College of Nursing with appropriate documentation for requested accommodations based on identified disabilities. The above named student has been granted the following reasonable accommodations for the semester:

Sue Brown, RN, PhD
Dean, Undergraduate Program

Date
Access Services

Student and College Responsibilities

College Responsibilities

Saint Francis Medical Center College of Nursing is committed to making its programs accessible to all students. Through the Offices of the Dean of the Undergraduate Program, the College will work with students, staff and faculty to provide timely, equitable access to all aspects of the programs offered. Additional assistance is available to students through the offices of the Academic Development Center, Health Nurse, and Counselor. Services will include, but are not limited to intake and review of disability documentation from students, working with students to make determinations for reasonable accommodations, coordinating services and accommodations and providing direct accommodations as needed.

Student Responsibilities

It is the responsibility of the student with a disability who is seeking accommodations to:

- Inform the College of Nursing of any disability in which the student is requesting reasonable accommodations. This is done through scheduling an appointment with the Dean of the Undergraduate Program on campus and submitting the required supporting documentation (See Documentation Guidelines).
- Provide documentation that shows the current impact the disability has upon performance in classes. Students need to be knowledgeable about their disability so that they can discuss the disability and reasonable accommodation requests with the Dean.
- Request specific accommodations in a timely manner each semester for each class in which the student is enrolled and is requesting accommodations. The student needs to meet with each course instructor individually and discuss accommodations for each class, each semester. The Dean of the Undergraduate Program will provide students with Instructor Notification Forms for each class in which accommodations are granted to assist the student in this notification process.
- Obtain the Instructor Notification Form from the Dean’s Office and to notify the instructor the first week of the semester so that the instructor can assist the student with the needed accommodations. The faculty member will work with the Dean to set up the testing accommodations. Asking for testing accommodations one day prior to an exam is not timely by the student. Students should verify testing arrangements with the faculty at least two days before the test is to be taken.

Students should contact the Dean of the Undergraduate Program in room 606 for questions or assistance. The phone number is 309-655-2206.

Confidentiality

All documentation and information submitted to the Dean of the Undergraduate Program will be kept in a file in the Dean’s office that is separate from the student’s academic, financial, and other records at the College. After the student has delivered the required documentation to the Dean, the documentation becomes the property of Saint Francis Medical Center College of Nursing. Documentation will not be returned to the student. If a student needs a copy of the documentation once it has been submitted to the College, the student will need to obtain the documentation from the originating source.
Document Retention

Documentation will be kept on file for up to three years after the student has taken courses. Inactivity for six consecutive semesters may cause the student’s file to be purged, in which case the student would need to reapply, including resubmission of documentation.

Documentation Guidelines

Students must submit comprehensive documentation of their disability consisting of a diagnostic statement from a qualified professional such licensed or certified health professional, which may include but is not necessarily limited to a physician, physician assistant or advance practical nurse, clinical mental health professional (psychiatrist, psychologist, social worker, professional counselor), occupational therapist, physical therapist, audiologist, or vocational rehabilitation specialist. Documentation should address how the disability currently impacts the student’s access to the College's programs, activities and/or services for which reasonable accommodation is being requested. Any such recommendations should address needs related to the Core Performance Standards where applicable. All documentation needs to be dated and signed by the professional conducting the evaluation.

Individualized Education Plans (IEPs), section 504 plans and Summary of Performances (SOPs) from secondary schools are not accepted as sole documentation of a student’s disability. Any of these forms may be submitted in conjunction with other forms of documentation in order to assist in obtaining a complete profile of the student and student’s needs. Students may bring a copy of any of the above along with other documentation of their disability to assist the student in discussing the disability with the Dean of the Undergraduate Program. Additional guidelines for acceptable documentation for select disabling conditions about which the College frequently receives questions are set forth below.

A diagnostic report may include specific recommendations for accommodations. Each accommodation recommended by a qualified evaluator should include a rationale and be supported with specific test results or clinical observations. These recommendations will be reviewed by the Dean to determine if the accommodation recommended is reasonable for the course or other program, activity or services for which the accommodation is requested. Accommodations other than those recommended may be provided so long as they reasonably can support the student's equal access to the respective program, activity and/or service.

- Any accommodations that provide the student with information or assistance that would compromise the integrity of test results or course outcomes generally are not considered reasonable.
- Accommodations that would result in a fundamental alteration of a College program or impose an undue burden also are not considered reasonable or required by law.
- A prior history of an accommodation, without the demonstration of a current need, does not in and of itself insure the accommodation will be granted by the College for the current semester.

Learning Disabilities

The most recent complete diagnostic evaluation from a qualified professional, generally a licensed clinical psychologist, should be submitted. A partial psychological evaluation, consisting of select pages from a full report will be considered incomplete and cannot be accepted. The specific diagnosis must be included in the evaluation. Names of tests administered and the actual test scores must be included in the evaluation along with a discussion of the significance of the scores. How the disability impacts learning or the student's ability to meet the Core Performance Standards, recommendations for specific learning strategies, academic or other support services, and prescribed medications(s), if any, as well as any other treatments, should all be included in the psychological report.
Reports must be current, within 3 years, and should be based on adult norms. Common tests used to diagnosis learning disabilities include the Wechsler Adult Intelligence Scale and Wechsler Individual Achievement Test. A psychological evaluation from a grade school would not be an acceptable form of documentation for an adult student at the College.

The College has made arrangements with a local organization that will perform a comprehensive learning disability assessment. Contact the Dean of the Undergraduate Program for more information. Cost for the assessment is the responsibility of the student.

**Attention Deficit Hyperactivity Disorder**

The most recent psychological evaluation or complete physician’s report is required. A note from a student’s physician or primary healthcare provider stating the student has Attention Deficit Hyperactivity Disorder and needs testing accommodation will not suffice as complete documentation. How the disability impacts learning or the student's ability to meet the Core Performance Standards, recommendations for specific learning strategies, academic support services, and prescribed medications(s),if any, as well as any other treatments should all be included in the psychological report. The College does not consider mitigating measures, such as medication, when determining whether a student is a qualified student with a disability but such measures may be considered in determining the need for or nature of accommodations. Cost for the assessment is the responsibility of the student.

**Health Impairments, Physical Disability or Orthopedic Impairments**

The College of Nursing Core Performance Standards identifies the skills and performance standards that are considered essential requirements for the College of Nursing program. Students who have health, physical or orthopedic impairments or other disabilities that impact their ability to meet these requirements are encouraged to meet with the Dean of the Undergraduate Program to discuss a request for reasonable accommodations due to the disability. Students should provide an appropriate report discussing the impact of the disability upon access and ability to meet or perform the standards outlined in the College of Nursing Core Performance Standards. Medical, occupational or physical therapy reports discussing the impact of the disability on access are examples of appropriate documentation. Cost for the assessment is the responsibility of the student.

Approved College Senate 5/7/2010
Student Complaints

Policy on Logging Student Complaints
To comply with federal and regional and program accreditation agency regulations, the College of Nursing will maintain records of formal, written student complaints that are filed with the offices of the President, Deans, or Assistant Dean of Support Services. The records will include information about the disposition of the complaints, including those referred to external agencies for final resolution. These records will be available to team members during scheduled accreditation visits.

College of Nursing Guidelines
To implement this policy, the College of Nursing will keep a record of:
- Signed, written, formal complaints from students
- Formal academic grievances – (Using the current Appeal Procedure)
- Reports of signed, written student complaints sent to the College from governmental and accrediting agencies

Examples of student complaints are: alleged personal injury from decisions made by faculty, staff, and/or administration; procedural unfairness; and accusations about a decision-making process. The log of student complaints will be kept in the President’s office. Included in the log will be:
- Date the complaint was first formally submitted to the appropriate person
- The nature of the complaint
- The steps taken by the institution to resolve the complaint
- Resolution by CON, including date of resolution
- External actions initiated by the student to resolve the complaint, if known to the institutional, e.g., lawsuit

The above information must be shared with accrediting agencies, but student identity will be protected. The procedure for making a formal complaint is found in the Undergraduate and Graduate Student Handbooks, which are located on the College of Nursing website at http://www.sfmccon.edu/publications.
**Student Academic Complaints**

The student has the right to appeal grade reports, course or clinical grades that result in academic probation or dismissal from the College, or decisions where there is reason to believe that they were capricious, discriminatory, arbitrary, or in error. Dissatisfaction with a grade is not a sufficient reason to appeal the grade. In order to provide a mechanism for the fair resolution of disagreements, the College has developed an Academic Appeal Procedure for students. Students have the right to appeal grades, academic or student policies, and disciplinary action resulting from violation of academic or student policies and Professional Code of Conduct. Students should refer to the Student Appeal Procedure, Academic Appeal Procedure found in the Undergraduate and Graduate Student Handbooks.

**Student Non-Academic Complaints**

The Assistant Dean for Support Services shall be responsible for responding to complaints from students on non-academic (non-classroom and grading) issues. These issues include, but are not limited to: parking violations and towing; refunds of tuition and fees; admission, registration and records matters; financial aid matters; Residence building issues; counseling matters; and student activities.

The student is expected to initiate her/his complaint with the staff member immediately responsible for the area in which the problem occurred, in a sincere effort to resolve the issue in an informal manner at the lowest level.

If the issue is not resolved in an informal manner, the student may proceed with a formal written appeal of the matter to the Assistant Dean of Support Services. The Assistant Dean of Support Services shall meet with the student within ten business days of receipt of the request in an attempt to resolve the issue. If the decision of the Assistant Dean is unacceptable to the student, the student may file a written notice of intent to further appeal to the President within three business days of receipt of the decision. The President shall have a maximum of ten business days to call a meeting of all parties to resolve the situation. The President will review all current records or documentation relating to the appeal. No new documentation may be introduced at this time. The written decision of the President shall be sent to the student and Assistant Dean within three business days following the appeal meeting. The decision of the President with regard to student non-academic complaints shall be considered final.

April 2016
<table>
<thead>
<tr>
<th>Date Submitted</th>
<th>Nature of Complaint</th>
<th>Steps take to Resolve the Complaint</th>
<th>Final Decision to Resolve the Complaint</th>
<th>External Actions Initiated by Student to Resolve the Complaint</th>
</tr>
</thead>
<tbody>
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COURSE PROPOSAL GUIDELINES

Proposals for new or elective courses should include the following:

1. Rationale for course and faculty qualifications pertinent to proposed course.
2. Evidence of consistency with the philosophy and organizing framework.
3. Course objectives and requirements.
4. Prerequisites.
5. Topical outline.
6. Credit hours.
7. Textbook, if required.
8. Minimum and maximum number of students.
9. Clinical Facilities, if appropriate.
10. Teaching strategies and plan for student evaluation.

Following approval of the proposal by the Curriculum Committee or Graduate Committee and the College Senate, a course syllabus shall be developed using the standard College format. A copy of the syllabus shall be given to the appropriate Dean.

Revisions in course content should be submitted to the Curriculum Committee or Graduate Committee for approval. Proposal should include rationale for revision and potential impact on other courses.

TEXT BOOK SELECTION

Faculty are responsible for selecting text

Faculty members evaluate textbooks and make recommendations to the Curriculum Committee or Graduate Committee. Final approval for textbooks rests with the committee.
SAINT FRANCIS MEDICAL CENTER COLLEGE OF NURSING
PEORIA, ILLINOIS

GUIDE FOR TEXTBOOK REVIEW

COURSE: __________________________________________________________________________

TITLE: __________________________________________________________________________

AUTHORS: __________________________________________________________________________

PUBLISHER: __________________________________________________________________________

PUBLICATION DATE: ___________ DATE: ___________

INTENDED AUDIENCE: __________________________________________________________________

OVERVIEW OF TEXT: Include a summary of how text:

1. Is consistent with curricular concepts e.g. nursing process, nursing roles, human
   needs, adaptation, growth and development etc.

2. Addresses course objectives.

3. Uses nursing diagnoses.

4. Is organized: logical? useful?

5. Is presented visually e.g., readability, paper weight, color, print size, diagrams,
   photos.

6. Usefulness of index.

7. Use of language: presence of prejudice or stereotypes.

CHAPTER: Include:

1. Presence of objectives.

2. Definition of terms.

3. Identification of priority interventions.

4. Clarity of introduction and summary.

5. Major concepts recapped in summary.

RECOMMENDATION:
Family Educational Rights and Privacy Act

The information presented here is in compliance with the Family Educational Rights and Privacy Act of 1974. The Act requires that students be informed annually of their rights and of the College's policies and procedures in compliance. The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records.

They are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the College Board; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll, after, making a reasonable attempt to notify the student of the records request.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202-4605
Student Records

Location of:

Educational: This record is kept in the locked file in the office of the Director of Admissions/Registrar.
Health: This record is kept in the locked file of the Student Health Nurse.
Financial: This record is kept in the locked file of the Student Finance Office.
Permanent: This record is kept in the locked file in the Record Room. A microfilmed copy is kept in a locked, fireproof vault in OSF Saint Francis Medical Center.

Content of:

Educational: Application for Admission, Transcripts, Student Course Summary Report, Enrollment Form, Pre- and post admission correspondence. Copy of current LPN/RN Illinois registration, when applicable.
Health: Physical examinations. Immunization record. On file with the Student Health Nurse.
Financial: Information to determine aid eligibility, financial aid transcripts, financial awards, correspondence in regard to awards.
Permanent: Application for Admission, High School and College Transcripts, Acceptance letter, Enrollment Form, and copy of RN Illinois license, when applicable, Student Course Summary Reports, Student’s Final Transcript, Attendance Record, Application for Licensure/Examination, Immunization record, health record, record releases, and postgraduate correspondence.

Student Access to Files

The student may request, in writing, an opportunity to review the content of these records. The request should be made to the Dean of the College. An opportunity to review the record will be arranged. The student will review the record in the presence of the Dean or Associate Dean. Health records are available upon request.

If, during the review, the student questions the accuracy of the record, the College's representative will attempt to solve the problem. If this informal means does not solve the problem, a formal hearing will be set for within thirty days. At the formal hearing, a College administrative person or a person who has no direct interest in the problem will represent the College. The student will be given a copy of the record prior to the meeting, if desired. The cost of each copy, two dollars per sheet, will be paid by the student. The student will be given a fair hearing and will be permitted to present evidence to the issue being discussed. The student will receive a written decision within thirty days. A copy of the decision and of the student's request will be placed in the student's file.

This part of the Act is to insure that the record is not inaccurate, misleading or in violation of the student's rights. It does not permit the student to challenge a grade. It does encourage the student to challenge the correctness of the recording of the grade.

The Act excludes from review, specific records; among these records are:

- Records created by and for use of the faculty only.
Financial records of parents and all information included therein.
Any record to which the student has waived his or her rights.

Directory Information: Release of Personally Identifiable Information
The College will NOT release any personally identifiable student record information to a third party unless the information has been specifically requested in writing, and the student has consented to the release in writing. One exception is a recent amendment to FERPA, which permits educational institutions to disclose—without the consent or knowledge of the student—personally identifiable information from the student’s education records to the Attorney General of the United States or to his designee in response to an order issued by a court of competent jurisdiction in connection with the investigation or prosecution of terrorism crimes specified in sections 2332b(g) (5) (B) and 2331 of title 18, U.S. Code.

At the student's request, the College will furnish a copy of information to the student for which consent is being sought. Copies of requests and of the student's consent will be kept in the student's file. Each copy released to a third party or to the student will be at the expense of the student. All transcripts and other materials will carry the College Seal.

The Act provides for the College to release information to personnel of the College who are determined by the College to have legitimate educational interest and to officials of other schools in which the student intends to enroll. The student will be notified of the request; receive a copy of the requested material if desired; and have the opportunity to challenge the record. The student is charged for each copy of the material sent to these schools and to the student.

Materials under the Act are sent to: authorized representatives of the Controller General of the United States; the United States Secretary of Health, Education and Welfare; the Commissioner of Education; the Director of National Institute of Education; to state and local officials requiring disclosure by virtue of State Statutes adopted prior to November, 1974.

Information will also be sent to: organizations conducting studies for educational agencies or institutions, provided the studies are conducted in a manner that will not permit the personal identity of the student or his or her parents to be known to others than the representatives of the organization; accrediting organizations to aid in carrying out accrediting functions; parents of dependent students as defined by the Internal Revenue Code of 1954; comply with judicial order or subpoena, providing the student is notified in advance of compliance; protect the health or safety of the student or other persons. The College will share the information with a third party under the above listing only on condition that they do not share information received unless they have the written consent of the student.

Disclosures: The following information is available upon request: enrollment rates, crime statistics, financial aid information, and program completion rates.
**Nondiscrimination Policy**
The College admits qualified students without regard to national or ethnic origin, race, color, creed, sex, age, or other legally protected category applicable to the College.

**Voter Registration**
In compliance with the 1998 Higher Education Act, the College will make voter registration forms available to all enrolled students.

Prior to Illinois’s voter registration deadline for federal and gubernatorial elections, students will receive a notice that voter registration forms are available upon their request. A person designated by the Dean will assume responsibility for obtaining the forms and notifying the students.
COLLEGE RESEARCH COMMITTEE
COLLEGE RESEARCH COMMITTEE

I. The purpose of the Saint Francis Medical Center College of Nursing Research Committee is to:
   1. Review Studies (see below).
   2. Promote research to advance nursing practice and education
   3. Evaluate a proposed study for consistency with the College’s mission and values
   4. Assure compliance with ethical standards and protection of human subjects
   5. Determine the impact the study may have on patient care or education and or students
   6. Assess the research prior to the evaluation process by the Community IRB.

The committee will consist of Dean of the Graduate Program, two Graduate Committee Members, one faculty with expertise in research topics selected by the Dean, and another college faculty member for each submitted proposal. The Dean of the Graduate Program will seek volunteers based on the proposal topic and faculty expertise.

II. Studies which must be reviewed by the Saint Francis Medical Center College of Nursing Research Committee include those which:
   a) are conducted by any student enrolled in the College of Nursing or any person (including faculty) that is using human data or students from the College of Nursing.
   b) involve the participation of human subjects;
   c) involve procedures not normally a part of the regular educational practices, patient care or students professional activities of the unit, clinic, or department;
   d) are conducted by non OSF employees functioning in an alternative role (i.e. graduate student or other researcher).

A. Submission of proposals for research should be made in writing to the Research Committee using the “Proposal for Research Review” form. This form may be obtained from the Graduate Office or eCollege in OSF Community. Three copies of this form and one copy of the full proposal should be submitted to the Dean of the Graduate Program two weeks prior to the meeting date. The researcher’s attendance at the Research Committee meeting is encouraged in order to facilitate the process.

B. Research from student investigators must provide written approval from the appropriate research advisor. This approval is indicated by the signatures on the “Proposal for Research Review.”

C. Investigators desiring to do research on a unit, clinic, or department must
obtain permission from the manager prior to submitting the proposal to the Research Committee.

D. Upon completion of the study, the researcher is invited to share the findings with the Research Committee. If the researcher plans to publish the findings, it is expected that the confidentiality of institution and human subjects will be respected.

E. The committee meets as necessary.

III. Approval of proposals by the Research Committee is dependent upon the analysis of factors which might affect the specific unit/population involved in the investigation:
   a) compliance with ethical concerns and protection of subjects;
   b) the number of projects in which a group of patients or staff members is already involved;
   c) the complexity of care, condition of patients, number of personal contacts and the amount of stress already affecting the patients or staff;

Ethical Principles
The use of human subjects in research is extremely important to the development of new knowledge in many areas. However, careful attention must be given to questions of ethics and human dignity whenever humans are subjects in research.

In 1978, the National Commission for the Protection of Human Subjects in Biomedical and Behavioral Research developed broad ethical principles to provide a basis on which specific rules could be developed. These principles are discussed in The Belmont Report, from which the following sections are excerpted:

Three basic principles are particularly relevant to the ethics of research involving human subjects: respect for person, beneficence, and justice.

Respect for Persons
Respect for person incorporates at least two basic ethical tenets: first, that individuals should be treated as autonomous agents, and second, that persons with diminished autonomy are entitled to protection. The principle of respect for persons thus divides into two separate moral requirements: the requirement to acknowledge autonomy and the requirement to protect those with diminished autonomy.

To respect autonomy is to give weight to autonomous persons’ considered opinions and choices while refraining from obstructing their actions unless they are clearly detrimental to others. Respect for the immature and the incapacitated may require protecting them as they mature or while they are incapacitated.

Except in rare cases, respect for persons demands that subjects enter the research
voluntarily and on the basis of adequate information about the research situation and possible consequences.

**Beneficence**
Persons are treated in an ethical manner not only through respecting their decisions and protecting them from harm, but also by making efforts to secure their well-being. Such treatment falls under the principle of beneficence. Two general rules have been formulated as complementary expressions of beneficent actions in this sense: first, do no harm and second, maximize possible benefits and minimize possible harms. Learning what will, in fact, benefit may require exposing person to risk. The problem posed by these imperatives is how to decide when it is justifiable to seek certain benefits, despite the risk involved, and when the possible benefits should be foregone because of the risk.

The obligations of beneficence affect both individual investigators and society at large, because they extend both to particular research projects and to the entire enterprise of research. In the case of particular projects, investigators and members of their institutions are obliged to give forethought to the maximization of benefits and the reduction of risks that might occur from a research investigation.

In the case of scientific research in general, members of the larger society are obliged to recognize the longer term benefits and risk that may result from the improvement of knowledge and from the development of novel medical, psychotherapeutic, and social procedures.

**Justice**
Who ought to receive the benefits of research and bear its burdens? This is a question of justice, in the sense of “fairness in distribution” or “what is deserved.” An injustice is when some burden is imposed unduly. The selection of research subjects needs to be scrutinized in order to determine whether some groups (e.g., welfare patients, racial or ethnic minorities, persons confined to institutions, students, children, pregnant women, fetuses) are being systematically selected simply because of their easy availability, their compromised position, or their manipulability, rather than for reasons directly related to the problem being studied. Especially when research supported by public funds leads to the development of therapeutic devices and procedures, justice demands that these not provide advantages only to those who can afford them and that such research should not unduly involve persons from groups unlikely to be among the beneficiaries of subsequent applications of the research.

**HIPAA**
Any researcher (students and faculty) who are submitting a project or protocol to the Community IRB must complete the HIPAA Certification Training. Training and testing are available online through the Community IRB at [http://www.uicomp.uic.edu/Dept/IRB/Default.html](http://www.uicomp.uic.edu/Dept/IRB/Default.html).

**Research**
Research is defined as a systematic investigation, inquiry, or analysis—such as scholarly
Research includes activities that aim to test a hypothesis, discover or collate facts, principles, or effects, reach new conclusions, or reexamine information by the critical study of a subject or by a course of scientific inquiry.

**Informed Consent**

No investigator may involve a human being as a subject in research unless legally effective informed consent is first obtained from the subject or from their legally authorized representative. Investigators must seek consent only under circumstances that provide sufficient opportunity for the subject or their representative to consider whether or not to participate.

The Peoria Community IRB may consider a waiver or alteration of the informed consent requirement only if all four of the following are true:

1. The research involves no more than minimal risk to the subjects;
2. The waiver or alteration will not adversely affect the rights and welfare of the subjects;
3. The research could not practicably be carried out without the waiver or alteration; and
4. Whenever appropriate, the subjects will be provided with additional pertinent information after participation.

**Documentation of Informed Consent**

Under federal regulations, informed consent must be documented by the use of a written form approved by the Community IRB and signed by the subject or their legally authorized representative. The consent form may be a comprehensive written document that embodies the federally required elements of informed consent, or a short form stating that the required elements of informed consent have been presented orally to the subject or their representative. In either case, a copy of the form must be given to the subject or their representative.

The Peoria Community IRB may consider a waiver or alteration of these requirements only if it finds either

1. that the only record linking the subject and the research would be the consent document and the principal risk would be potential harm resulting from a breach of confidentiality; or
2. that the research presents no more than minimal risk of harm and involves no procedures for which written consent is normally required outside the research context.

Within federal guidelines, the methods used to obtain consent may vary. They should be designed to fit the nature of the research, the nature and magnitude of the risks involved, the research setting, the nature of the subjects who will participate, and the requirements of applicable policies, laws, and regulations. If appropriate justification is given, an oral or passive consent.
Essential Elements of Informed Consent
The required elements of a consent document follow, though not all items will be applicable to every project. It cannot be overly stressed that the language used in every consent form or script must be understandable to the subject or their representative. Commonly, IRB approval of research is delayed over inadequate consent forms that have either too much or too little information, that are confusing, or that are written above the average subject’s reading level. Consent forms should be written for the average participant’s level of understanding, by keeping in mind the 8th grade reading level of the average American adult, and by being careful to avoid technical language or terminology.

Confidentiality
In all research involving human subjects, confidentiality of identifiable information is presumed and must be maintained unless the investigator obtains the express permission of the subject to do otherwise. That is, the anonymity of the subjects must be preserved in the disseminated research results. The more sensitive the material, the greater the care that must be exercised. Ordinarily, the following requirements must be met:

- Questionnaires, inventories, interview schedules, and other data-gathering instruments and procedures should be carefully designed to limit the personal information to be acquired to that which is essential, and should be administered using procedures that will protect the subject’s privacy.
- Information that could reveal a subject’s identity should be securely stored in files accessible only to the project investigator and authorized staff.
- As early as feasible, data should be coded to remove identifying information, and identifiers destroyed.
- The identity of subjects must not be released except with their express permission. This includes through the use of audio tapes, videos, photos, or other images (e.g., MRI, CT scan) that either show the subject’s face or would divulge unique or identifying features. Subjects should always be told during the informed consent process if their likeness or other unique or identifying features will be imaged and how the images will be used. Explicit consent must be obtained for any public use of such images (including uses in the classroom, on the World Wide Web, or as part of a presentation of the research results), since publication would otherwise constitute a breach of the basic confidentiality requirement.
- Use of existing data that were originally obtained for different purposes and that involve identifiable subject information requires examination of the risk involved. There should be a determination of whether the new use is within the scope of the original consent of whether it is necessary or feasible to obtain additional consent. Anonymity of the subjects must be preserved in these cases.
- Mandated reporters are required by law to report instances of suspected child or elder abuse or neglect or instances where a research subject is in danger of harming himself/herself or others. The circumstances where confidentiality will be broken should be conveyed in the consent form. Any investigator may feel ethically bound to break confidentiality in case of suspected abuse or neglect, and this should be made clear to research participants.
Research Risk and Benefits
There are different risks inherent in different research procedures. All risk must be thoroughly described and assessed in the investigator’s application for Community IRB approval, and minimized during the research. For purposes of safeguarding human subjects and according to federal guidelines, risks are classified as either minimal risk or more than minimal risk. Under minimal risk, the risks of harm in the proposed research are no greater, considering probability and magnitude, than those ordinarily encountered in the subject’s daily life or during the performance of routine physical or psychological examinations for tests.

The potential for physical risk and the specific risks that are possible may be most obvious in procedures requiring physical intervention or involving strenuous exertion. The researcher must specifically describe such risks to both the Community IRB and to the subject who is considering participation in the research. If, during the course of the research, the researcher becomes aware of new information about risks, he or she must notify both the Community IRB and the subjects who are enrolled in the research so that they can reassess the risk-benefit ratio applicable to research participation.

There is a wide range of medical, social, and behavioral research protocols that may pose no immediate physical risk to the subject but that may involve varying degrees of emotional stress, deceit, or invasion of privacy. If a subject’s dignity, self-respect, psyche, emotions, reputation, employment, financial standing, or criminal or legal status would be adversely affected through either participation in the research or as a result of a breach of confidentiality with regard to the research results, then the subject is at risk from the research.

It is the investigator’s responsibility to minimize the risks associated with any research and to make clear to the research subjects any benefits that may result to them directly or more generally to society. Evaluation of the risk-benefit ratio is primary consideration during the Community IRB review of research protocols.
APPENDIX A
Forms
ADMINISTRATIVE DROP/WITHDRAWAL FORM

Name of Student __________________________________________________

Semester/Year ______________________

Please check the appropriate process:

_____ 1st week of class: Administrative Drop due to non-attendance/course prerequisites not completed

_____ After 1st week of semester: Administrative Withdrawal for violation of policies, with dismissal as a possible consequence.

Course(s)  Number/Name:

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

Dean (BSN/MSN) ___________________________ Date ___________

Registrar ___________________________ Date ___________

AdminDrop/WD 07/14/08
Name: ________________________________________________    Date:   ________

I request permission to register for the following course:
________________________________________ for ___________________________.
(Course Name)         (Semester/Year)

Rationale for request:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Approved: _____  Denied: _____  __________________________
(Course Faculty/Date)

Approved: _____  Denied: _____  __________________________
(Dean/Date)

8/00
Saint Francis Medical Center College of Nursing  
Peoria, Illinois

CHANGE IN GRADE

I verify that ___________________ has a final grade of _____ for the course

Student            Grade

______________________   completed _______ semester of ________.  

Course Name                        Sem    Year

Please state the reason for the grade change:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

____________________________                       _______________

Course Instructor                                                           Date

____________________________                        _______________

Dean                                                                Date

____________________________           ______________

Registrar                    Date

ChangeGrade Fall05
CONORG/Misc/CollegeForms/ChangeGrade
Course Withdrawal

I, ______________________________, wish to withdraw from the following course:

Student’s Name

________________________________   ___________
Student       Date

________________________________   ___________
Course Instructor      Date

________________________________   ___________
Dean BSN/MSN      Date

________________________________   ___________
Registrar       Date

________________________________   ___________
Student Finance      Date

I understand that in withdrawing, I comply with the College’s stated refund policy.

Form No. 691-0040 (rev 8/07) MS
Saint Francis Medical Center College of Nursing
Peoria, Illinois

COLLEGE WITHDRAWAL

I, _____________________________, am withdrawing from Saint Francis Medical Center College of Nursing, effective ___________.

Student Name

________________________
Date

I understand I am responsible for all my financial obligations to the College of Nursing and understand the stated refund policy.

____ Interview with Associate Dean

Date

Reason for withdrawal (mark only one)

___ Personal

___ Financial

___ Medical

___ Military

___ Career Change

___ Other

________________________
Student Signature

Date

________________________
Advisor

Date

________________________
Dean

Date

________________________
Student Finance Office

Date

________________________
Registrar

Date
Saint Francis Medical Center College of Nursing  
Peoria, Illinois  

INCOMPLETE  

I, ________________________________, wish to take an Incomplete in the following course:  
________________________________________________.  

Course Number                    Course Name  

As the College policy states, it is strongly recommended that Incompletes be removed prior to  
the beginning of the next semester. The maximum time allowed to remove an Incomplete is one semester. Failure to complete the requirements by the established deadline will result in the “I” grade being converted to a Withdrew Failing “WF”.  

I will complete the course requirements by _________________________________.  

__________________________________  ________________________  
Student        Date  

__________________________________  ________________________  
Course Instructor       Date  

__________________________________  ________________________  
Dean BSN or        Date  
Dean MSN  

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

Course requirements were completed on ______________ with a final grade of _____ .  

__________________________________  ________________________  
Course Instructor       Date  

__________________________________  ________________________  
Dean BSN or        Date  
Dean MSN  

Incomplete 12/04  
CONORG/Misc/CollegeForms/Incomplete