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100- Department Bylaws

100-a Department Staffing Overview
Titles residing in the Department of Nursing are as follows.

- Official Faculty (Ranks of Professor, Associate, Assistant, Instructor)
- Teaching Faculty (Ranks of Special Lecturer, Adjunct Faculty)
- Clinical faculty (Ranks of Professor, Associate, Assistant, Instructor, Clinical Registered Resource Nurse)
- Classified Staff
- Student titles such as Work Study Student are also used as needed.

100-b Department Teams are as follows:

- Administrative Team
- Administrative Associate
- Curriculum Committee
- Accreditation Committee
- Student Nurses Association

Every committee has responsibilities for select department policies.

It is expected that faculty/staff attend all scheduled meetings unless prior arrangements have been made to miss a meeting. Minutes are taken for each meeting, distributed to all respective team members. Minutes are kept on file in the Department.

100-c Department Meetings
The Department of Nursing, as a whole, meets once a week. Additional meetings may be called by the Director as necessary. Important policy issues, department direction, committee updates and other items are generally discussed. Minutes are taken and kept in the Department.

Using a shared governance model, most decisions are made utilizing consensus, thus voting on issues does not generally occur at Department meetings.

100-d Department Duties and Responsibilities
Faculty accountable for making decisions to ensure high quality program outcomes. Faculty are expected to solicit and consider input on issues from the faculty, staff, and students as appropriate before making final decisions.

Administrative team

- Membership: The Department of Nursing administration consists of the Director of Nursing, Dean of CLSPS, and the Vice Chancellor of Academic Affairs and Research.
- Responsibilities:
  - Ensure the proper number of adequately prepared faculty to teach required courses,
o Ensure orientation of full and part-time faculty,
o Ensure faculty are provided with opportunities to make progress toward promotion and/or tenure,
o Ensure adequate funding to realize program outcomes Oversight of program and curricular outcomes,
o Ensure steady progress on the strategic plan for the department, college, and university,
o Determine student admission numbers,
o Fiscal responsibility for all accounts except main appropriated and local operating accounts,
o Resolution of personnel and student issues in the department,
o Policy implementation,
o Formation and oversight of teams,
o Communication and filing of reports with accreditation agencies and the Montana State Board of Nursing,
o Development of course schedules and teaching assignments,
o Annual evaluation of all faculty (includes student evaluations of faculty) and staff,
o Provide a positive work environment for faculty and staff.

100-e Administrative Associate
• Membership: Classified staff in the department. Student representatives are encouraged to give input on how to best serve students.

• Responsibilities:
o First line support for all pre-nursing and admitted nursing students. This includes answering questions, referring students to appropriate resources, and processing paperwork for students.
o Maintenance of all student records.
o Support for faculty. This includes support for computer work, on-line support, processing of all paperwork, and other duties such as photocopying.

100-f Accreditation Committee
• Membership: All faculty members, Director of Nursing, and one student representative. Student representatives will be self-or peer nominated. Staff support as needed.

• Responsibilities:
o Assessment of program, curricular, and department outcomes and assurance of compliance with accreditation standards for the undergraduate programs.
o Oversight of review/revision of assigned department policies,
o Maintenance and reporting to the faculty on accreditation standards/criteria,
o Maintenance and reporting to the faculty and Montana State Board of Nursing requirements,
o Analysis of data related to accreditation criteria and program outcomes and implementation of program changes to ensure excellence in program outcomes and adherence to accreditation criteria.
100-g  **Curriculum Committee**

- **Membership:** Faculty members, one Chair, and a minimum of one student representative from each different semester. Student representatives will be self-or peer nominated and selected by current team members. Staff support as needed.

- **Responsibilities:**
  - Oversight of the associate degree nursing curriculum,
  - Development and revision of curriculum as needed,
  - Assurance that the curriculum is evidence based and supports high quality program outcomes,
  - Assessment/evaluation of curricular outcomes,
  - Oversight of review/revision of assigned department policies,
  - Oversight and maintenance of curriculum integrity,
  - Maintenance and reporting of accreditation standards/criteria, maintenance and reporting of Montana State Board of Nursing requirements,
  - Provide input for reports for accreditation agency and Idaho State Board of Nursing. Maintenance and analysis of data related to curricular and program outcomes.

100-h  **Student Nurses Association**

- **Membership:** One faculty member, and all interested students. Faculty members will serve two year terms to ensure continuity of knowledge and can be re-appointed to the team.

- **Responsibilities:**
  - Engage students in professional student nurse activities
  - Oversight of SNA budget
  - Production of SNA newsletter
  - Community service activities
  - Host educational sessions of interest to the students
101- Policy Development, Review, and Revision

Purpose
This policy describes how policies are developed, reviewed, and revised in the Department of Nursing.

Process
Any recognized Departmental committee can put forth a new policy for approval. To develop a new policy, the department team/committee will:

- Draft the new policy ensuring the draft policy is not duplicative of other department policies and is congruent with any other Department, College, and University policies.
- Present the draft policy to the faculty for input. Rationale will be provided for the policy as well as a list of policies checked for congruency.
- Modify the draft policy as needed based on input from faculty.
- Submit the final policy for processing.

The DON will ensure the policy is distributed to faculty and students as appropriate and ensure the policy is placed in the appropriate policy manual (faculty or student).

Policy review, revision, or deletion
Every department policy is reviewed on a 3 year schedule. To review/revise a policy, the following process will be used:

- Announce to the department faculty and staff that the policy is under review and request suggestions for needed revision.
- Modify the policy as needed based on input.
  - If revision is needed, the revised policy is presented at a department meeting for review and input from faculty and staff. Rationale will be provided for the policy as well as a list of policies checked for congruency.
    - The draft policy will be modified as needed based on input.
  - If no revision is needed, the reviewed date at the bottom of the policy will be changed.
- The policy is no longer needed, the policy will be deleted.
  - The revised, reviewed, or deleted policy will be submitted to the administrative associate for processing. The policy will be:
    - distributed to faculty and students as appropriate
    - placed in the appropriate policy manual (faculty or student)
    - deleted

Related Policies/Forms
None.
102- Job Description: Director of Nursing

Purpose
To describe the duties and responsibilities for the position of the Director of Nursing.

Description
The Director for the Department of Nursing is ultimately accountable for all activities in the Department. Specific activities, which facilitate this role, include:

1. Leadership and General Administration
   a. Directs, supports, evaluates, and provides guidance to the faculty.
   b. Coordinates all administrative activities, which impact faculty, staff, and students.
   c. Ensures the Department has adequate flexibility to meet the learning needs of experienced and beginning faculty and staff.
   d. Supports faculty in maintaining high academic and professional standards.
   e. Facilitates department meetings with the right to discuss and vote.
   f. Directs the program approval by the Montana State Board of Nursing and accreditation through the National League of Nursing Accreditation Commission (NLNAC).

2. Coordination and Communication within the Department, University, and Community
   a. Keeps the Dean of the College of Letters, Sciences, and Professional Studies (CLSPS), faculty, staff, and students informed appropriately.
   b. Represents the Department in the CLSPS, university, community, and national associations including: State Board of Nursing, Alumni Organization, and the Montana Tech Foundation.
   c. Implements public relation/publicity for the Department.

3. Management of Resources
   a. Identifies short and long-term educational needs of the Department.
   b. Works with the committees in evaluating fee schedules and the cost effectiveness within the Department.
   c. Facilitates the recruitment and orientation of faculty.
   d. Provides leadership and resources to faculty in pursuing research and scholarly activities.
   e. Oversees the evaluation process of faculty and staff.
      • Monitors faculty evaluation process.
   f. Informs faculty of promotion, tenure, and/or academic leave policies and other relevant policies and procedures and assists in their application and evaluation.
   g. In accordance with Montana Tech policy, recommends faculty for promotions and/or tenure, as well as renewal or non-renewal of academic contracts.
   h. Formalizes official contracts and letters of agreement with clinical agencies.
   i. In consultation with the Dean and the teams, provides an environment which facilitates the teaching-learning process.
   j. Handles all student grievances for the Department.
   k. Is accountable for the budget in the Department of Nursing.
102a-Job Description: Faculty

Purpose
To describe the duties and responsibilities of a faculty position.

Descriptions
1. Doctorate preferred; Master's Degree in Nursing required.
2. Licensure as a Registered Nurse in Montana by starting date of employment.
3. Competence in specific clinical practice area(s).
4. Teaching experience preferred.

Position Responsibilities*
1. Demonstrate effective teaching.
2. Pursue scholarly activities.
3. Participate in curriculum development, implementation, and evaluation of the educational program.
4. Participate in development and implementation of standards for admission, progression, and graduation.
5. Participate in academic advisement of students.
6. Participate in Program, Department, College, and University committees and activities.
7. Apply appropriate policies and regulations within the University, College, and Department.
8. Develop and maintain positive working relationships with others within the University, the community, and clinical agencies.
9. Participate in activities promoting personal and professional educational growth.
10. Maintain clinical expertise for teaching nursing.
11. Maintain a professional appearance on campus and in the clinical area.

*Teaching effectiveness, creative scholarship, and community and University activities are incorporated in the above position responsibilities and are used for annual faculty evaluation and for promotion and tenure.
102b- Job Description: Clinical Adjunct Faculty

**Purpose**
To describe the qualifications and responsibilities of clinical adjunct faculty.

**Description**
The clinical adjunct faculty member in the Department of Nursing is responsible for direct clinical teaching of students in a designated area of specialization. S (he) attends team faculty meetings and has responsibility for contributing to grades for course requirements based on clinical course objectives and criteria as defined in the course syllabus. S (he) works directly with faculty responsible for course.

**Qualifications**
Bachelor of Science in Nursing minimum. Master's preferred. Licensed in the State of Montana. If employed full time by a clinical agency, the agency must be involved in determining the terms of the appointment.

**Responsibilities**
1. Report directly to the full time faculty in the course where assigned.
2. Orient to the specific agency unit(s) of assignment.
3. Arrange for student orientation to clinical agency.
4. Make student clinical assignments and post appropriately.
5. Directly supervise the clinical work of an assigned group of students.
6. Keep anecdotal records on student progress.
7. Prepare and share written midterm and final evaluations with students.
8. Report to full time faculty person responsible for the clinical course any unusual occurrences and/or students who are not making satisfactory progress.
9. Participate in course team meetings.
10. Place all written evaluations in student files.
11. Be reasonably available for student’s consultation.
12. Be a professional role model for students in the clinical setting.
13. Carry out the following responsibilities in relationship to the campus learning lab:
   a. Coordinate with course leader to identify skills focus(es) for students.
   b. Establish and maintain an atmosphere conducive to student participation in his/her own learning.
   c. Provide instruction and practice sessions for students on a 1:10 (or less) ratio,
   d. Prepare equipment and supplies relative to specific and on-going foci for student learning.
   e. Maintain inventory of equipment and supplies, replenishing as necessary.
103- Faculty Selection

Purpose
It is the policy of the Nursing Department that all faculty and selected student representatives in each of the designated programs participate in the selection of faculty following the Montana Tech’s faculty/staff Handbook.

Process
1. In recruiting faculty, it is the primary responsibility of the Department Head and the faculty of the department where the new faculty member will reside to describe the academic and professional qualifications of the position to be filled. Although the ultimate responsibility for the position lies with the Chancellor, this description shall be the product of an informative and participative dialogue among the relevant instructional or research faculty, Dean, and VCAA/R of MBMG Director.

2. The formal Search Committee selects final candidates from which the position shall be filled. The Search Committee shall normally consist of three faculty members representing the academic department and one faculty member from outside the department. Student’s involvement is encouraged and may include a student member appointed by the Department Head to the Search Committee. The Department Head may serve on the committee as one of the department members or serve as chair of the committee.

3. A Doctorial degree shall be the normal minimal requirement for faculty rank above instructor at Montana Tech. Exceptions to this, including either additional or lesser requirements, shall be determined by the affected department members in consultation with the Department Head, Dean, and VCAA/R or MBMG Director.

4. The Department Head, Dean, VCAA/R or MBMG Director shall assist the Search Committee in filling out required paperwork, providing salary guidelines, placing advertisements in appropriate journals, interviewing candidates, and insuring compliance with the Institution’s responsibilities for AA/EEO and proper search and selection procedures. (See Section III of this Handbook.)

5. The chair of the Search Committee is responsible for insuring that a representative from the Personnel Office is present at the initial meeting to review AA/EEO requirements and appropriate campus policies.

6. The Search Committee is responsible for screening applicants, contacting references, interviewing candidates, and selecting final candidates for the position. The committee may, if it wishes, prioritize the finalists and recommend a top candidate to the Department Head, Dean, and VCAA/R or MBMG Director. The Chancellor, in conjunction with the VCAA/R of MBMG Director, Department Head and Dean, makes a formal contract offer and informs the Dean, Department Head and Search Committee when an offer has been accepted.
7. It is the responsibility of the Search Committee and chairperson to notify all unsuccessful candidates when the position has been filled. All files shall be transferred to the Personnel Office within ten days upon completion of the search.

8. The appointing authority, or as delegated by the VCAA/R or MBMG Director, informs all final candidates of their rights as a prospective faculty member and negotiates specific contract terms such as credit toward promotion and tenure, faculty rank, and salary in accord with the Personnel Requisition and Authorization (PRA). During the pre-employment interview with the prospective faculty member, the VCAA/R or MEMG Director shall discuss tenure and promotion procedures and criteria, and provide a written copy of Section 206; Section 207; or Section 208 of the Faculty/Staff Handbook as appropriate.

9. In cases where it is not possible to employ a qualified person with a Doctorate (or other appropriate certification), a person with a Master’s degree may be hired. If hired, the contract must spell out the specific terms under which the person is expected to earn a Doctoral degree or other appropriate certification.

10. After selection and hiring, the probationary faculty member shall be provided a Faculty/Staff Handbook by the VCAA/R or MBMG Director, and a contract letter explaining any time given toward tenure or promotion, and stating any other special criteria mutually agreed upon. After arrival on campus, the new faculty member shall meet with the VCAA/R of MBMG Director to again review the tenure and promotion process.

11. The VCAA/R of MBMG Director shall establish and maintain an orientation process for new faculty and ensure that new faculty participates in said program.

12. The Chancellor is the ultimate appointing authority for all positions at the Institution.
Evaluation, Tenure and Promotion - North Campus Faculty

Unless a faculty member is covered by a collective bargaining agreement which covers tenure and promotion, this section applies. Staffs of the MBMG are not covered by this section.

Collegiate Evaluation Committee (applicable to tenure and promotion applications only)

Representation on the Committee

A Collegiate Evaluation Committee composed of full-time, tenured, full professors and representative of each college of the Institution and two representatives from the School of Mines and Engineering will be established each academic year. Each academic Dean will arrange for the election of a representative from his/her school/college, no later than October 1 and report the name of the representative to the VCAA/R. In addition, each faculty member being evaluated may select a faculty representative as a voting member of this committee. (This person need NOT be a full professor). Representation of the one additional member, therefore, may differ with each case being evaluated.

Deans, Department Chairs and members of the Academic Freedom and Tenure Committee or of the Grievance Committee, who might hear promotion and tenure appeals or grievance cases, are not eligible for this service.

The VCAA/R will call the first meeting (only) for the Committee to elect its chair.

Task of the Committee

Following the review of the portfolio of the person seeking promotion or tenure (or both) by that individual’s department and school/college, including its Dean, the Collegiate Evaluation Committee will examine individual portfolios and will meet to discuss the materials. Those being evaluated will not be present, but the committee may choose to solicit further information or clarification of information from the individual or his/her colleagues. Ultimately, the committee will write a positive, negative or qualified recommendation to accompany each portfolio under consideration; that packet will then be carried to the VCAA/R for consideration and for the continuation of the evaluation process.

This Committee will not rank or prioritize portfolios being reviewed.

Each faculty member seeking promotion or tenure will be apprised within five days of positive or negative recommendations at each step of this process (i.e., evaluation reports by the Department Head, Dean, Evaluation Committee, VCAA/R), and he or she may modify and strengthen the application portfolio or abandon the process at any intermediate step.

A negative recommendation from the VCAA/R may be appealed to the Academic Freedom and Tenure Committee.
104. a- Faculty Tenure (Board of Regents’ Policy 706.1)

A tenurable appointment is an appointment to a teaching, research, or other faculty position that may lead to a tenured status as provided for in this section. Tenurable appointments shall be made at the rank of instructor, assistant professor, associate professor, or professor. The tenurable appointment is that of probationary status. The appointee remains in probationary status until the appointment is terminated or tenured status is awarded. Tenurable appointees who are not included in a certified bargaining unit shall be provided with a written agreement specifying rank, salary, academic unit in which the tenurable appointment is made, and other terms and conditions of employment at the time of appointment and reappointment. The campus will normally notify tenurable faculty members of the terms and conditions of their renewals for the coming academic year by May 1 in non-legislative years, or within 60 days after the appropriation bill is signed by the Governor in years the legislature meets.

Unless an individual contract expressly provides to the contrary, the contract term for all tenurable appointees shall be the academic year. Regardless of the term of any individual contract, no such person has, or shall acquire, a right to reappointment for a term in excess of the academic year.

Probationary Appointments

The total time period of full-time service prior to the acquisition of continuous tenure shall normally not exceed seven academic years, which may include up to three years of full-time service in tenurable ranks at accredited, United States four-year institutions of higher education. Up to three years of credit for service at foreign four-year institutions of higher education at the rank of instructor or higher may be granted toward acquiring continuous tenure status by agreement among the faculty member, the academic unit chairperson, the Dean, and the President. Probationary credit for prior service must be agreed to in writing between the faculty member and the President or Chancellor prior to the initial appointment at the Institution. The campus shall require four academic years of full-time service at the campus before making an award of continuous tenure. Time spent on authorized leave of absence from the campus will not count as probationary period service, unless the faculty member and the President or Chancellor of the campus agree to the contrary, in writing, at the time leave is granted.

Reappointment and Non-Reappointment of Probationary Personnel

A tenurable appointee with probationary status (hereinafter referred to as a probationary appointee) has the right to serve the specified term of the appointment and may not be discharged without cause during that term.

Reappointment of probationary appointees shall be at the discretion of the employer. Written notice of non-renewal of a probationary appointee shall be mailed or given by the President or Chancellor or his designee by March 1 of the first year of service, by December 15 of the second year of service, and by June 30 prior to the final year of appointment in the third or later years of service.

Failure to provide a probationary appointee with the required notice period shall not result in automatic reappointment or create any right for an additional term. The employer shall have the option of providing employment or severance pay in lieu of any portion or all of the notice to which the employee is entitled, so long as the extension of employment or severance pay is commensurate with the notice to which the employee is otherwise entitled.
The Award of Tenure

Tenure is the right to reappointment from appointment term to appointment term until such time as the faculty member resigns, retires, is discharged for adequate cause or is terminated for reasons of financial exigency or program reduction, curtailment or discontinuance. Such reappointment shall be subject to the terms and conditions of employment, which exists at the commencement of each contract term. Those terms and conditions of employment are as expressly set forth in the policies adopted or authorized by the Board of Regents, and the terms and provisions of any applicable collective bargaining agreement. Tenure is with the campus and resides within a specific academic unit in which the faculty member is employed and not with the Montana University System. Tenure is awarded by the Board of Regents, following peer review and recommendation by the President or Chancellor and the Commissioner in accordance with Board of Regents policies and procedures established by each campus.

The review prior to granting tenure and the subsequent recommendation to the Board of Regents will normally be made in the sixth year of employment. While normally the eighth contract of full-time employment carries continuous tenure status, tenure will not be awarded without appropriate review and recommendation by peers and supervisors. Tenure is awarded for quality of current professional performance and promise for such future performance, not merely for completing a certain length of service. It is equally incumbent on the faculty member and the administration to insure that a tenure review occurs at the proper time. In no event shall the failure to give any notice constitute an award of continuous tenure by default. This section does not diminish any substantive rights for the acquisition of tenure, which the faculty member may have acquired prior to the adoption of this policy.

Administrative Positions

Deans, assistant deans, directors, heads of departments, chairpersons, and any other persons performing administrative functions serve in those capacities at the discretion of the President or Chancellor and may be removed at any time. Any such individual may be reassigned to other duties for the balance of the individual contract term or terminated for cause. In cases of the non-renewal of an administrator's employment contract, the notice provisions of Board Policy 711.1 shall apply. However, if an individual is discharged from an administrative position for cause, those notice provisions shall not apply.

Faculty who are appointed to administrative positions do not have tenured status with respect to those positions, the salary of the position, the term (AY/FY) of contract, or any other provisions of perquisites of that administrative position. In the event any of the foregoing individuals have tenured status in an academic position, and are removed or resign from an administrative position, but wish to remain employed at the campus, they will be employed under the same conditions and contractual terms as other tenured faculty. Their initial salary as a faculty member shall be set at an amount determined by negotiations between the faculty member and the President or his designee. In the event agreement cannot be reached, the salary shall not be less than the average salary for faculty members of like rank and qualifications in the same academic unit in which the individual holds tenure.
**104. b  Procedures to Apply for Tenure**

Tenure is awarded by the Board of Regents following peer review and recommendation by the Chancellor, President and the Commissioner in accordance with Board of Regents policies and procedures established by each institution.

The granting of tenure shall be based on a combination of institutional needs and professional performance of the individual.

Institutional faculty needs require that the Institution maintains a balance of faculty with respect to subject areas, and in some cases, specializations within a subject area; a balance of faculty within a program in relation to the number of faculty in the Institution; and a staffing pattern which meets changing student enrollment patterns.

Providing that an individual fits within the institutional needs and the quality of current professional performance and the promise of future performance warrants, a faculty member shall be awarded tenure based upon policies adopted by the Board of Regents of Higher Education of the State of Montana (see Section 206.1).

Faculty members seeking tenure shall prepare a summary evaluation portfolio according to the criteria given in Section 206.4, Performance Evaluation, and submit it, together with supporting documentation, to their respective Department Head.

A faculty member may not be evaluated for tenure while on leave from Montana Tech. If a faculty member is on leave during the year in which tenure evaluation would normally occur, then the evaluation shall be postponed until the next year.

**Midterm Tenure Evaluation**

During the third year or in the second year if two or more years are awarded towards tenure, the evaluation portfolio shall be evaluated at each administrative level including the Collegiate Evaluation Committee and forwarded to the Chancellor. The Chancellor shall give feedback to the faculty member on his/her progress towards tenure.

**Peer/Colleague Review of Faculty Performance**

Prior to the end of each academic year, the tenured members of each academic program shall be requested by the Department Head to provide an assessment of the progress toward tenure of each probationary faculty member with teaching responsibilities within that program using the form attached as Appendix B to the Handbook. The Department Head shall present a summary of those assessments to the appropriate faculty member each year of probationary service. The faculty member may include these statements of assessment in his/her formal application for tenure at the end of the normal period of probationary employment.

In unusual circumstances (e.g., a program with no tenured faculty members or a Department Head who is not tenured), the assessment proceedings shall be conducted by the Dean in appropriate consultation with the members of the Department and its Department Head.
Responsibilities of the Faculty Member and the Administration

The faculty member is responsible for assembling a file, which contains items to support the criteria being evaluated, as well as the results of student ratings for the previous six semesters, and presenting this material to the respective Department Head during the sixth year of creditable service at Montana Tech. For deadlines see Section 107.5. At any stage during the evaluation process, additional information may be requested by the school/college Dean, the Collegiate Evaluation Committee, the VCAA/R, the Chancellor or the President.

The Department Head is responsible for his/her statement of evaluation (see Appendix C of the Handbook), as well as obtaining a written evaluation concerning the award of tenure from each of the tenured members of the department, and submitting the total file and statements to the Dean. Upon completion of his/her critique, the portfolio shall then be submitted to the Collegiate Evaluation Committee and then forwarded to the VCAA/R.

The VCAA/R reviews the total file and the prior annual evaluations and prepares a written statement on tenure and adds it to the file. The total file is then transmitted to the Chancellor. The Chancellor shall complete his/her evaluation of the faculty member and send an abstracted file to the President with a recommendation.

The final recommendation on tenure is made by the President based upon the total file and the results of previous annual evaluations. A copy of the President’s recommendation on tenure to the Board of Regents shall be provided to the candidate for tenure.

A faculty member may appeal a negative tenure recommendation to the Academic Freedom and Tenure Committee within 15 days of receipt of notification of the President’s proposed action. The Committee shall make an inquiry and prepare a formal report to the President that shall be transmitted through the Chancellor. The President’s recommendation and the Committee's report shall be forwarded to the Commissioner of Higher Education if agreement is not reached on campus. The individual may appeal the President’s decision to the Commissioner of Higher Education within 30 days of the President’s final decision. The conditions for such an appeal are listed in Section 211.

104c. Procedures to Apply for Promotion in Rank

Academic Rank
Montana Tech recognizes the following academic ranks:

Instructor
The rank of Instructor is generally reserved for those who teach lower-division and certificate-level courses. While levels may be available within the rank, it is not normally expected that an instructor would become a Professor. Teaching excellence and continued effort and accomplishment in the areas of professional development and service are expected for continued employment.

Faculty approved the following ranks at the April 26, 2005 Faculty Meeting:

Level I: No degree through appropriate Bachelor’s degree.

Level II: Either an appropriate Master’s degree or an appropriate Bachelor’s degree with five (5) years of full-time related teaching or occupational experience.
Level III: Appropriate doctorate degree or a Master’s degree and five (5) years of full-time related teaching experience at an accredited post-secondary institution.

Assistant Professor
Assistant Professor is the normal entry-level rank for faculty associated with the baccalaureate and graduate programs. An Assistant Professor at the time of initial employment is not expected to possess a great deal of expertise in research, teaching and service, but the potential must exist for rapidly developing excellence in these areas.

Associate Professor
The rank of Associate Professor designates those who have achieved considerable expertise in research, teaching and service and are making a significant contribution in their field. Competence and accomplishment in all areas of evaluation are necessary for promotion to the rank of Associate Professor.

Professor
The rank of Professor is reserved for those who have reached the top of their profession. In order to be promoted to the rank of Professor, it shall be necessary for a candidate to demonstrate excellence in two of three areas evaluated (teaching, research and service). Good effort and accomplishment must be demonstrated in the third area.

A faculty member without a terminal degree may be considered for promotion to full professor if he/she demonstrates excellence in the areas of teaching, service and research.

Years of Service Requirements
The following number of complete academic years of full-time service shall normally be required in rank prior to promotion. For promotion purposes, a complete academic year is defined as two semesters of the regular instructional sessions, not necessarily in the same catalog or calendar year.

- Assistant to Associate Professor: 4 years
- Associate to Full Professor: 5 years

Application Process and Assessment
Promotion in rank shall require the assessment of instructional performance, research and professional development, institution and public service, and progress toward a terminal degree (by those not holding such a degree) following the criteria and guidelines contained in Section 206.4 in the Montana Tech Faculty/Staff handbook. It is the applicant's responsibility to minimize the subjective or qualitative information in an application for promotion by providing clear, concise statements of fact supported by quantitative evidence wherever appropriate and normally available. Further, it is the faculty member's obligation to demonstrate meeting the requirements for promotion by submitting a complete, timely application that fully addresses the requirements and criteria. Incomplete or late applications shall not be considered. All applications for promotion shall be acted on by the Chancellor.

The completed application file is transmitted through the faculty member’s Department Head, Dean, the Collegiate Evaluation Committee and the VCAA/R. Each shall make a recommendation. The VCAA/R shall make a recommendation to the Chancellor. If the Chancellor recommends for promotion, the file shall be forwarded to the President. In the case of an affirmative decision by the President, the promotion shall be submitted to the Commissioner of Higher Education.
A faculty member may appeal a negative decision by the Chancellor or the President to the Academic Freedom and Tenure committee within 15 days of receiving the notification.

**Accelerated Promotion**

Under extraordinary circumstances, a faculty member may be considered for accelerated promotion either one or two years earlier than the normally requisite time in rank. Such promotions shall be granted only rarely. Department Heads shall have responsibility for nominating extremely meritorious faculty members to their Dean according to the above criteria. Deans formally request that the VCAA/R consider an accelerated promotion for the specified faculty member and communicate to that faculty member his/her opportunity to assemble a promotion file. From that time, the accelerated promotion procedure shall proceed in the normal fashion hereafter.

**104d Evaluation, Tenure and Promotion Deadlines**

This schedule of deadlines is followed by all assistant and associate professors yearly. Full professors complete performance evaluations every third year. All portfolios must follow the guidelines outlined in Section 206.4 in the Montana Tech Faculty/Staff handbook.

**Faculty Tenure/Promotion**

This section applies to tenured or probationary faculty applying for promotion or tenure.

<table>
<thead>
<tr>
<th>On or before:</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 20</td>
<td>Faculty wanting tenure/promotion notifies the Department Head of intent in writing. Accelerated promotions are also identified at this time.</td>
</tr>
<tr>
<td>October 1</td>
<td>Faculty sends tenure/promotions portfolios to Department Heads.</td>
</tr>
<tr>
<td>November 1</td>
<td>Department Heads sends tenure/promotion portfolio to Dean.</td>
</tr>
<tr>
<td>December 1</td>
<td>Deans forward the tenure/promotion portfolio to the Collegiate Evaluation Committee.</td>
</tr>
<tr>
<td>February 21</td>
<td>The Collegiate Evaluation Committee sends faculty tenure/promotion portfolios to VCAA/R.</td>
</tr>
<tr>
<td>March 15</td>
<td>VCAA/R sends faculty tenure/promotion portfolios to Chancellor with written recommendations.</td>
</tr>
<tr>
<td>April 1</td>
<td>Faculty tenure/promotion recommendations made by Chancellor and sent to the President for approval.</td>
</tr>
<tr>
<td>April 15</td>
<td>Notification of the President’s tenure/promotion decisions provided to faculty candidates.</td>
</tr>
</tbody>
</table>
**Tenured or Probationary Faculty – Evaluation Only**

This section applies to tenured or probationary faculty *not* applying for tenure or promotion.

On or before:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 1</td>
<td>Tenured or probationary faculty <em>not</em> applying for tenure of promotion submit their annual evaluation portfolios to Department Heads Probationary faculty who are Department Heads send their annual evaluation portfolios to Deans.</td>
</tr>
<tr>
<td>March 15</td>
<td>Department Heads provide faculty with assessment summary on progress toward tenure.</td>
</tr>
</tbody>
</table>
105- Work Distribution Guidelines

**Purpose:** The purpose of this document is to guide faculty in the three areas of their workload distribution: Teaching, Service, and Scholarly Activity.

**Process:**

1. 15 workload credits per semester are considered to be a full load for north campus faculty.

2. If a faculty member is sufficiently (a department head determination) involved in advising and committee work (and I believe all should be) this counts for 3 credits of workload per semester.

3. If a faculty member is actively involved in research/scholarship, as evidence by grants and publications, this counts for 3 credits of workload. Since faculty who are working toward promotion and/or tenure are expected to show evidence of research/scholarship as part of their promotion and/or tenure portfolios, it is normal to grant faculty in this position 3 credits of workload reduction. It is still expected that this reduction will result in evidence of effort. The department head is responsible for determine if a faculty member is sufficiently involved in research/scholarship to warrant 3 credits of workload reduction.

4. If a faculty member is able through external grants to provide sufficient funding, they can buy themselves out of 3 additional credits of workload (this generally requires ¼ of their state base salary). Since I think faculty should at a minimum be teaching two courses per semester. I generally do not favor faculty buying out of more than 3 credits or workload.

The remaining instructional workload is calculated as follow:

- 1 credit of workload for each lecture credit. Each lecture is 15 hours per semester.
- 2 credits of workload for each laboratory credit (Med/Surg Lab in Nursing is an exception, where by previous agreement; we have said we would count each credit of as 3 credits or workload). Each laboratory credit is 45 hours per semester.

5. Innovation in teaching is a new and creative way to deliver course and clinical content through ideas, methods or devices used in the teaching-learning process:

   a. Innovation projects may be developed by a faculty member or a faculty group in order to meet professional development goals and to enhance student learning.

   b. A special project is defined as a non-compensated activity that enhances the curriculum or department and is beyond the normal teaching load. Examples that may include special project preceptorships or performing nursing duties at a clinic or homeless shelter with student participation.

   c. The Director of Nursing must approve special or innovative projects that may impact other faculty’s workloads. A brief written proposal for the innovation is to be submitted and approved by the Director of
Nursing. The proposal will include:

i. Outline of project
ii. Time frame
iii. Objectives
iv. Outcomes
v. Evaluation of outcomes
vi. Agreement of faculty for proposed reduction of contact hours

d. The Director of Nursing may reduce contact hours for participation in the development, implementation, and evaluation of new courses, hybrid courses, and specific online or other labor-intensive courses.

Advising
Advising is considered part of the teaching work distribution. Advising may include one or more of the following categories:

1. Serve as a pre-nursing adviser
2. Advise continuing students
3. Advise special groups of students (BSN completion)

The amount of advising is negotiable.

Faculty facilitates the retention of competent students by participating in advising. This includes the implementation of standards for admission, progression, and graduation. While some faculty may not be responsible for direct student advisement, all faculty carry a responsibility for staying current with advising policies.

Office Hours
Each faculty member must post a notice on his/her office door indicating regular office hours. Office hours should be chosen with a view toward convenience of students and colleagues. In addition, faculty members should make time as possible available to their students for counseling and assistance. Three hours weekly is considered a minimum and faculty are encouraged to have an open-door policy.

Part II. Service
1. Service is defined as activities in which faculty members offer professional knowledge, skills, and advice to their University, profession, and public communities. Service activities, whether compensated or not, draw on professional expertise, relates to the teaching and research missions of the College and implies a connection to Montana Tech.

Service consists of professional activities other than teaching and scholarly activity, and may be divided into three areas:

A. Professional service to academic and professional organizations, which have direct ties to a faculty member’s areas of interest.

Active service by holding office in the leadership structure or serving on a committee of a professional organization. (Membership alone in professional organizations does not constitute professional service.)

B. Institutional service to the College, the CLSPS, or the Department.
• Service as mentor to a first year faculty member.
• Active service on University or other college or campus committees.
• Leadership or substantive contribution toward special projects or activities of the Department, CLSPS, or College.

C. Leadership is defined as department activities, which facilitate shared decision making.
• All faculty are expected to actively participate in leadership and serve on a minimum of one college committee.
• Some faculty may devote more time to leadership by acting as chair of a committee.

D. Public or Community service, which involves professional service (including unpaid consulting) as a representative of Montana Tech to local, regional or national organizations, public or private. Faculty members use their professional abilities to make a significant contribution to the well being of the larger community.
• Consulting, whether compensated or not, on matters within the professional expertise of the faculty member.
• Conducting workshops or giving speeches in one’s area of expertise.
• Evaluating and/or participating in community sponsored health care related programs or activities.

2. Activities in which faculty engage that do not involve their professional expertise – activities centered on the family, neighborhood, church, political party, or social action group – are commendable as being the normal commitments of citizenship, but are not components of the workload of a member of the faculty. When involved in those activities, faculty members do not typically present themselves as representatives of the College.

3. The type and amount of service a faculty member engages in will vary from year to year. The faculty member and the Director of Nursing will negotiate specific service expectations.

Part III. Scholarly Activity
1. Scholarly activity serves as the foundation for excellence in clinical and academic instruction. Scholarly activities reflect the mission of the CLSPS, the College and the needs and issues of the community. All faculty are expected to participate in scholarly activity.

A. Examples of scholarly activity include but are not limited to:
• Written contributions to books or chapters in books or monographs
• Written contributions to articles in refereed journals
• Written contributions to book reviews published in refereed journals
• Preparation and submission of high quality grant proposals
• Papers or posters presented at academic conference
• Presentations at professional conferences, meetings, or seminars at the state, regional, or national level
• Assisting students with research, projects and articles for publication
• Reviewing journal articles or books for publishers
• Active participation/leadership in clinical, institutional, or educational research, including a pilot study done over a period of 1-2 years
• Degree seeking graduate study that directly benefits the Department of Nursing
B. Scholarly activities related to professional development include activities that maintain excellence in teaching and or nursing. Examples of professional development include:

- Attending conferences or other efforts to maintain skills
- Continuing education offerings
- Completion or continued maintenance of professional credentials
- Maintaining knowledge of the state of the art in teaching or nursing specialty

2. Faculty may choose to participate in more scholarly activity than others. If a faculty member wishes to increase their amount of scholarly activity they may negotiate for smaller percentages of their workload distribution in the area of teaching.
106- Faculty Mentor

Purpose
To define the duties and responsibilities of a faculty mentor.

Description
1. A mentor is a faculty person who serves as a mentor or a coach for new faculty members. The mentor helps the new faculty become oriented to Montana Tech and become assimilated into the Department of Nursing.
2. The role of the faculty when assigned the task of mentoring is primarily a resource role. The expectation is that the mentor will be available to answer questions and give directions when the new faculty member has a request.
3. The Program Director will assign faculty to mentor new faculty.

Description of the role of a preceptor includes but is not limited to:
1. Sharing ideas.
2. Socializing into the system.
3. Serving as resource.

Experience:
1. Has more teaching background than the orientee and at least one year experience with current curriculum.
2. Positive attitude and positive feelings regarding the institution.
3. Commitment to mentoring process.
4. Understanding of mentoring process

Assignments:
1. For one academic year, new faculty will be assigned a seasoned faculty member as mentor.
2. Mentor facilitates the new faculty's adaptation to academia by serving as a resource person for:
   a. Departmental concerns, i.e. explaining/reviewing Departmental policies
   b. student concerns, i.e. lines of communication, policies regarding progression
   c. clinical issues i.e. monitoring student progress, handling student issues, how agencies selected, history of agency use, introduction to agency personnel
   d. lecture/classroom issues, i.e. lecture organization, test construction, grading policy, arranging guest speakers, information on teaching strategies used in department, information on test strategies used in department, student mail/file communication system, history of program, history of curriculum.
3. Initiate meeting to formulate goals and needs and set directions
4. Should allow structured time in beginning of semester. During orientation and review curriculum, evaluation tools, learning experiences students have had, etc.

Role of the new faculty:
1. Responsible for identifying own learning needs.
2. Self directed, asks for assistance when needed.
University of Montana  
Montana Tech Nursing Department  
Nursing Program New Faculty  
Mentor Evaluation

Name ___________________________________________ Mentorship dates: 
________________________

Mentor _________________________________________

1. What benefits have you experienced by having a nursing faculty mentor?

2. How did the benefits of the mentorship contribute your adapting to the community of the nursing department?

3. Do you feel a sense of community and collegiality in the nursing unit?

4. What was least beneficial and should be changed to improve the mentorship program?

5. Is the workload of new nursing faculty manageable? Please explain

6. How is the administrator supportive of faculty members’ growth, both professionally and personally?

7. What individual, institutional, or leadership development do you feel need as a nursing faculty?
107- Adjunct Faculty Orientation Policy

**Purpose**
To insure that the Orientation of all new adjunct faculty is clearly defined, and that all parties adhere to the process that has been agreed upon.

**Process:**
- **Director of Nursing hires faculty**
  - Provides initial information and welcome
  - Assigns to course, and mentor
  - Informs faculty of hire
  - Introductions to administrative associate, informed to provide all appropriate paperwork to Personnel office

- **To administrative associate**
  - Initiates file
  - Sends candidate to HR
  - Collects appropriate paperwork

- **Employee file started**
  - ID number is obtained
  - License
  - TB annual
  - CPR certificate

- **Director of Nursing arranges**
  - DON orientation
  - Meeting with faculty
  - Policies and Faculty handbook
  - Orientation at clinical site or assign to mentor

- **Director of Nursing**
  - Chooses mentor
  - Introduces them to the mentor and course coordinator
  - Coordinate assignment with nursing faculty
### New Faculty Orientation Checklist

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Orientation Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Campus Information</strong></td>
</tr>
<tr>
<td></td>
<td>New faculty paperwork with Administrative Assistant</td>
</tr>
<tr>
<td></td>
<td>Immunization, Credentials, Continuing Education copies</td>
</tr>
<tr>
<td></td>
<td>Campus Tour – faculty and student services, Bookstore, Administration, Admissions, Cafeteria,</td>
</tr>
<tr>
<td></td>
<td>First paycheck procedure description</td>
</tr>
<tr>
<td></td>
<td>Parking pass</td>
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<tr>
<td></td>
<td>Digger Card</td>
</tr>
<tr>
<td></td>
<td>MT New Faculty Orientation</td>
</tr>
<tr>
<td></td>
<td>MT Library tour, resources, and support</td>
</tr>
<tr>
<td></td>
<td>Assigned an office</td>
</tr>
<tr>
<td></td>
<td>Assigned a computer with access forms completed</td>
</tr>
<tr>
<td></td>
<td>Phone set up with instructions for answering completing machine message, retrieving voice message, calls, etc.</td>
</tr>
<tr>
<td></td>
<td>University Phone Book</td>
</tr>
<tr>
<td></td>
<td>Tour of Nursing Department – classroom, Administrative Assistant office with student and faculty files, supplies, etc.</td>
</tr>
<tr>
<td></td>
<td>Introduction to assistive personnel and description of job responsibilities</td>
</tr>
</tbody>
</table>

<p>|                | <strong>Policies and Procedures</strong> |
|                | Policy and Procedures introduction – location for MT and Nursing Program, and hard copy in Program Director’s office. |
|                | Review Nursing Faculty Handbook |
|                | Review Student Handbook |
|                | Review of assigned course responsibilities |
|                | Resources: |
|                | 1. Making copies for handouts |
|                | 2. Process for obtaining textbooks |
|                | 3. Requesting supplies |
|                | 4. Requesting office area repairs |
|                | 5. Requesting office keys |
|                | 6. Scheduling extra classrooms, computer lab, simulation Lab |
|                | Faculty requirements for clinical |
|                | BON Qualification Application |</p>
<table>
<thead>
<tr>
<th>Computer Access</th>
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</thead>
<tbody>
<tr>
<td>Assigned a computer – desk top or lap top</td>
</tr>
<tr>
<td>Blackboard Training – notification and attendance to workshops</td>
</tr>
<tr>
<td>Orientation to Cyberbear</td>
</tr>
<tr>
<td>Campus email account &amp; access</td>
</tr>
<tr>
<td>Technology assistance and help resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nursing Department</th>
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</thead>
<tbody>
<tr>
<td>Assigned a faculty mentor</td>
</tr>
<tr>
<td>Attend Nursing Program meeting</td>
</tr>
<tr>
<td>Attend Health Professions Department meeting</td>
</tr>
<tr>
<td>Attend MT nursing faculty meetings</td>
</tr>
<tr>
<td>Orientation to teaching</td>
</tr>
<tr>
<td>• Syllabi</td>
</tr>
<tr>
<td>• Text</td>
</tr>
<tr>
<td>• Testing</td>
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<tr>
<td>• Course material</td>
</tr>
<tr>
<td>• Classroom assignment</td>
</tr>
<tr>
<td>Clinical Orientation</td>
</tr>
<tr>
<td>• Facility</td>
</tr>
<tr>
<td>• Standard precautions</td>
</tr>
<tr>
<td>• Policies &amp; Procedures</td>
</tr>
<tr>
<td>• Medication administration</td>
</tr>
<tr>
<td>• Unit orientation</td>
</tr>
<tr>
<td>• Nurse job shadow</td>
</tr>
<tr>
<td>Completed orientation/mentorship survey</td>
</tr>
</tbody>
</table>

This orientation will be completed prior to the end of the first semester of employment. The assigned faculty mentor will provide you with guidance and support during this time.

Orientation Completed:

New Faculty Member _______________________________ Date
_________________________________

Faculty Mentor _______________________________ Date
_________________________________

Nursing Director _______________________________ Date
_________________________________
108- Evaluation

Purpose
This document outlines policy and procedure for evaluations of faculty by students and administration; evaluations of courses by students; evaluations of clinical agencies by students and faculty; and evaluation of the department advising process.

Evaluations of faculty by students:
Policy statements
• All faculty (full-time, part-time, and adjunct) will receive student evaluations of their main teaching assignment in fall and spring semesters. If faculty are teaching both a clinical and classroom course, evaluations will be completed for both types of instruction.
• Teaching evaluations are placed in the faculty file.
• The Director of Nursing may request additional student evaluations.
• The faculty being evaluated may NOT be in the room while evaluations are being completed by students or handle the evaluations once they are complete.

Procedure
• The administrative associate will prepare a faculty teaching evaluation packets for every faculty teaching in fall/spring semester.
• All faculty (full-time, part-time, and adjunct) will contact the administrative associate for the evaluation packets.
• The administrative associate will handle the evaluations and ensure evaluations are returned to the faculty.
• The administrative associate will keep all completed evaluations confidential. Scan sheets will be sent to the data center for processing and written comments will be typed.
• A summary of the evaluation is provided to the Director of Nursing at the end of each semester. Originals are reviewed by the Director of Nursing and returned to the administrative associate for use by the Director of Nursing in writing faculty evaluations. All original evaluations are given to the Director of Nursing and filed in faculty files. A copy of the evaluation is provided to the Dean of the CLSPS for review and then returned to faculty after grades for the current semester are submitted.

Evaluation of courses by students:
Policy statements
• Every didactic nursing course will be evaluated by the students in both fall and spring semesters.
• The faculty being evaluated may NOT be in the room while evaluations are being completed by students or handle the evaluations once they are complete.
**Procedure**

- The administrative associate will prepare a course evaluation form for every didactic course in fall semester.
- Faculty will contact the administrative associate for the evaluations.
- A student or fellow faculty will handle the evaluations and ensure evaluations are returned to the administrative associate.
- The administrative associate will keep all completed evaluations confidential. Scan sheets will be sent to the data center for processing and written comments will be typed.
- A summary of the evaluation is provided to the Director of Nursing at the end of each semester. Originals are reviewed by the DON and returned to the administrative associate. All evaluations are filed in faculty files. A copy of the evaluation is provided to the DON for review and then returned to faculty after grades for the current semester are submitted.

**Evaluation of clinical agencies by students and faculty:**

**Policy statements**
- All clinical agencies used for clinical instruction in fall and spring semesters will be evaluated by students and faculty.
- The faculty may NOT be in the room while evaluations are being completed by students or handle the evaluations once they are complete.

**Procedure**
- The administrative associate will prepare an evaluation of clinical agencies packet for every clinical course offered in fall and spring semesters.
- All faculty teaching a clinical course will contact the administrative associate staff for the evaluation packet.
- A student or fellow faculty will handle the evaluations and ensure evaluations are returned to the administrative associate.
- Evaluations will be compiled by the administrative associate. The original will be sent to the Director of Nursing and a copy to the faculty.
- Faculty will discuss the results with the clinical agency.

**Evaluation of the department advising process:**

**Policy statement**
Students will be given the opportunity to evaluate the advising process annually.

**Evaluation of faculty by administration:**

**Policy statements**
- All full and part-time faculty will be evaluated by the DON.
- All adjunct faculty will be evaluated by the DON at the end of each semester.

**Procedure**
- All full and part-time faculty submit a narrative evaluation (and supporting documentation) in the areas of teaching, service, and scholarship (as applicable depending on assignment) to the DON. Requests for workload for the next year will be included.
- The DON will meet with each faculty to review, sign the evaluation, and discuss workload for the next year.
- The DON will mail a copy of student evaluations and an evaluation to all adjunct faculty.
109-Faculty Personnel Policy

**Purpose**
To describe the health requirements of all faculty.

**Policy**
All faculty (to include part-time and adjunct) will present the following information to the DON by the first day of classes each academic year (or as indicated below) even if not entering clinical areas until a later date:

1. Montana RN licensure (upon initial employment and, thereafter, upon renewal)
2. Current CPR with AED certification—adult, child, and infant choking. Card must not expire during academic year.
3. TB. Report must indicate a negative TB skin test. Report must be provided yearly and must not expire during the academic year. If TB report is positive, see TB health form.
4. Documentation or declination statement for Hepatitis B immunization.

Hepatitis B vaccine is strongly recommended for those faculty who work in areas where they have exposure to blood and blood products. The Nursing Department College of Health Sciences will pay the cost of the immunizations. Supply documentation after each immunization and the follow-up titer. If faculty member declines receipt of Hepatitis B vaccine, a declination statement must be signed and placed in personnel file.
110-Leaves and Sabbaticals

Sabbatical Assignment (Board of Regents' Policy 801.1)

110a. Board Policy

Section 75-6213, R.C.M. 1947, does not prohibit a faculty member from accruing creditable service and receiving the employer contribution for retirement benefits during the performance of a sabbatical program. Vol. 37, Opinions of the Attorney General, Opinion No. 80, October 17, 1977.

1. Any faculty, administrative or professional staff member within the MUS with seven or more years of service in Montana without a sabbatical shall be eligible for sabbatical assignment. Service while on sabbatical shall be creditable service for all purposes to the same extent as a person's service while on regular assignment.

2. Sabbaticals are subject to budget limitations that may exist at any campus of the MUS.

3. Satisfactory programs or projects for sabbatical periods include research, travel, related work in other institutions or private or business organizations, or other activities which the President or Chancellor of the campus agrees will improve the staff member professionally, or which directly or indirectly benefit the campus and the state.

4. All sabbatical assignments shall normally be for a period of not less than one semester or more than an academic year for persons on academic year appointments and not less than one-half or more than one fiscal year for persons on fiscal year appointments; however, a person may request a shorter assignment.

5. Compensation from campus funds may not exceed two-thirds of the academic or fiscal year contract amount established for the individual for the period for which the sabbatical assignment has been approved. Special compensation arrangements involving funds from other than campus sources must be agreed upon and approved in keeping with the following conditions:
   
a. Compensation paid during a sabbatical assignment may differ from that paid for regular assignment because it may involve funding from sources other than regular campus funds such as fellowships, assistantships, or other sources of limited income including funds available from grants or contracts administered by the campus.

b. All compensation must be received through the campus and no person may be additionally compensated for the time on sabbatical assignment by income from other employment during the same period.

c. Funds from non-campus sources must be made directly available to the campus for periodic disbursement to the person in addition to, or in lieu of, regular funds.
d. Funds from other sources may be used to supplement campus funds to increase the compensation up to, but not in excess of, that amount which the individual would have earned on regular assignment during the same period.

e. Compensation in excess of that which could have been earned on regular assignment may be approved only if all campus funds have been replaced by funds from other sources.

f. Programs or projects, which necessarily involve employment by an employer other than the campus, may not qualify for sabbatical assignment but may be approved as leave without pay.

6. A recipient of a sabbatical assignment will be expected to return to his/her campus for a period equal to the length of the sabbatical assignment or to repay money received from the campus while on leave.

7. Persons on sabbatical assignment will continue to be eligible for employee benefits.

8. Part-time faculty may be eligible for sabbatical assignments on a pro-rated basis.

9. This policy shall be applicable only where a collective bargaining agreement is not in effect.

Procedures

1. Faculty members may apply to their respective campus administrators for sabbatical assignment.

2. All applications for sabbatical shall be submitted to the President or Chancellor of the campus or, if applicable, to the Commissioner of Higher Education, allowing sufficient time for evaluation and approval.

3. In granting sabbaticals, campuses will be guided by the applicant's service which is appropriate to the person's regular assignment; academic rank, if appropriate; total length of service in the MUS; and type and quality of the proposed program.

Each President or Chancellor shall submit by September 1 an annual summary of sabbaticals to the Commissioner of Higher Education for the prior fiscal year.

Definition

A sabbatical assignment is a change of duties, which neither diminishes nor increases the extent of the person's employment with the University System. The recipient remains employed by the University System during the entire term of the sabbatical to the same extent he/she was employed while on regular assignment, regardless of the compensation agreed upon for the term of the sabbatical.

Campus Procedures

A reminder regarding sabbatical assignments shall be sent to faculty members by the VCAA/R no later than October 1 of each year.

Applications must be submitted to the VCAA/R by January 31. The VCAA/R shall in turn make recommendations to the Chancellor. Applications from staff members in the Bureau of Mines and Geology shall go to the Director by January 31, and the Director shall then forward them with recommendations directly to the Chancellor. The VCAA/R's and Director's recommendations shall include
a statement on the programmatic and financial impact of granting the requested sabbatical.

The application should contain material, which addresses the criteria listed in paragraph 3 of "Procedures."

Department Heads shall develop a clear written understanding with that faculty going on sabbatical assignment concerning what is expected of them while on that assignment (e.g., manuscripts, progress reports) and what criteria the subsequent year's salary increase recommendation shall be based upon.

Time spent on leave from Montana Tech does not earn service time toward eligibility for sabbatical assignment. The seven years of service required for sabbatical assignment eligibility must be completed by the time the leave is started, not necessarily by the time the application is filed.

110. b  Faculty Leave of Absence

The Institution does not normally grant short leaves of absence for faculty personnel. In unusual or emergency situations, leaves are authorized either with or without pay. To apply for leave, it is necessary to prepare an Application for Leave form that may be obtained from the Personnel Office. To ensure that salary is not deducted if the leave is with pay, it is necessary for the faculty member to make up the time lost or to make some commitment to the Institution. The immediate supervisor is responsible for and must verify that the time and/or responsibilities are completed.
111- Appeals

The Nursing Department embraces the concept of due process from both a legal and ethical viewpoint. We encourage any student who believes s/he has been treated unfairly to request a review of the circumstance through a formal Nursing Department appeal. Pursuit of due process cannot interfere with the rights of others.

Students may appeal decisions made by the Nursing Department or any individual Nursing Department faculty member or members. These appeals include:

- Grade appeal
- Involuntary dismissal from the nursing program

Purpose of an Appeal:

- To give students an opportunity to provide evidence that the faculty decision was incorrect.
- To give students an opportunity to provide evidence such as records, documents, and testimony to support his/her claim.

General Appeal Process

The student must provide the Director of Nursing with written intent to file an appeal within one business day after the incident. The student should include any information s/he feels is relevant to the appeal.

The Director of Nursing convenes an appeals committee consisting of:

- A Nursing Department faculty member not involved with the incident being appealed
- A Montana Tech counselor
- A neutral-party student—this student is selected by the Director of Nursing from a list of volunteers generated at the beginning of each semester. The neutral party student cannot be enrolled in the same NURS courses as the student requesting the appeal. They must sign a waiver indicating that there is no conflict of interest between the neutral party student and the student requesting the appeal. They are also required to sign and abide by a confidentiality agreement.

Process

The Appeals Committee first meets with the involved faculty member (if applicable) followed by the student requesting the appeal.

The student presents any relevant information to the Appeals Committee. The student may have one student peer-advocate present, if desired.

- The student peer-advocate (who must be currently attending Montana Tech) is chosen by the student and is not required by the Nursing Department to sign a confidentiality form. The peer advocate does not actively or verbally contribute to the appeal.

If the student desires anyone else’s presence during the appeal (i.e. a non-nursing faculty member, family member, attorney, etc.) written notification must be made to the Director of Nursing at least 24 hours prior to the Appeals Committee meeting. This person may not contribute actively or verbally during the appeal.
The appeals committee will then confer and forward a recommendation to the Director of Nursing. Following the appeal the student must meet with their advisor to go over the committee’s decision. The student will also receive formal notification via a letter mailed to the student’s mailing address on record. The director of nursing can approve or deny the appeal recommendation.

**Appeal-Specific Requirements**

**Grade Appeal:**
Written intent to appeal any nursing department grade must be given to the Director of Nursing within one business day of being informed of the grade being posted.

**Appeal of Involuntary Dismissal from the Nursing Program:**
Written intent to appeal an involuntary dismissal (i.e., Unsafe Clinical Practice or Code of Conduct violations) from the Nursing Program must be given to the Director of Nursing within one business day of notification of the involuntary dismissal.

**Request to Re-Enroll in Nursing Courses**
Students who received a failing grade in a nursing course and whose progression through the curriculum has been delayed may request to re-enroll in clinical courses for a future semester on a case-by-case basis. Students who wish to re-enroll should notify the Director of Nursing as soon as possible. Requests to re-enroll are considered on a case-by-case basis and are dependent upon program capacity and sufficient financial, faculty, and clinical resources. Students may be required to complete remedial activities or consult with a health care provider prior to re-enrollment. Availability of seats will be determined at the end of each semester. If there are more requests for placement than seats available, a random selection process will be utilized.

**Request to Re-Enter the Nursing Program**
Students who voluntarily withdrew or were involuntarily dismissed from the nursing program and wish to re-enter should notify the Director of Nursing in writing as soon as possible. Petition for re-entry into the program is considered on a case-by-case basis and is dependent upon program capacity and sufficient financial, faculty, and clinical resources. Students may be required to complete remedial activities or consult with a health care provider prior to re-entry and students who withdrew for medical reasons may be required to submit a “release to return” from a health care provider.
Academic Dishonesty

Montana Tech Academic Dishonesty Policy

Enrollment at Montana Tech is an optional and voluntary entrance into an academic community. Therefore a student voluntarily assumes obligations of academic performance and personal behavior required by Montana Tech. These obligations are more specific than those imposed on all citizens by civil and criminal laws.

The following will be considered acts of academic dishonesty or cheating:

1. Plagiarism. A student will be considered guilty of academic dishonesty, if: a student submits a term paper, essay, speech, laboratory report, or other assignment, in which all or part of the words or ideas are copied from the published or unpublished work of another individual without giving the original author proper credit for the words or ideas.

2. Copying from the paper of another student while taking an examination. A student will be considered guilty of academic dishonesty if he or she deliberately looks at and copies from another individual’s examination paper during an examination.

3. Using unlawful aids to pass an examination. A student will be considered guilty of academic dishonesty if he or she brings to class and uses crib notes, books, or any other material to assist him or her in passing the examination unless the instructor of the class has specifically given permission to use such materials.

4. Aiding another student. A student will be considered guilty of academic dishonesty if he or she willfully assists another student in any act of academic dishonesty. Such a person is equally guilty as the person plagiarizing or copying.

5. Unauthorized Signatures: The use of a person’s signature without permission is a serious matter and the consequences can be severe. Possible consequences include:
   • Being dropped from the course by the instructor, department chair, dean of the college, or the University.
   • Loss of tuition paid for the course.
   • University disciplinary action such as probation, suspension, expulsion, and correction of all course grades.
   • Loss of priority for the course or courses during registration.

The above applies to all documents used by Montana Tech that may require a signature. Actions to be taken when cheating is discovered are as follows:

1. Instructors are responsible for taking reasonable precautions to prevent and discourage cheating in their classes and must report all cases to the Vice Chancellor for Academic Affairs Office.

2. If it is determined that a student is deliberately cheating on an examination or a written or oral assignment, he or she should receive a grade of “F” on that examination or assignment as a minimum penalty. The instructor may drop the student from the course with an “F” grade.

3. In reported cases of repeated cheating, the Academic Standards Committee may consider applying additional penalties beyond those imposed by the individual instructors, including expulsion.

Any student who thinks that he or she has received unfair treatment in regards to cheating should consult with the Vice Chancellor for Academic Affairs, Chairman of the Academics Standards Committee.
Nursing Department Academic Dishonesty Policy
In addition to Montana Tech’s policy above, the Nursing Department considers the following as an act of academic dishonesty:
- Falsification of clinical documentation, including falsification of client/patient data. If a student falsifies client/patient data on a client/patient’s actual clinical record, s/he will be immediately dismissed from the nursing program.

Academic Requirement for Progression
A grade of “C+” or higher is required for all nursing AND a “C-“ or higher is required for all non-nursing courses within the Nursing Program curriculum. After a student is accepted into the nursing program, courses can only be attempted once and must be passed with a grade of at least a “C+” for nursing courses and at least a “C-“ for non-nursing courses for the student to progress through the program. If any course grade is less than a “C+” (or a “C-“ for non-nursing courses) the student must withdraw from the Nursing Department. Petitions for re-entry into the program are considered on a case by case basis and all placements are dependent upon availability to the program. Any student reapplying and competing for selection into the 3rd semester must retake the TEAS V exam.

After acceptance into the ASN nursing program, students are allowed to repeat only one nursing course throughout the curriculum. In the event the student fails a second course, the student must withdraw from the program and relinquishes their opportunity to reapply.

Dosage Calculations Competency
In order to continually assure a basic level of patient/client safety, nursing students are required to complete a dosage calculations quiz in all ASN nursing classes except NRSG 100 Introduction to Nursing. Students must pass the quiz with 100% accuracy. If the student does not initially achieve 100%, the quiz can be retaken up to two more times. Students who fail to achieve 100% after three attempts are required to withdraw from all clinical nursing courses in which s/he is currently enrolled. Dose calculation competence must be demonstrated prior to the first clinical day for each course. NRSG 135 Pharmacology and NRSG 130 Nursing Fundamentals integrate dosage calculations throughout the course and do not require a separate quiz. Please refer to the NRSG 138 Gerontology syllabus for the exception to the above schedule. If competency is not demonstrated after three attempts, the failure is non-appealable.

Graduation Requirement
In addition to all other Montana Tech graduation requirements, ASN students must complete an end-of-program assessment/examination during their final semester of study. This assessment is a clinical requirement for NRSG 266 Managing Client Care and must be successfully completed with at least a 97% probability prior to the end of the semester.
Students who are not initially successful may retake the examination assessment one time prior to the end of the semester. Students who are not successful after the second attempt will receive a grade of “Incomplete” for the course and must submit a remediation plan.

Neither a diploma, nor a transcript reflecting degree completion, will be issued until the student submits and completes a remediation plan and then successfully completes the assessment/examination at her or his own expense.

**Unsafe Clinical Performance**

The goal of clinical experiences within Montana Tech’s Nursing Program is to provide the student with an opportunity to learn, gain experience, and improve nursing practice. The utmost goal, however, is to provide safe client care.

The clinical faculty member has a legal duty to protect the client from unsafe nursing care provided by students. Therefore, students must continuously demonstrate appropriate clinical judgment and the ability to provide safe nursing care.

If student behavior, or actual and/or potential actions or inaction on the part of the student, place a client in danger, or cause harm to a client (or would harm a client without intervention on the part of the faculty member or facility staff), corrective action will occur and may include one or more of the following:

- Decision to develop a corrective action plan that outlines student issues. The corrective action plan must be signed by the faculty and the student.
- Decision to refer the student to the Dean of Students for further assessment.
- Recommendation for dismissal of the student from the nursing program.

Based on the severity of the incident, the student may be immediately removed from the clinical area (and receive a failing grade for the course) or the clinical faculty member, in consultation with the Director of Nursing, will choose to either let the student continue with clinical, or remove the student from clinical while the incident is investigated and resolved.
113-GENERAL POLICIES, REQUIREMENTS AND INFORMATION

Purpose:
ATTENDANCE AND SCHEDULING
Successful completion of the nursing curriculum requires regular class/lab/clinical/test session attendance. Children, family members, etc. are never allowed in the clinical area and are not allowed in the classroom without department permission. Most classes, laboratory and clinical experiences occur Monday through Friday; however required clinical hours may also include a variety of day, evening, night and/or weekend shifts. The clinical experiences will occur in many different healthcare settings. Travel at the student’s expense will be required. Hours are subject to change depending upon clinical assignments, clinical availability and individual circumstances.

The course instructor may require attendance in the classroom phase of a particular course. Please refer to the individual course syllabus for course-specific requirements.

Clinical/Lab Attendance and Absence Policy
Attendance in the clinical/lab portion of class is essential to acquire experiences necessary to meet course objectives; therefore, prompt and regular attendance is required. Any period of time missed during a scheduled clinical/lab day will be considered a missed clinical/lab day (including arriving late, leaving early, etc.).

If a student’s clinical/lab absences exceed two days per semester, the student must either submit an Action Plan or withdraw from the program. The action plan must detail the student’s plan to achieve the clinical/lab objectives for the current clinical/lab experience and/or any remaining clinical/lab hours during the semester.

The action plan must be submitted to the involved faculty person and Director of Nursing before the student will be allowed to continue in clinical/lab/class. If the faculty person and Director of Nursing approve the action plan, the student may continue with clinical/lab/classes. If the faculty person and Director of Nursing do not approve the action plan the student is required to withdraw from the nursing program.

The student may be asked to leave clinical/lab if s/he:
- Is not prepared (has not completed required readings, watched required media, required clinical forms, etc.)
- Is not appropriately clothed/does not demonstrate professional appearance
- Does not have the required clinical/lab supplies upon arrival to a clinical/lab assignment
This will be considered a missed clinical/lab day and will result in corrective action.

If a student fails to report to an assigned clinical/lab and does not notify the instructor and clinical facility/agency (if applicable), the student will be immediately dismissed from the nursing program.
114- APPEARANCE AND GROOMING STANDARDS FOR CLINICAL SETTINGS

Requirements for grooming and appearance in the clinical setting are based on safety, infection control, and the need to present a professional appearance. Whenever a student is in a clinical facility/agency, s/he must adhere to the following requirements:

Montana Tech Nursing Department Uniforms
Students are required to wear designated clothing whenever they are in a clinical/lab setting. Uniforms are to be worn only during clinical/lab experiences.

The required uniform consists of:
- Hunter Green uniform top with MT Tech Nursing Department logo
- MT Tech identification badge
- White or black shoes (these shoes should be used exclusively for clinical)
- Black uniform pants

Each uniform top must have a Montana Tech Nursing Department logo embroidered on the upper left-hand side of the top. Nursing logos on uniform tops are embroidery by a vendor designated by the nursing department.

Clinical Attire—General Guidelines Regardless of Setting
- An approved Montana Tech identification badge must be worn at all times. The badge complies with Montana State Board of Nursing requirements for nurses and contains the student’s first and last name and designation as a student nurse. The badge must be free of anything that covers the Montana Tech logo or student name/designation. The badge must be worn on the upper torso and be clearly visible at all times.
- Expected personal hygiene includes clean skin, clean breath, and daily shampoo/bathing.
- Fingernails should be clean, short, trimmed and filed. Artificial nails of any length are not allowed. Nail polish (if worn) must be pale-colored and completely cover the nail.
- If hair is below shoulder length or hangs in the face upon bending, it should be pulled back off of the face. Facial hair should be neat and trimmed.
- Perfume/cologne is not allowed. Personal care items such as deodorant/antiperspirant, lotion, etc. must not be excessively scented.
- Extremes in make-up and/or hairstyle are not allowed.
- Efforts must be made to assure that tattoos and other body modifications are not visible to patients/facility staff.
- Wearing jewelry in the clinical setting is strongly discouraged. Only the following items are allowed:
  - Earring(s)—limited to one post per ear lobe. No other visible items associated with piercing or body modification (including items worn in the tongue, etc.) is allowed.
    - 1-2 rings that is small enough to allow use of gloves with no risk of tearing the gloves.
    - One short necklace.
Clinical Attire—Patient Care Settings
- Student nurses should be visually distinguishable from regular facility staff; therefore must wear the designated uniform top with a Montana Tech Nursing Department logo embroidered on the left upper portion of the top.
- The uniform top/Montana Tech logo may not be covered with a lab coat, sweater, etc. Students who desire extra warmth may wear a white or black shirt underneath the uniform top.
- Please refer to each clinical syllabus for any course-specific modifications to the required clinical attire.
- Uniforms should be freshly laundered, pressed, and in good condition. Pants should be hemmed to an appropriate length. Shoes/shoelaces should be clean.
- Shoelaces must be tied securely. No open toe shoes may be worn in the patient care area. Socks must be worn with clogs (i.e. “Crocs”). Clogs must have a heel strap or a deep heal cup.

Clinical Attire—Non-Patient Care Settings
- Attire worn to a clinical facility outside of normal clinical hours (i.e., to attend orientation sessions/educational offering, or to review patient/client data, etc.) should be neat, clean and have a professional appearance.
- Clothing must be of proper fit, in good repair (no rips, tears or holes) and cover the entire torso.
- Denim, jeans, “lounge wear,” or jogging attire (including hooded sweatshirts) are not acceptable.
- Tops with wording, slogans, or depiction of objects, persons, or characters are not allowed (except small Montana Tech logos).
- Sleeveless tops must be covered with a jacket or sweater.
- The front cut of a blouse or shirt should not show cleavage or chest hair. Pants must be worn so no skin is exposed.
- Dresses, skirts or shorts should not be shorter than knee length.

Wearing a Montana Tech Nursing Department uniform, logo, identification badge, or clinically representing oneself as a Montana Tech student nurse in any way, is limited to activities directly related to nursing courses in which the student is currently enrolled.

BREAKS/TOBACCO USE DURING CLINICAL HOURS
Breaks during direct supervision clinical hours are at the discretion of the faculty person, but in general, students are not allowed to leave the immediate clinical area for a break.

Students should be prepared to be on a clinical unit for up to 6 hours before a meal break occurs. Light snacks and/or beverages may be consumed on the clinical unit, depending on facility policy and faculty choice, but students should eat breakfast before reporting for clinical. Lunch must be consumed on site.

The use of tobacco in any form (cigarettes, smokeless tobacco, etc.) inside, or in the vicinity of clinical facilities/agencies, public areas or on Montana Tech property is not allowed at any time. Tobacco users should consider the use of nicotine gum or patches if necessary.
**CODE OF CONDUCT**

While attending class, clinical, meetings or while on Montana Tech or clinical facility/agency property, student nurses, faculty, and staff are expected to continually conduct themselves in a manner that demonstrates professionalism, courtesy, tolerance, and respect.

Violation of the Code of Conduct will result in Corrective Action. Please refer to the Code of Conduct document at the end of the handbook for more details.

**COMMUNICATION**

**General Information**

All Nursing Department announcements and essential communication are communicated via e-mail (MT Tech account). Only notification of acceptance/non-acceptance/non-acceptance to the program and results of Nursing Department appeals are mailed to students using the United States Postal Service.

The Nursing Department maintains a physical mailbox system for communication between faculty/staff and students. Once accepted into the program, each student will be assigned a designated space (“mailbox”) to retrieve corrected assignments, test score sheets, etc. Students are responsible for checking their mailbox on a regular basis. Students are only allowed access to their own designated mailbox and must be directly supervised by department faculty or staff when retrieving materials from the mailbox. Students may not access another student’s mailbox for any reason. Students who access their mailbox without supervision or access another student’s mailbox will be subjected to corrective action.

Each faculty member has a designated area for submitting assignments outside of class time.

**Problem Resolution**

If a student has an unresolved problem, or has questions or concerns about specific course or program requirements, the student is expected to follow the appropriate communication chain of command in an attempt to resolve the issue. In the event that the communication chain of command is not followed, unresolved problems will be directed back to the appropriate person for resolution. The appropriate chain of command within the Nursing Department is as follows:

Involved student ÷ faculty ÷ advisor ÷ Director of Nursing ÷ Dean of the College of Letters, Science & Professional Studies ÷ Vice Chancellor of Academic Affairs/Research ÷ Chancellor ÷ Montana Office of the Commissioner of Higher Education ÷ Montana Board of Regents of Higher Education

**Keys to a Successful Student Experience**

- Try to solve/resolve problems on your own first.
- Inform the nursing faculty member/advisor of circumstances that may affect your academic/clinical performance before it becomes a problem.
- Personal problems or conflicts between students need to be resolved outside of the classroom/clinical/lab setting. Students are encouraged to discuss these issues with a faculty member/advisor/campus counselor during office hours or by appointment. (Please refer to the Nursing Department Code of Conduct for detailed further information)
- Keep personal information private—yours and anyone else’s. In accordance with FERPA guidelines, the nursing faculty will not violate student confidentiality (faculty and staff will not share details of individual student circumstances with other students).
- Questions regarding assignments should be clarified at the time the assignment is made.
- Keep your own record of your grades in individual courses. Utilize Ore digger Web to access registration, scheduling and grade information.
• Don’t dominate classroom discussions. Don’t engage in personal conversations during class. Avoid offensive/inappropriate language.

CONFIDENTIALITY
Patient and/or clinical facility/agency information can be used only for achievement of Montana Tech Nursing Department goals and objectives and must be held in strict confidence. Any other use or disclosure of a patient’s personal information and/or protected health information or confidential matters within a facility is in violation of Montana Tech policy, the Nurses Code of Ethics, the Nurse Practice Act, and State & Federal law.

Violation of patient privacy rights or revealing confidential information will result in immediate dismissal from the nursing program. The student will be held individually responsible for any criminal and/or civil judgments resulting from unauthorized disclosure of protected/confidential information.

Students will receive specific training regarding privacy and confidentiality, including all applicable requirements mandated by Montana law and the Federal Health Insurance Portability and Accountability Act (HIPAA).

Additionally, students who volunteer and are asked to participate in a Nursing Department Student Appeal are required to sign a confidentiality form. Disclosure of any information related to the appeals process will result in corrective action.

CORRECTIVE ACTION
If a nursing student fails to comply with the terms of the Nursing Student Handbook, s/he will be subject to corrective action, which may include, but not be limited to, corrective counseling, additional course work/clinical hours, and referral to the Associate Vice Chancellor for Student Affairs/Dean of Students for further assessment, or dismissal from the nursing program.

A confidential record of corrective action is kept in the Nursing Department. A maximum of two instances of documented Nursing Department corrective counseling can accumulate throughout the student’s enrollment in Montana Tech’s Nursing Program. A third occurrence will result in automatic dismissal from the nursing program.

EXPENSES
Completion of a degree in nursing is costly. In addition to tuition and fees, nursing students should be aware that required nursing textbooks/reference materials are expensive and that many courses require several texts.

The student should also plan for a number of out-of-pocket expenses related to course/program requirements. These expenses include, but are not limited to:

Program Fees
Once accepted into the nursing program both ASN and BSN students are assessed a program fee each semester ($550.00 per semester for 2010-2011).

Clinical Supplies
The following are required for all clinical experiences until otherwise indicated by the clinical instructor:
• Bandage scissors
• Black pen
• Blood pressure cuff
• Gait belt
• Penlight
- Pocket size Alcohol-Based Antimicrobial Hand Sanitizer
- Pocket size calculator
- Pocket size notebook
- Stethoscope
- Watch with a second hand

Graduation Pins
Montana Tech’s Nursing Department celebrates the graduation of its students each year with a traditional pinning ceremony. Each program has its own pin. Students are responsible for the cost of the pin.

Replacement Identification Badges
The Nursing Department issues one identification badge to each student free of charge. Students must wear this identification badge at all times while in a clinical setting. No other identification badge can be worn.

Transportation
Students are responsible for their own transportation to and from classes and clinical experiences. Students should expect and be prepared for travel outside of the Butte area.

Uniforms
The Montana Tech Nursing Department selects the style and type of clinical attire worn by its students and faculty in the clinical setting. Students are required to wear designated clothing whenever they are in a clinical/lab setting.

Students may purchase shoes and pants wherever they desire, but uniform tops and embroidery must be purchased from a vendor selected by the Nursing Department. The vendor is on campus during the first week of each semester and sells all required clothing as well as clinical supplies.

INJURIES SUSTAINED IN A CLINICAL AREA
Any injury that occurs in a clinical setting (i.e., needle stick or other exposure to blood borne pathogens, back injury, injuries sustained during appropriate patient care, etc.) must be immediately reported to the clinical faculty.

The faculty will ensure that all facility policies relevant to the injury are followed. Additionally, students must also comply with Montana Tech’s unusual occurrence policies and procedures. Nursing Department personnel will assist the student in completion of required documentation.

All costs associated with injuries sustained in the clinical setting are the responsibility of the student.

INSURANCE
Malpractice Insurance
Malpractice insurance is required for all nursing students and is paid for by the Nursing Department through student fees. Basic terms of the policy are:
Each student is covered only while supervised by a Nursing Department faculty member in an official Montana Tech nursing course. Coverage ceases upon termination of the student’s enrollment, either by graduation or withdrawal. Coverage is limited to activities that are part of, and a requirement of, the student’s curriculum. Student malpractice insurance does not cover student employment.
It is the student’s responsibility to notify the clinical faculty member about any occurrence that might cause liability to the student, clinical affiliate, or Montana Tech. A facility/agency incident report must also be completed.

**Health Insurance**
The student is responsible for all expenses resulting from injuries that s/he experiences in the clinical setting. Personal health insurance is required as per Montana Tech policy.

**Initial Licensure**
Licensure of nurses is governed by individual state boards of nursing. Initial licensure for registered nurses is based on performance on the National Council of State Boards of Nursing’s (NCSBN), NCLEX-RN examination as well as other requirements. For general information about the NCLEX-RN examination, please refer to the NCSBN website ([www.ncsbn.org](http://www.ncsbn.org)). For Montana licensure, please refer to the Montana State Board of Nursing for information regarding licensing requirements [http://mt.gov/dli/bsd/license/bsd_boards/nur_board/board_page.asp](http://mt.gov/dli/bsd/license/bsd_boards/nur_board/board_page.asp).

**SPECIAL REQUIREMENTS FOR CLINICAL SETTINGS**

**Health/CPR**
A variety of immunizations/proofs of freedom from infectious disease and CPR training are required for all health persons who care for patients/clients in a health care facility/agency. Students who apply for acceptance to the nursing program submit current, up-to-date paperwork for the following:

- Proof of measles, mumps, and rubella vaccination or immunity
- Evidence of Hepatitis B vaccination (series of three shots) or seroimmunity (demonstrated with positive titer)
- Evidence of freedom from tuberculosis (current TB skin test or chest x-ray).
- Evidence of current completion of an approved CPR course, adult & infant (American Heart Association Health Care Provider or American Red Cross Professional Rescuer)

Once accepted into the nursing program students must maintain **continual** evidence of:

- Freedom from tuberculosis (TB skin test or chest x-ray), **must be updated annually**.
- Current completion of an approved CPR course (American Heart Association Health Care Provider or American Red Cross Professional Rescuer) during his or her entire enrollment in a nursing program.

**STUDENT HEALTH**
Any health condition that may affect the student’s ability to meet program/course objectives should be promptly reported to the Director of Nursing.

Student pregnancies should be promptly reported to the clinical faculty. The student will not be placed in clinical situations that might jeopardize the pregnancy.

Any student who has physical restrictions prescribed by a health care provider must provide a statement from the provider outlining the restrictions and/or limitations. The Director of Nursing and Dean of Students will determine if course objectives are achievable with reasonable accommodation.
During clinical experiences, students must report communicable infections, skin breaks, etc. to the clinical instructor prior to caring for patients/clients.

All information reported to the Nursing Department related to student health/medical conditions is held in strict confidence and shared only with individuals who have a legitimate right to the information.

**STUDENT REPRESENTATION**

Students from each cohort will be selected by their peers to serve as student representatives for participation in program review and communication. Student representatives are expected to attend monthly Nursing Department faculty meeting to provide input and receive updated information. This process serves as a standing agenda item for two-way communication.

**USE OF CELLULAR PHONES/ELECTRONIC DEVICES**

Cellular phones/electronic devices should be turned off or silenced during class. “Texting” is not allowed during class.

*Use of cellular phones or other electronic communication devices is strictly prohibited in clinical areas.*

Students who have a legitimate need for a cellular phone/electronic device should request permission for its use from the course/clinical instructor.

**USE OF SUPPLIES**

Only the course instructor or designee can distribute the equipment and lab supplies used by students to gain competence in clinical skills. Students are not allowed to enter Nursing Department supply rooms/areas for any reason.

Removal of any item from the Nursing Department, except as approved by the faculty, or a clinical affiliate, constitutes theft. Incidences of theft will be referred to law enforcement personnel and will result in corrective action.

**USE OF REGULATED MEDICAL EQUIPMENT**

Montana Tech student nurses may only use regulated medical devices such as syringes, urinary catheters, IV catheters, blood glucose monitors, etc. under the supervision of a faculty person/designee.

Direct supervision is required any time a student uses a regulated medical device on another person. Practicing technique(s) on another person without faculty supervision, or any other unauthorized use of these devices, will result in corrective action.
Latex sensitivity is a concern in the laboratories and clinical settings that you will experience in the Nursing Program at Montana Tech. We are unable to provide a latex-free environment. Although we provide nitrile gloves, you will still be exposed to latex from lab specimens, equipment and models. It is important that you fully understand the risks of repeated latex exposure, particularly if you are a person with latex sensitivity. If you have questions or concerns about exposure to latex, you should contact Karen Vandaveer, Director of Nursing (406) 496-4392.
116-Background Check

**Background Checks:**
The involved clinical affiliate receives and reviews the background check, to determine if each student may complete clinical hours within the agency. Since clinical practice in actual (not simulated) health care settings is a mandatory component of Montana Tech’s nursing curriculum, students who are denied access to a clinical affiliate are generally unable to meet course and curriculum objectives and therefore are unable to progress through the program. **Complete instructions on how to complete the background check will be provided to the newly admitted students during orientation.**
117-EVALUATION OF STUDENT PERFORMANCE (ASN PROGRAM)

**Purpose**
Montana Tech’s ASN program prepares graduates for entry-level, safe and effective nursing practice. The nursing program uses tests, assignments, and clinical experiences to evaluate the student’s cognitive learning and clinical performance. An instructor or advisor may hold individual conferences with a student at any time to discuss student progress. The student may also request a meeting to discuss progress.

**Grading Philosophy and Framework**
Montana Tech’s Nursing Department uses criterion-referenced grading in conjunction with mastery learning to evaluate academic progress within the program. This strategy combines objective measurement of student performance with multiple opportunities to demonstrate competence.

**Graded Activities**
Three types of graded activities are considered in the overall evaluation of student performance; tests, assignments, and clinical performance. A *passing grade is defined as 78% (77.5%) for tests; Pass for assignments; and Pass for clinical performance.*

**Tests** are graded using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-91%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>81-83%</td>
</tr>
<tr>
<td>C+</td>
<td>78-80%</td>
</tr>
<tr>
<td>D</td>
<td>77-70%</td>
</tr>
<tr>
<td>F</td>
<td>69 – 0%</td>
</tr>
</tbody>
</table>

**Assignments** include homework, short reports, participation in online discussions, care plans, drug cards, teaching plans, etc. Please refer to individual course syllabi for assignment details. Each required component of an assignment will be assessed for correctness and scored as either satisfactory (S) or unsatisfactory (U). All components must be scored as satisfactory for a grade of Pass to be assigned. Assignments with one or more unsatisfactory components will be returned to the student with comments and suggestions for improvement. The student is then required to resubmit the assignment. Students are allowed one resubmission of the assignment.
**Lab/Clinical performance**—at the completion of the clinical component of a course, student performance related to each of the course’s clinical objectives will be assessed for a minimum level of competence and scored as either satisfactory (S) or unsatisfactory (U). All clinical objectives must be scored as satisfactory for a grade of **PASS** to be assigned. Students are allowed **one** resubmission of clinical packet.

**Assignments**
Assignments with one or more unsatisfactory components will be returned to the student with comments and suggestions for improvement. The student is then required to resubmit the assignment. If there are still unsatisfactory components, the student must meet with the faculty member to discuss his or her unsatisfactory performance and develop a plan to achieve a passing score.

**Final Grades**
The letter grade recorded for each nursing course except NRSG 100 is based on performance on tests and is determined as follows:

**Courses with a computerized assessment exam**
- 70% Average of test scores
- 20% Comprehensive Final Exam
- 10% Proctored ATI Exam or similar product (for courses with ATI)

**Courses without a computerized assessment exam:**
**NRSG 138-Gerontology & NRSG 256-Pathophysiology**
- 80% Average of test scores
- 20% Comprehensive Final Exam
118-CODE OF CONDUCT FOR NURSING FACULTY, STAFF AND STUDENT NURSES

**Purpose**
While attending class, clinical, meetings or while on Montana Tech or clinical facility/agency property, student nurses, faculty, and staff are expected to continually conduct themselves in a manner that demonstrates professionalism, courtesy, tolerance, and respect.

**Background**
Like all institutions of higher learning, Montana Tech of The University of Montana exists to advance knowledge, to promote inquiry and discovery, to develop students as responsible citizens, and to enhance the greater society. In addition, the Nursing Department strives to promote behaviors that model the caring nature of nursing practice. Reasoned discourse and respectful debate are means to resolve differences and to reach common understanding. Montana Tech also strives to provide a culture of civility where its members feel safe to express themselves free from discrimination, harassment, threats, and intimidation.

The faculty in the Nursing Department have a professional and ethical responsibility to assist students to learn the skills necessary to become a professional nurse, including caring behaviors, and to provide a safe teaching and learning environment for students, faculty, and to patients who receive nursing care from students.

Faculty respect that students are learning, however students are expected to have adequate knowledge, skills and judgment to practice safely in clinical situations. Student behaviors and/or performance should never present a danger (or reasonable assumption of danger) to any other person (including fellow students, faculty, campus staff, patients/clients, clinical facility/agency staff, etc.) or jeopardize the license of a faculty member or nurse working with the student.

**Overview**
The Code of Conduct is derived from
- Practice-based standards and codes such as:
  - American Nurses Association (ANA) Standards of Nursing Practice
  - State of Montana Statutes and Rules Relating to Nursing (Nurse Practice Act)
  - ANA Code of Ethics
  - Montana Tech policies (please refer to the Montana Tech 2009-2010 Student Handbook and Catalog for details)

**Requirements**
Student nurses are required to adhere to the Nursing Department Code of Conduct during their entire enrollment in the nursing program. Failure to adhere to the Code of Conduct will result in Corrective Action.
**Unacceptable Behaviors**
Students are expected to behave responsibly and do not have the right to engage in behaviors that may harm and endanger any other person (“any other person” is defined as fellow students, faculty, campus staff, patients/clients, clinical facility/agency staff, etc.). Unacceptable conduct includes any behavior, action, or verbalization that places any other in either physical or emotional jeopardy.

Physical jeopardy is the risk of causing physical harm. Emotional jeopardy means that the student creates an environment of anxiety or distress which puts any other person at risk for emotional or psychological harm.

Student behaviors and/or performance must be safe, ethical, and must not present a danger (or reasonable assumption of danger) to any other person or jeopardize the license of a faculty person or nurse working with the student.

**Students who Poses Imminent Danger**
If a student poses an imminent danger to self or others (act or direct threat of violence) while on campus, the emergency medical system (EMS) will be activated (911 will be called) and Campus Security will be called (496-4357). If a student poses an imminent danger to self or others (act or direct threat of violence), while at a clinical site, the facility policy will be followed. Examples of imminent danger include but are not limited to, verbal or physical threats to self and others, brandishing a weapon, repeated obscenities, or unreasonable interference with the learning or patient care environment.

**Code of Conduct Violations**
If a student demonstrates inability to adhere to the Code of Conduct, the faculty member making the allegation will meet with the student to discuss the situation as soon as reasonably possible. Corrective action may occur.

Based on the severity of the incident, the faculty member making the allegation (in consultation with the Director of Nursing) may choose to remove the student from class or clinical until the incident is resolved.

Based on the severity of the incident, a meeting to discuss the incident is held, using the format of the Montana Tech Nursing Department Appeals Process. A recommendation by the appeals committee will be forwarded to the Director of Nursing and Dean of Students. The student will be informally notified of the decision via e-mail and a formal letter will be mailed to the student’s mailing address of record.

For unsafe/unethical behavior, decisions/recommendations may include one or more of the following:
- Decision of no sanctions. Dismissal of the situation with a Corrective Action report being maintained in the student file until the student graduates from the nursing program.
- Decision to develop an Action Plan with the student.
- Decision to refer the student to the Dean of Students for further assessment
- Recommendation for dismissal of the student from the nursing program.

**At-Risk Students**
At times, students demonstrate behaviors that do not fit clearly under the above categories (unsafe practice and/or code of conduct violations), yet the behaviors suggest that the student may be at-risk.

These behaviors include but are not limited to excessive absenteeism or absences without notice, a pattern of tardiness, late assignments with elaborate excuses for not meeting deadlines, deteriorating productivity, pervasive poor concentration, or difficulty making decisions, and forgetfulness.
If faculty/staff observes these types of behaviors in students, the behaviors need to be addressed immediately. Faculty members are encouraged to meet with the student to discuss a course of action for student success.

If a student demonstrates at-risk behaviors, the faculty person will contact the Director of Nursing and Dean of Students. The faculty person having a concern for the student will hold a meeting with the student to discuss the situation as soon as reasonably possible.

Corrective action may occur. Faculty must notify the Director of Nursing if corrective action occurs. Based on the severity of the incident, the faculty member making the allegation in consultation with the Director of Nursing may choose to remove the student from class or clinical while the incident is investigated.

Based on the severity of the incident/behavior, a meeting to discuss the incident/behavior is held, using the format of the Montana Tech Nursing Department Appeals Process.

A recommendation by the appeals committee will be forwarded to the Director of Nursing and Associate Vice Chancellor for Student/Affairs/Dean of Students. The student will be informally notified of the decision via e-mail/telephone and a formal letter will be mailed to the student’s mailing address of record.

For at-risk student behavior, decisions/recommendations may include:

- Decision of no sanctions. Dismissal of the situation with a report being maintained in the student file until the student graduates from the nursing program.
- Decision to develop an Action Plan for the student.
- Referral to the Dean of Students for follow-up and further evaluation
- Recommendation for dismissal of the student from the nursing program.
**Purpose**
The purpose of statements such as these listed below is to help students be very clear on important information and deadlines about assignments and course requirements.

**Description**

Syllabus

The following elements should be included in syllabi when they are completed and ready for use by faculty and students

1. Course name, number, credits, and course faculty
2. Course Description (same as catalog description)
3. Course Overview (expanded, more detail)
4. Course Competencies (as needed)
6. Any relevant course policies, such as:
   a. Grading policy
   b. Attendance policy
   c. Policy on Assignments
7. Required Texts (optional texts)
8. Course Grading – how the grade is calculated and achieved
9. Teaching/Learning Methodology
10. Assignments
11. Course Schedule
12. Assignment descriptions, objectives, due dates
13. Learning activities, readings, references
14. Any critical forms of the course – evaluation forms, care plan forms, etc.
15. Other miscellaneous course guidelines

Assignments

The purpose of statements such as these listed below is to help students be very clear on important information and deadlines about assignments. We recommend assignments in syllabi or handed out in class include the following information:

1. Date and time that it is to be turned in
2. Where paper should be turned in (eg. front office with date stamp, e-mailed, etc.)
3. Statement that explicitly tells students what the course faculty beliefs are about the importance of meeting deadlines and due dates.
4. Clear statement about whether negotiation of due dates is an option in the event of a student emergency
5. Clear statement about whether late papers are accepted or not. If accepted, include a statement that describes consequences, such as percent or points off each day.
120-Travel Funds Policy

Purpose
Clearly define the terms in which an employee can utilize department funds to travel for conferences and education.

Description
The Department of Nursing travel focuses on:
• Dissemination of scholarly work
• Education for the benefit of the department
Information from conferences will be shared with the Department of Nursing.

Faculty: Each full-time faculty member will receive a minimum of $250.00 per year professional development/travel allowance. Money will be placed in the “professional development/travel bank” in August for the academic year. If a faculty leaves the department, money in his/her “bank” reverts back to the Department operational fund.

Faculty travel money can be used for the following:
• Professional conferences of interest to the faculty
  o Conference fees
  o Travel funds (airline or mileage)
  o Hotel/motel costs
Clinical mileage for work related clinical travel. Note: you must submit a travel form to the appropriate staff person at the end of the semester. Clinical travel for personal vehicles will be paid at the current state rate.

Process
Prioritization: Due to limited department travel funding, a prioritization procedure will be used by the DON to ensure appropriate funding.

1. Any faculty may submit potential conferences or professional meetings to the DON for consideration for Department sponsored travel.

2. Faculty or staff member may initiate a request to attend a conference that will benefit the department.

3. Attendee will need to describe how this conference is beneficial to the department and strategic plan and how the faculty will disseminate the information to all faculty members.
   b. Based on the current budget and the described benefit the DON will make the funding decision.
      i. Funding could be total, partial or no funding.
      ii. Suggestions for additional sources of funding may be made to the requesting person as appropriate.

3. If more than one faculty/staff member petitions for consideration, further consideration will be done in the following manner:
   i. Presentation applicant has not been funded for department travel in the past two years.
   ii. Applicant has been funded within the past two years and this application is to do a presentation.
121- Emergency Action Plan

Montana Tech has a comprehensive emergency plan, the *Emergency Action and Crisis Protocol Manual*, to which all employees have access, and everyone should become familiar with its contents. All departments should have a hard copy of the plan, and it is also available on the Environmental Health & Safety website. In the event of a disaster, Montana Tech will attempt to keep all employees informed though our emergency notification plan, which includes but is not limited to e-mail, phone, and in-person notification. In any emergency situation, protection of people is a priority. ALL students, faculty and staff must evacuate a building immediately when the fire alarm sounds. Doors should be closed on the way out to prevent the spread of smoke and fire. Exit the building and proceed to the appropriate assembly area. Do not leave the assembly area until you have signed the evacuation sign-in sheet and have been accounted for.

**For any emergency requiring assistance, dial 911 if appropriate and then notify Environmental Health and Safety at 4463 and Campus Security at 4357 (HELP).** See the *Emergency Action and Crisis Protocol Manual* for complete instructions. (Note: you do NOT have to dial —9‖ before dialing 911.) For facility emergencies such as electrical problems, flooding or other building issues, notify the Physical Plant at 4168 or 4268 during normal hours. After hours, call Campus Security at 4357 (HELP) and the Boiler Room at 4199.

Additional information is included in the Emergency Action and Crisis Protocol Manual. A copy of the plan may be requested from the Environmental Health & Safety Director at ext. 4463 or see [http://www.mtech.edu/env_health_safety/pdf/Emergency%20Plan%202016%20revisionTOC%202016.pdf](http://www.mtech.edu/env_health_safety/pdf/Emergency%20Plan%202016%20revisionTOC%202016.pdf).
122- Dismissal

**Purpose**
The purpose of this policy is to identify the process for faculty initiated student dismissal from the nursing Program.

**Process**
It is occasionally necessary to terminate a student’s progression in the nursing program due to instances such as academic dishonesty, breech of professional ethics, disruptive behavior, or unsafe clinical practice. (Refer to the Department of Nursing Student Handbook.) In the event that a faculty member in his/her professional judgment is considering recommending dismissal of a student from the nursing program, the following procedures will ensured so that a student’s due process rights are protected.

1. The faculty member recommending dismissal from the nursing program will meet with the student to discuss the incident(s) in question.
2. The faculty member recommending dismissal from the nursing program may choose to ask other faculty members for guidance relating to the incident(s).
3. The faculty member recommending dismissal from the nursing program may choose to meet again with the student for further clarification of the incident(s).

Applicable policies include:
2. Disruptive behavior:
3. Breech of professional ethics (which may include academic dishonesty or other university code of conduct violations):
4. Unsafe clinical practice:

Student Notification:
1. The recommending faculty member will notify the student verbally and in writing of the dismissal recommendation.
2. The recommending faculty member will complete written documentation. Documentation will include description of the incident(s), dismissal recommendation, and citations from the University and/or Department of Nursing Faculty Handbook showing the section(s) that were violated.
3. The recommending faculty member will advise the student to meet with his/her academic advisor who will then counsel the student, as needed, regarding his/her student rights. The student’s faculty advisor may choose to set up a meeting with the student and the recommending faculty member, in addition to the academic advisor or a third person of the academic advisor’s choice to act as arbitrator.
123-HBV and HIV Exposure

**Purpose**
Management of parental/mucous membrane and non-intact skin exposure to blood or body fluids.

**Process**
If a faculty member has an exposure to blood or body fluids while performing the duties of a Montana Tech faculty member, she/he should do the following:

2. Immediately report exposure to DON in writing.
3. Receive appropriate baseline testing, counseling, and treatment at site designated for workers compensation injury care. Confer with University Workers Compensation campus office for advice on filing a claim. Arrange for follow-up care and treatment through Workers Compensation office.
4. Confer with DON whenever necessary to discuss treatment or follow-up issues.
124-Comprehensive Plan for Increasing and Maintaining NCLEX Success
Recommendations

**Nursing Students and NCLEX Candidates**

- Take the licensing examination within three months after graduation
- Participate in ATI tests used during the nursing program to identify areas that need review and improvement
- Become familiar with tests given on computers
- Plan for study time prior to taking the licensing examination
- Use opportunities for study groups and tutoring

**Nursing Faculty – Theory and Clinical**

- Establish standards and levels of test questions to be used in course objectives and test questions
- Become familiar with the current NCLEX Test Plan and use it to develop course objectives and test questions
- Use results of comprehensive progression tests to evaluate student preparedness, course content, and course delivery specific to your content area
- Use test questions that apply content to patient care situations and emphasize critical thinking and priority setting
- Review feedback critically from the comprehensive progression tests and predictor examinations to evaluate course content and delivery
- Utilize analysis of course content tests to evaluate test effectiveness.
- Develop techniques to identify at-risk students early and implement remediation plans
- Include test taking principles in first level fundamentals courses.

**Supported by Department**

- Include discussions about the NCLEX test plan with all faculty as part of faculty development, including information about the validity and job-relatedness of the Test Plan to encourage its use as a reference.
- Sponsor item-writing and test analysis workshops as part of faculty development
- Provide software and staff support for assistance in test analysis.
- Utilize comprehensive progression tests to ensure student preparedness for progression and NCLEX success
- Ensure availability of NCLEX review and test practice software for students
- Offer a comprehensive content/synthesis course during the last semester to review content, apply critical thinking skills, provide appropriate test taking opportunities, and integrate assessment test.
- Utilize teaching evaluations that recognize effective test construction
- Identify students-at-risk and offer enhanced support.
Assessments Technologies Institute (ATI)
Students are required to successfully complete program assessment tests, including an end-of-program assessment in order to progress through and graduate from the program. The maximum amount of days allowed between retakes will be 5, for all courses.

ATI Proctored Assessment
An ATI proctored assessment exam will be given for each course with the exception of Gerontology and Pathophysiology; it will be worth 10% of the final grade. Students must achieve a level 2 on the exam. In the event that a student does not achieve a proficiency level 2 on the 1st ATI exam the student will be required to:

- retake another form of the ATI assessment exam
- the 10% grade calculation will be based on the students’ first attempt

If the student is not successful on the second attempt they will fail the course.

ATI Self-study (Non-Proctored Assessment) Pass/Fail
Students are required to complete non-proctored student version ATI assessment exams for each course. A copy/printout of each score must be given to the faculty. Course specific instructions will be included in the course syllabus.

ATI Mid-Curriculum Assessment/PN Comprehensive Predictor
ASN students must complete a mid-curriculum assessment/examination at the end of their 4th semester of study. This assessment is a program requirement and must be successfully completed with a 94% probability before the end of the semester.

Students who are not initially successful may retake the examination assessment after remediation only one time prior to the end of the semester. Students, who do not achieve 94% probability after the second attempt, cannot progress into the 5th semester and will be required to reapply to the ASN program.
ATI End of Program Assessment/RN Comprehensive Predictor
ASN students must complete an end-of-program assessment/examination during their final semester of study. This assessment is a clinical requirement for NRSG 266 Managing Client Care and must be successfully completed with a 97% probability prior to the end of the semester.

Students who are not initially successful may retake the examination assessment after remediation only one time prior to the end of the semester. Students who are not successful after the second attempt will meet with their advisor to develop an academic plan. Official transcripts will not be forwarded to the MSBON until the student has passed the assessment with at least a 97% probability of passing the NCLEX exam.
TEST ATTENDANCE
Students are required to complete tests at the scheduled times. In the event the student is unable to attend the schedule test, the student must notify the faculty and take the test prior to the test date.

If a student cannot attend a scheduled test session due to illness, the student must contact the course instructor or Administrative Associate (496-4390) prior to the test (within two hours of the start of the test). The test must be given the following Monday. If the student is sick more than two school days and cannot take the test on the following Monday, they must have a note from their doctor.

If a student fails to attend a scheduled test session without notifying the instructor in a timely manner, the student will receive a “0” on the test with no opportunity to retake the test.

General Requirements
- At least one proctor will be present in the testing room during the entire test session.
- No study aids (textbooks, notebooks, classroom notes, etc.) are allowed in the testing room during the test session.
- No talking among students is permitted during the test session.
- No papers, books, pens, pencils, purses, wallets, watches, beepers, cell/mobile phones, MP3 players, PDA’s, personal calculators or other electronic devices are allowed in the testing room during the test session.
- Exception—Pencils, scratch paper, and a calculator are provided to each test taker. None of these items may be removed from the testing room.
- “Kleenex” and cough drops will be supplied.
- No cameras, photographic equipment or devices are allowed in the testing room during the test session.
- Hats, scarves, hooded sweatshirts with pockets, and coats may not be worn in the testing room, unless religious practices require them.
- Personal belongings must be left at the front of the room during the test session. Test proctors cannot be responsible for student valuables during the test session, so students should use discretion in bringing valuable items to the test.
- Eating, drinking or use of tobacco is not allowed in the room during the test period.
- No food, beverages or food/beverage containers are allowed in the testing room during the test session.
session.

- Once the test begins, students may not leave the testing room without the proctor’s permission. At the discretion of the proctor, the student may be accompanied by another proctor until s/he returns to the testing room.
- Any student who engages in irregular behavior and/or does not heed the proctor’s warning to discontinue inappropriate behavior will be removed from the testing room and will receive a “0” score for the test. All of the following are considered to be irregular behavior:
  - Giving or receiving assistance of any kind.
  - Using any prohibited aids. Prohibited aids are any device or materials that would be helpful in taking the test.
  - Failing to follow the test regulations or the instructions of the proctor.
  - Creating a disturbance of any kind.
  - Copying, reconstructing or removing test items and/or responses (in any format) or notes about the test from the classroom or attempting to do the same.
  - During computerized testing, tampering with the operation of the computer or attempting to use it for any function other than taking the test.

**Day of the Test**

- Students should arrive prior to the scheduled testing time and wait at the door until the proctor indicates that students may enter the testing room.
- If a student fails to attend a scheduled test session without notifying the nursing department in a timely manner, the student will receive a “0” on the test with no opportunity to retake the test.
  
  Please call 496-4390 if unable to complete a test at the scheduled time.
- For paper-based tests, each student will be given a copy of the test, a “bubble sheet” answer form, and a #2 pencil with eraser. For computer-based tests, each student will be assigned to a computer by a proctor and must use that computer for the entire test session unless instructed otherwise by a proctor. Scratch paper and a calculator are available upon request. All test-related items must be returned to the proctor before leaving the room.

**During the Test Session**

- Regular tests sessions are generally scheduled for 1 hour, 50 minutes, but the time allowed may be modified by a course instructor. Total testing time includes any period of time the student leaves the testing room.
- During the test session, if a student must leave the testing room for any reason prior to completion of the test, s/he will be required to give the incomplete test and any other testing-related items to a proctor before leaving. The proctor will give it back upon the student’s return. Absences from the room will be included in the total time allowed to complete the test. Except under extraordinary circumstances, only one student at a time is allowed to leave the testing room before completing the test.
- Students who have questions or need to leave the testing room during the test session must raise their hand to be acknowledged by a proctor. When acknowledged, the student may come to the proctor desk. Only one student at a time is permitted to speak with the proctor. Students SHOULD NOT leave their seat before being acknowledged by the proctor.
After the Test Session

- Upon finishing the test, the student should bring all test materials to the proctor. The student should not leave the room until the proctor approves. Once a test is submitted, the student must leave the testing room.
- Re-entry into the testing room is not permitted once the student’s test has been submitted to the proctor.
- Loitering within hearing distance of students who are still taking the test is not allowed.

Test Environment Modifications

Any request for modification of an individual’s testing environment must be made in writing and submitted to the Director of Nursing by the end of the first week of classes each semester. A copy of the Nursing Department Test Environment Accommodation Policy and Procedure is available in the Nursing Department.

Test Scoring, Grading, and Reporting

Tests are scored using computer software. Raw scores are reviewed and modified as needed by faculty before grades are determined. This process is time and labor intensive, therefore test grades may not be available until the day after the test.

- Each student’s score (reported as a percentage) is posted on Moodle
- Individual score sheets generated by the department’s test scoring software will be placed in the student’s mailbox after all students have taken the test, with the exception of the final exam.

Test Review

After all students have completed the test, a student may contact the course instructor for a supervised review of the test and detailed answer key. Students are given a maximum of 15 minutes to review any test. No notes may be taken during the review. Final tests cannot be reviewed. Tests for each course are only available for review until the next scheduled test.

Results Reporting

Test scores are not released to students until the faculty person responsible for the test reviews results and makes any necessary adjustments.

- Each student’s score (reported as a percentage) is posted on Moodle.
- Individual student score reports generated by the department’s test scoring software will be placed in the student’s mailbox file.
127- Simulation Lab Policy

Purpose
The primary objective of the Simulation Lab is to promote a superior level of high fidelity learning/teaching for students and faculty by providing a state-of-the-art environment to evaluate basic and advance skills/behaviors.

Simulation-based education is increasingly viewed as a crucial part of healthcare training programs. The benefits of simulation training include practicing and making mistakes in a risk-free environment, identifying sources of error in care processes prior to their implementation in practice and adapting scenarios for learners at multiple levels. In our clinical simulation laboratory, students practice real skills in a simulated environment. Our most realistic use of simulation for learning is our high-fidelity mannequins for adult care. These mannequins can breathe, speak, and be programmed to respond physiologically to students’ interventions during scenarios designed to mimic actual patient situations. The Simulation Lab provides a supportive environment for students to learn and master nursing skills.

Policies
- Students should never discuss scenarios occurring in the simulation lab except in debriefing sessions. Telling another student the details of a simulation exercise is considered academic dishonesty.
- Unless otherwise instructed, students are to dress for simulation lab as if attending clinical. Scrub tops, name badges and clinical supplies and equipment are required.
- The simulation lab should remain locked at all times. Access to the lab is limited to nursing department faculty and staff.
- Students are not allowed in the simulation lab unless a faculty member is present. This includes time before the clinical lab is scheduled to be and during breaks.
- Universal Precautions are to be followed at all times as are all safety guidelines used in the clinical settings. Sharps and syringes are to be disposed of in appropriate containers.
- Equipment may not be removed from the simulation lab for practice nor are the simulation labs to be used for practicing clinical skills unless supervised by faculty.
- Students may be digitally recorded during scenarios. Viewing of videos recorded during training are only permitted with faculty members. The videos are the property of the nursing department and students may not possess simulation lab videos or recordings.
- Electronic devices (cell phones, pagers, etc.) cannot be used in the simulation lab.
- At the completion of a simulation lab, students should return.
- After simulation, take your personal belongings with you (i.e. papers, pens, stethoscopes, pen light etc.).
- Food is not permitted in the simulation lab. Drinks must be covered and are not allowed near the manikin.
- Students who have a latex allergy must inform the clinical instructor prior to lab.
- Absence from a schedule lab is considered a missed clinical day and students absent the day of simulation training may not be allowed to make up that training.
128-Faculty Review of Library Holdings

Purpose
To provide the necessary information regarding the Montana Tech Library, and to provide the opportunity to identify publications that should not be weeded out.

Description
1. Faculty members are responsible for review of Montana Tech Library holdings related to each course they teach and are to report their review at the end of the course to their program representative.

2. Program representatives of the CLSPS Library Committee are responsible for circulating faculty's list of titles recommended for weeding to all faculty members. This is done in order to provide them an opportunity to identify why a publication should not be weeded. The representatives forward the circulated lists to the Library Liaison for final action.

Procedure
Refer to form, "Faculty Review of Library Holdings."

Faculty Review of Library Holdings Form

Directions
1. Faculty completes review using this form periodically.

2. Route one copy of completed form to Department of Nursing faculty representative on College of Health Sciences Library Committee.

Name
Date of Review

List Course(s) Taught

List Nursing Areas Reviewed

Recommendations

WEED (Attach list of titles and call numbers.)

ADD BOOKS, MONOGRAPHS, PERIODICALS (SERIALS) (Attach order form for each item to be added.)

ORDER NEW EDITIONS (Attach list of titles and call numbers.)

HOLDINGS ARE ADEQUATE AT THIS TIME FOR COURSES TAUGHT BY FACULTY COMPLETING THE REVIEW.
128-Selection and Approval of Community Agencies

**Purpose**
To insure that all community agencies are selected based on specific criteria, and that all procedures and policies are adhered to.

**Process**
1. Community agencies are selected on the basis of specified criteria:
   a. Philosophy and objectives of the agency are consistent with objectives for student learning experiences.
   b. The agency is accredited by an appropriate regulatory body if applicable.
   c. There is adequate staff on units or within the agency reviewed for placement of students.
   d. There are adequate numbers and types of patients/clients for students' learning experiences.
   e. Policy and procedure manuals are current and available to faculty and students within the agency.
2. The time line for identifying a new clinical agency is ninety days prior to the semester in which students will be placed in the agency.
3. When collecting data about a clinical agency, the faculty member will:
   a. Notify, in writing, the DON of the intention to investigate an agency for selection and approval for clinical learning.
   b. Make initial contact with the agency to determine if the appropriate agency representative and staff are interested in being reviewed as a source of student learning experiences.
   c. Inform the Department of Nursing faculty of intention to investigate a particular community agency.
   d. Make clear to appropriate agency personnel the purpose of collecting data about the agency and staff. Advise agency personnel of the process initiating a contract. Be sure agency personnel understand the faculty has no authority to negotiate written contracts with community agencies for student learning experiences.
4. Review and Approving Process
   a. DON will review the data submitted by faculty on the Clinical Affiliate.
   b. In the case of observation experiences ONLY, no contract is required. Faculty must clearly communicate to agency representative, AND students, no direct student interventions or instructional processes may be performed with any client during an observation experience. If the experience is to be both observational and intervention, a contract with the agency is required.
   c. Faculty must specifically outline the student, faculty, agency and department responsibilities that will be included in the contract and the course syllabus.
   d. Faculty must meet with the DON to finalize arrangements for contract terms.
EMPLOYER SURVEY OF THE MONTANA TECH OF THE UNIVERSITY OF MONTANA REGISTERED NURSING (ASN) PROGRAM
(Please complete and return only if you employ Montana Tech ASN graduates.)

The mission of the Montana Tech of The University of Montana Nursing Program is to pursue academic excellence to promote the preparation of students to become competent and caring individual for entry-level positions to help meet the health care needs of Montana. The Nursing Program strives to create an environment of collaboration and mentorship among faculty, students and staff. The learning environment provides opportunity for developing critical judgment and thinking, professional accountability and appreciation for life-long learning.

This survey is designed to help the Montana Tech of The University of Montana Nursing Program faculty determine program strengths and those areas that need improvement. All data will be kept confidential and will be used for program evaluation purposes only. We request, that if possible, this survey be completed by a units immediate supervisor.

INSTRUCTIONS: Consider each item separately and rate each item independently of each other. Select and circle with the rating that indicates the extent to which you agree with each statement. Please do not skip any rating.
5=Strongly Agree
4=Agree
3=Undecided
2=Disagree
1=Strongly Disagree
A. PROFESSIONAL BEHAVIOR

PROFESSIONAL BEHAVIOR of the GRADUATE:

INSTRUCTIONS: Consider each item separately and rate each item independently of each other. Select and circle with the rating that indicates the extent to which you agree with each statement. Please do not skip any rating.

5=Strongly Agree
4=Agree
3=Undecided
2=Disagree
1=Strongly Disagree

1. Conducts him/herself in an ethical and professional manner.
   5  4  3  2  1

2. Works effectively with supervisory personnel.
   5  4  3  2  1

3. Accepts supervision from supervisory personnel.
   5  4  3  2  1

4. Is self-directed and responsible for his/her own actions.
   5  4  3  2  1

5. Arrives to work prepared and on time.
   5  4  3  2  1

6. Contributes to positive environment of the department by demonstrating leadership skills.
   5  4  3  2  1

7. Adheres to standards of practice of a registered nurse.
   5  4  3  2  1
B. COMMUNICATION of the GRADUATE:

INSTRUCTIONS: Consider each item separately and rate each item independently of each other. Select and circle with the rating that indicates the extent to which you agree with each statement. Please do not skip any rating.

5=Strongly Agree
4=Agree
3=Undecided
2=Disagree
1=Strongly Disagree

1. Is a leader in communication of patient, family and staff needs that promotes positive outcome.

   5  4  3  2  1

2. Directs communication using therapeutic techniques with patients and families.

   5  4  3  2  1

3. Uses verbal and nonverbal therapeutic communication techniques to achieve a sincere display of caring, compassion, and cultural awareness.

   5  4  3  2  1

4. Promotes a positive and trusting relationship with patients, family and staff.

   5  4  3  2  1
C. ASSESSMENT of the GRADUATE:

INSTRUCTIONS: Consider each item separately and rate each item independently of each other. Select and circle with the rating that indicates the extent to which you agree with each statement. Please do not skip any rating.
5=Strongly Agree
4=Agree
3=Undecided
2=Disagree
1=Strongly Disagree

1. Is able to collect, analyze, and synthesize relevant data accurately and effectively for appraising patient status.

   5  4  3  2  1

2. Approaches assessment with a comprehensive holistic view, using multiple sources in order to individualize client care.

   5  4  3  2  1

3. Interprets, evaluates and analyzes pertinent patient data effectively

   5  4  3  2  1

4. Includes physical, developmental, emotional, psychosocial, cultural and spiritual domains

   5  4  3  2  1
D. CLINICAL DECISION MAKING THE GRADUATE:

INSTRUCTIONS: Consider each item separately and rate each item independently of each other. Select and circle with the rating that indicates the extent to which you agree with each statement. Please do not skip any rating.

5=Strongly Agree
4=Agree
3=Undecided
2=Disagree
1=Strongly Disagree

1. Performs accurate assessment and interpretation formalizing client outcomes.
   
   5  4  3  2  1

2. Uses multiple sources and methods while using the nursing process to formulate evidence-based clinical judgment.

   5  4  3  2  1

3. Uses sound judgment while functioning as a registered nurse in the health-care setting.

   5  4  3  2  1
E. CARING of the GRADUATE:

INSTRUCTIONS: Consider each item separately and rate each item independently of each other. Select and circle with the rating that indicates the extent to which you agree with each statement. Please do not skip any rating.

5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

1. Has proficient level clinical skills for RN level patient care.
   
   5  4  3  2  1

2. Is able to perform simple and complex procedures and uses modalities appropriately.

   5  4  3  2  1

3. Creates a nurse-client relationship of trust, with an environment of hope, caring and compassion with clients and families.

   5  4  3  2  1

4. Displays behavior that assists clients in meeting overall healthcare needs with respect and honor of culture, values, beliefs, and lifestyle

   5  4  3  2  1
F. TEACHING AND LEARNING of the GRADUATE:

INSTRUCTIONS: Consider each item separately and rate each item independently of each other. Select and circle with the rating that indicates the extent to which you agree with each statement. Please do not skip any rating.

5=Strongly Agree
4=Agree
3=Undecided
2=Disagree
1=Strongly Disagree

1. Collaborates with all members of the health care team for patient-centered learning outcomes.

   5  4  3  2  1

2. Assists the client to make informed choices, achieve optimal outcomes, and carry out self-care activities.

   5  4  3  2  1

   5  4  3  2  1
G. COLLABORATION:

INSTRUCTIONS: Consider each item separately and rate each item independently of each other. Select and circle with the rating that indicates the extent to which you agree with each statement. Please do not skip any rating.

5=Strongly Agree
4=Agree
3=Undecided
2=Disagree
1=Strongly Disagree

1. Appropriately shares in the planning, decision making, problems solving, goal setting, and assumption of responsibility, leading in cooperative relationships with goal of client centered care and outcomes.

   5  4  3  2  1

2. Facilitates and participates in open communication accountability and mutual respect with all members of the health care team, clients and family in consideration for client’s needs priorities, and preferences.

   5  4  3  2  1
H. MANAGING CARE:

INSTRUCTIONS: Consider each item separately and rate each item independently of each other. Select and circle with the rating that indicates the extent to which you agree with each statement. Please do not skip any rating.
5=Strongly Agree
4=Agree
3=Undecided
2=Disagree
1=Strongly Disagree

1. Promotes efficiency, effective use of human, physical and technological resources to support and meet client and organizational needs

   5   4   3   2   1

2. Effectively manages client care through the process of planning, coordinating, organizing, directing, and setting priorities regarding client care using available resources

   5   4   3   2   1

I. ADDITIONAL COMMENTS

OVERALL RATING

Please rate and comment on the OVERALL quality of the Montana Tech of The University of Montana Associate Nursing (RN) Program’s graduate:

   5 = Excellent   4 = Very Good   3 = Good   2 = Fair   1 = Poor

Comments:
Please rate your OVERALL satisfaction of this employees’ preparation for practice in the LPN role

5 = Excellent  4 = Very Good  3 = Good  2 = Fair  1 = Poor

Comments:
______________________________________________________________________________  
______________________________________________________________________________  
______________________________________________________________________________  

What qualities or skills did you expect the graduate upon employment that he/she did not possess?
______________________________________________________________________________  
______________________________________________________________________________  

Please provide comments and suggestions that would help this program to better prepare future graduates.
What are the strengths of the graduate(s) of this program?

Rater Signature (If desire) __________________________________________________________

Date: ______________________________

Institution: ____________________________________________________________________
GRADUATE SURVEY OF THE MONTANA TECH OF THE UNIVERSITY OF MONTANA
REGISTERED NURSING (ASN) PROGRAM

The mission of the Montana Tech of The University of Montana Nursing Program is to pursue academic excellence to promote the preparation of students to become competent and caring individual for entry-level positions to help meet the health care needs of Montana. The Nursing Program strives to create an environment of collaboration and mentorship among faculty, students and staff. The learning environment provides opportunity for developing critical judgment and thinking, professional accountability and appreciation for life-long learning.

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INSTRUCTIONS: Consider each item separately and rate each item independently of each other. Select and circle with the rating that indicates the extent to which you agree with each statement. Please do not skip any rating.
5=Strongly agree
4=Agree
3=Undecided
2=Disagree
1=Strongly Disagree
A. PROFESSIONAL BEHAVIOR

PROFESSIONAL BEHAVIOR:

INSTRUCTIONS: Consider each item separately and rate each item independently of each other. Select and circle with the rating that indicates the extent to which you agree with each statement. Please do not skip any rating.

5=Strongly Agree  
4=Agree  
3=Undecided  
2=Disagree  
1=Strongly Disagree

The Program:

1. Prepared me to conduct myself in an ethical and professional manner.
   
   5  4  3  2  1

2. Prepared me to work effectively with supervisory personnel.
   
   5  4  3  2  1

2. Prepared me to accept supervision from supervisory personnel.
   
   5  4  3  2  1

3. Prepared me to be self-directed and responsible for my own actions.
   
   5  4  3  2  1

4. Prepared me to arrive to work prepared and on time.
   
   5  4  3  2  1

5. Prepared me to recognize and practice the skills needed to contribute to the positive environment of the department.
   
   5  4  3  2  1

6. Prepared me to adhere to the standards of practice of a registered nurse.
   
   5  4  3  2  1
B. COMMUNICATION:

INSTRUCTIONS: Consider each item separately and rate each item independently of each other. Select and circle with the rating that indicates the extent to which you agree with each statement. Please do not skip any rating.
5=Strongly Agree
4=Agree
3=Undecided
2=Disagree
1=Strongly Disagree

The Program:

1. Prepared me to be a leader in communication of patient, family and staff needs promoting positive outcomes.
   5  4  3  2  1

2. Prepared me in using therapeutic communication technique with patients and families.
   5  4  3  2  1

3. Prepared me in proper use of verbal and nonverbal communication skills to achieve a sincere display of caring, compassion, and cultural awareness
   5  4  3  2  1

4. Prepared me to be able to promote a positive and trusting relationship with patients, family and staff.
   5  4  3  2  1
C. ASSESSMENT

INSTRUCTIONS: Consider each item separately and rate each item independently of each other. Select and circle with the rating that indicates the extent to which you agree with each statement. Please do not skip any rating.

5=Strongly Agree
4=Agree
3=Undecided
2=Disagree
1=Strongly Disagree

The Program:

1. Prepared me to collect, analyze, and synthesize relevant data accurately and effectively for appraising patient status.

   5  4  3  2  1

2. Prepared me to approach assessment with a comprehensive holistic view, using multiple sources in order to individualize client care.

   5  4  3  2  1

3. Prepared me to interpret, evaluate and analyze pertinent patient data effectively.

   5  4  3  2  1

4. Prepared me to accurately complete detailed advanced assessments including physical, developmental, emotional, psychosocial, cultural and spiritual domains.

   5  4  3  2  1
D. CLINICAL DECISION MAKING

INSTRUCTIONS: Consider each item separately and rate each item independently of each other. Select and circle with the rating that indicates the extent to which you agree with each statement. Please do not skip any rating.

5=Strongly Agree
4=Agree
3=Undecided
2=Disagree
1=Strongly Disagree

The Program:

1. Prepared me to be able to perform an accurate assessment and interpretation formalizing client outcomes.
   
   5  4  3  2  1

2. Prepared me use multiple sources and methods while using the nursing process formulate evidence-based clinical judgment.

   5  4  3  2  1

3. Prepared me to uses sound and advanced judgment while functioning as a registered nurse in the health-care setting.

   5  4  3  2  1
E. CARING

INSTRUCTIONS: Consider each item separately and rate each item independently of each other. Select and circle with the rating that indicates the extent to which you agree with each statement. Please do not skip any rating.

5=Strongly Agree
4=Agree
3=Undecided
2=Disagree
1=Strongly Disagree

The Program:

1. Prepared me to perform clinical skills appropriate for RN level patient care.

   5  4  3  2  1

2. Prepared me to be able to perform simple and complex procedures and use modalities appropriately.

   5  4  3  2  1

3. Prepared me to be lead in creating a nurse-client relationship of trust, with an environment of hope, caring and compassion with clients and their families.

   5  4  3  2  1

4. Prepared me to display behavior that assists clients in meeting overall healthcare needs with respect and honor of culture, values, beliefs, and lifestyle.

   5  4  3  2  1
F. TEACHING AND LEARNING:

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5=Strongly Agree
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3=Undecided
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1=Strongly Disagree

The Program:

1. Prepared me to collaborate with all members of the healthcare team for patient-centered learning outcomes.

   5  4  3  2  1

2. Prepared me to effectively assist the client to make informed choices, achieve optimal outcomes, and carry out self-care activities.

   5  4  3  2  1
G. COLLABORATION

INSTRUCTIONS: Consider each item separately and rate each item independently of each other. Select and circle with the rating that indicates the extent to which you agree with each statement. Please do not skip any rating.

5=Strongly Agree
4=Agree
3=Undecided
2=Disagree
1=Strongly Disagree

The Program:

1. Prepared me to appropriately share in the planning, decision making, problem solving, goal setting, and assumption of responsibility, leading in cooperative relationships with goal of client centered care and outcomes.

   5   4   3   2   1

2. Prepared me to facilitate and participate in open communication, accountability and mutual respect for all members of the health care team, clients and their families.

   5   4   3   2   1
H. MANAGING CARE

INSTRUCTIONS: Consider each item separately and rate each item independently of each other. Select and circle with the rating that indicates the extent to which you agree with each statement. Please do not skip any rating.

5=Strongly Agree
4=Agree
3=Undecided
2=Disagree
1=Strongly Disagree

The Program:
1. Prepared me to promote efficiency, effective use of human, physical and technological resources to support and meet client and organizational needs

   5   4   3   2   1

2. Prepared me to effectively manages client care through the process of planning, coordinating, organizing, directing, and setting priorities regarding client care using available resources.

   5   4   3   2   1

I. ADDITIONAL COMMENTS

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Please rate and comment on the OVERALL quality of the Montana Tech of The University of Montana Associate Nursing (RN) Program’s graduate:

5 = Excellent    4 = Very Good    3 = Good    2 = Fair    1 = Poor

Comments:
Please rate your OVERALL satisfaction of this employees’ preparation for practice in the LPN role
5 = Excellent  4 = Very Good  3 = Good  2 = Fair  1 = Poor
Comments:
______________________________________________________________________________
______________________________________________________________________________
What qualities or skills did you expect the graduate upon employment that he/she did not possess?
______________________________________________________________________________
______________________________________________________________________________
Please provide comments and suggestions that would help this program to better prepare future graduates.
What are the strengths of the graduate(s) of this program?

Rater Signature (If desire) ______________________________________________________

Date: ______________________________

Institution: __________________________________________________________________
DEMOGRAPHIC DATA

Please check the response for each item that best describes you.

1. Gender 1) _____Female 2) _____Male

2. Age: _____ years of age (At time of survey completion)

3. Marital status: 1) _____Married 2) _____Not Married 3) _____Divorced

4. Ethnicity/Race:
   1) _____White, Non Hispanic 2) _____Black, Non Hispanic
   3) _____Hispanic 4) _____American Indian/Alaskan Native
   5) _____Asian/Pacific Islander 6) _____Other

5. Employment:
   1) _____Employed part-time 2) _____Employed full-time
   3) _____Unemployed (Go to question#7)

6. Type of employment:
   Nursing related:
   1) _____Patient Care Technician (PCT)
   2) _____Clinical Nursing Assistant (CNA)
   3) _____Licensed Practical Nurse (LPN)
   4) _____Other
   5) _____Non Nursing

7. What other college degrees have you earned?
   1) _____Associate of Arts
   2) _____Bachelor of Arts
   3) _____Masters of Arts
   4) _____Associate of Science: Non Nursing
   5) _____Bachelor of Science: Non Nursing
   6) _____Master of Science: Non Nursing
   7) _____None

8. My primary source of paying tuition and fees is (Please select one option):
   1) _____Self
   2) _____Parents of families
   3) _____Employer reimbursement
   4) _____Scholarship
   5) _____Student Loan
   6) _____Other
COURSE SYLLABUS
FALL 2012

Course Number: (Be sure to use new numbers) credits:
Lecture hrs.
Lab hrs.
Clinical hrs.

Course Title:

Instructor:

Office Hours:

Prerequisites:

Teaching Methods:

Course Description: The intent of this course...etc. STATE MODEL

Course Outcomes (based on the conceptual framework): Upon completion of this course the student will use the concepts of caring, communication etc.

Required Texts:

Key Concepts:
Caring
Caring is a human response to needs that is articulated through commitment, knowledge, experience, and therapeutic use of self Caring occurs when the nurse/client interaction transcends physical care and reflects respect for the client and his/her unique circumstances and health beliefs.

Communication
Communication is an interactive process that involves the nurse, the client, and healthcare team members. Communication consists of both verbal and non-verbal exchanges that encourage the expression of needs,
support coping behaviors, and facilitate decision making.

**Professionalism**
Professionalism is a set of behaviors that all nurses are expected to exhibit as members of the nursing profession. These behaviors foster the nurse-client relationship while supporting the integrity of the profession. Expected behaviors include, but are not limited to, unconditional positive regard, efficiency, responsibility, accountability, fairness, trustworthiness, honesty, confidence, and competence.

**Critical Thinking**
Critical thinking is an active, purposeful reasoning process that is used to continually modify and improve individual nursing practice. It is an evidence-based process that involves ongoing reflective analysis of data accumulated through assessment, planning, implementation, and evaluation of nurse/client interactions.

**Clinical Judgment**
Clinical judgment is an autonomous problem-solving process that is derived through inquiry, critical thinking, and decision making, while responding to clients as unique individuals who have the right to self-determination.

**Nursing Program Conceptual Model (Subjects addressed in this course are bolded)**

1. Provider of Care
   a) Caregiver
   b) Teacher
   c) Communicator

2. Manager of Care
   a) Management of the care of individual clients
   b) Management of the care of groups of clients
   c) Supervision of other members of the healthcare team
   d) Management of healthcare resources

3. Member of the Profession
   a) Professional/Legal Responsibilities
   b) Maintenance of a current base of nursing knowledge
   c) Client Advocacy
   d) Service as a role model and mentor
   e) Demonstration of individual accountability for nursing care provided
**Student Learning Outcomes:** Upon completion of this course the student will:

1.  Be sure outcomes cover all activities and content for both lecture and clinical

**Evaluation Methodology:**
Passing dosage calculation and ATI
Narrative with point breakdown

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(91.5 – 100%)</td>
</tr>
<tr>
<td>A-</td>
<td>(89.5 – 91.49%)</td>
</tr>
<tr>
<td>B+</td>
<td>(86.5 – 89.49%)</td>
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<tr>
<td>B</td>
<td>(83.5 – 86.49%)</td>
</tr>
<tr>
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<td>(80.5 – 83.49%)</td>
</tr>
<tr>
<td>C+</td>
<td>(77.5 – 80.49%)</td>
</tr>
<tr>
<td>D</td>
<td>(69.5 – 74.49%)</td>
</tr>
<tr>
<td>F</td>
<td>(69.4 – 0%)</td>
</tr>
</tbody>
</table>

**Tentative Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Supporting Course Content</th>
<th>Student Learning Activities</th>
<th>Student Assessments</th>
</tr>
</thead>
</table>
| **January 19, 2010**<br>1:00-1:50 pm Lecture | -The aging population demographics  
-Theories of aging | Read chapter 1 and 2 in text  
Visit website [www.ConsultGeriRN.org](http://www.ConsultGeriRN.org)  
Lecture and discussion |                     |
| **January 23, 2010**<br>All day clinical | Care conference: Concepts in rehabilitation | Complete data base with assigned client and drug cards- both due January 24, 2010 at 7 am.  
Participate in care conference  
Review chapter 26 in text before attending clinical |                     |
Guidelines for Clinical/Assignments

*Example*: Narrative description of ..... 
Student journals

Student conduct

Satisfactory and unsatisfactory performance etc. and the need to apply concepts presented in lecture to selected clients in a skilled nursing facility;

Drug cards and care packs and when usually they are due etc.

Evaluation is completed daily by both the student and the instructor who together identify performance and behavioral progress in the student’s practice. Journal entries, care plans, drug cards are all evaluated. A copy of the clinical evaluation which uses the student learning outcomes from this syllabus is provided to the student the first clinical day and includes a student self-evaluation and also an instructor evaluation with space for an action plan etc. A copy of this evaluation is placed in the student’s file......

The student must pass both the lecture portion of this course with 77.5% AND complete ALL clinical requirements satisfactorily in order to pass the course.
This syllabus is subject to revision at the instructor’s discretion based on class needs and requirements.

STUDENT EXIT EVALUATION SUMMARY-ASN-May 2010

Name:  
Graduation Date:  

<table>
<thead>
<tr>
<th>ATI Comprehensive RN Predictor:</th>
<th>Score:</th>
<th>Probability of Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan to Continue Into BSN-Completion:</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

When Planning on Taking Licensing Exam:

ATI:

Testing Policy:

Clinical Requirements/Paperwork:

Communication from/About Program:

Curriculum:
STUDENT EXIT EVALUATION SUMMARY-BSN-May 2010

Name:
Graduation Date:
NCSBN Preview Course:

Employment:

Academic Papers/Requirements:

Attendance Policy:

Clinical Requirements/Paperwork:

Communication from/About Program:

Curriculum: