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INTRODUCTION

The purpose of this handbook is to inform all Department of Nursing (DON) faculty of policies and procedures specific to the DON. Information related to the California State University, Sonoma State University, and the California Faculty Association may be reviewed on the respective websites for each. The handbook is reviewed every two years and is updated as necessary before the start of a new academic year.

This handbook was developed as a complement to the DON Student Handbook. The Student Handbook includes program and DON policies, procedures and guidelines that assist the student in being successful in the program. The Student Handbook is revised annually. Faculty are expected to understand, follow and function within the policies, procedures and guidelines in the Student and Faculty Handbooks.

The success of a nursing program depends upon the skills and talents of the faculty who develop and implement a nursing curriculum that is relevant to current clinical practice. Maintaining a current curriculum requires continuous change and refinement. Many aspects of the nursing curriculum and program requirements are informed by regulations from the California Nursing Practice Act issued by the Board of Registered Nursing (BRN) (www.rn.ca.gov). All curriculum utilized in the DON is reviewed and accredited by Accreditation Commission for Education in Nursing. www.acenursing.org.

The faculty are required to follow general guidelines established for all faculty on the Sonoma State University (SSU) campus. These are found in the SSU catalog http://www.sonoma.edu/academics/catalog and Faculty Affairs website at http://web.sonoma.edu/aa/fa/

The California Faculty Association (CFA) represents faculty in matter relevant to working conditions. It is imperative that faculty has knowledge of the working conditions and contract obligations as stated in the CFA Collective Bargaining Agreement CBA https://www.calfac.org/2014-2020-contract . Membership options and information is located on the CFA website at www.calfac.org.
SSU is one of 23 California State University campuses. Serving over 460,000 students, the CSU is led by Chancellor Tim White. Dr. White reports to the Board of Trustees who works with the California State Legislators and the Governor to fund and develop system-wide policies. A President and Provost who support the academic foundations of the university lead each CSU Campus. The DON is one of nine schools in the School of Science and Technology led by the School Dean. The DON has an elected Chair and each program has appointed Directors. The Board of Registered Nursing holds the Chair, Directors and Faculty accountable for the educational experience of students and adherence to BRN regulations.
DEPARTMENT OF NURSING

Sonoma State University Department of Nursing was founded in 1972. Currently the DON has the following programs/tracks.

1. Masters in Nursing, Family Nurse Practitioner
2. Post Masters Certificate, Family Nurse Practitioner
3. Post-Licensure Traditional Baccalaureate Program – On hiatus
4. Post-Licensure Collaborative Baccalaureate Program
5. Traditional Pre-licensure Baccalaureate Program

The programs use Tenure Track and Part Time Lecturer faculty, dedicated to the positive learning experiences of each student. Many faculty teach across programs/tracks. The DON enjoys numerous professional partnerships with our community. We currently have more than 400 clinical contracts in place.

STUDENT SELECTION

The current criteria for selecting students applying to all programs and tracks is located on the DON website at www.sonoma.edu/nursing. The DON follows impaction criteria required by the Chancellor’s office along with admission criteria specific to the program. Impaction criteria for transfer students is available at http://admissions.sonoma.edu/how-apply/impacted-majors/transfer

Sonoma State University admits first time freshman into a pre-nursing track (not a major) which is in an impacted category. The impaction criteria for first time freshman is available at http://admissions.sonoma.edu/how-apply/impacted-majors/first-time-freshman-impacted-major-criteria. Information on the pre-nursing University entrance requirements can be found at https://web.sonoma.edu/nursing/bsn-pre/pre-nursing.html

DON PROGRAM SPECIFIC CURRICULUM

In order for a nursing curriculum to remain current, a continuous ongoing curriculum development process is in place. The major forces driving curriculum changes are the national and state regulations and criteria. The task of the faculty is to develop a plan of instruction that will provide the student with learning experiences that will lead to clinical competency. Each faculty member, with student participation, has the responsibility for generating ideas and developing proposals for curriculum updating and refinement. The Faculty has the major responsibility for curriculum direction and change and follows University Policy at http://www.sonoma.edu/senate/committees/epcguidelines.html.

This Faculty Handbook is designed to complement the Student Handbook. Whenever possible to avoid duplication, the faculty is referred to the Student Handbook. The following essential components of the curriculum are found in the Student Handbook:
Mission Statement
Philosophy
Nine Foundational Concepts to Organize the Curriculum
Terminal Objectives
Program Level Objectives

PROGRAM SPECIFIC COURSES

The specific program curriculum, progression and course descriptions are located in the SSU catalog [http://www.sonoma.edu/academics/catalog](http://www.sonoma.edu/academics/catalog). Additional information is listed on the DON website by program [https://web.sonoma.edu/nursing/](https://web.sonoma.edu/nursing/). All students must adhere to the program/track curriculum progression. If students are not able to adhere to the program progression they may apply for a Leave of Absence from the University [http://web.sonoma.edu/registration/records/forms.html](http://web.sonoma.edu/registration/records/forms.html) or petition the DON for any course pattern changes. Petition is available on the nursing resource page [https://web.sonoma.edu/nursing/resources/](https://web.sonoma.edu/nursing/resources/) as well as in the Student Handbook also available on the nursing resource page.
FACULTY POLICIES

Course Lead Duties BSN Program

Definition:

In concert with the Director, course lead is responsible for all aspects of the course from planning through evaluation. One course lead will be assigned to each course in the undergraduate program.

Responsibilities:

- Meet with team course faculty as assigned by the Director at the end of the previous semester
- Discuss and assign roles of each team member including theory and clinical
- Review past green folder for assignments, evaluation and recommendations
- Update syllabus per program template
- Include both clinical and theory in syllabus if combined course
- List all faculty assigned in syllabus if combined course
- Dates of clinical sites and schedule orientations and semester schedule and rosters
- Prepare LMS site
- Order agreed upon textbooks in October for Spring and April for Fall
- Confer and agree on assignments and grading inter reliability
- Plan student orientation to course and faculty roles
- Mentor new faculty to the course
- Meet regularly at team meetings
- Collaborate in discussions about students at risk, interventions and documentation
- Maintain communication for any course concerns
- Maintain “Green Folder”
- Select and order course learning materials
- Facilitate evaluation of course including student, faculty program, clinical sites, preceptors, course materials, and outcomes.
- Follow DON Evaluation process and BRN requirements for evaluation, revision and reevaluation
- Discuss with Director and Chair budget allocation for any needed equipment
- Set up standardized testing in skills or computer lab
- Library and campus orientation logistics
- Ensure all faculty in the course understand and follow University, Department policies, Faculty and Student Handbook regulations

Policies for use of Preceptors in Pre-License Program

CA BRN 1426.1 Preceptorship

Definition of a preceptor:

A preceptor is an experienced, clinically competent, registered nurse selected and prepared to serve as a role model, teacher, supervisor and evaluator while guiding the
student toward competence in providing nursing care to clients in a health care setting. As outlined by the California Board of Registered Nurses, a preceptor shall have at least one-year continuous, full time or its equivalent experience in the designated nursing unit within the previous five years as a registered nursing providing direct patient care. The preceptor holds a current, active California RN license and is competent in the clinical setting and has experience in the institution for at least one year. The preceptor is assigned to assist and supervise nursing students in an educational experience that is designed and directed by the faculty advisor. A relief preceptor is equally qualified and available on the primary preceptor’s days off. He/she is expected to abide by the same standards, be oriented by the faculty and sign a preceptorship contract.

1. Criteria used for preceptor selection:
   a. Students complete survey on the selection of specialty and facility
   b. Clinical placement coordinator contacts respective agencies with preceptorship requests
   c. Agency selects preceptors that have had experience with precepting students and who have attended a preceptorship class
   d. The clinical coordinator reviews list of preceptors with the agency clinical educator
   e. The clinical coordinator pairs the preceptor with the student preference. If the preceptor has been used in the past unsuccessfully the clinical coordinator will discuss with agency clinical educator and request an alternative preceptor
   f. The preceptor will be qualified in the area of selection (i.e. pediatrics, obstetrics etc.)

2. Orientation for preceptor:
   a. Each preceptor will meet with the faculty of record and their assigned student to discuss;
      i. Preceptor Handbook
      ii. Preceptor Policies
      iii. Responsibilities of all parties

3. Qualifications for each preceptor and relief preceptor
   a. Active CA BRN license
   b. At least one-year continuous, full time or its equivalent experience in the designated nursing unit within the previous five years as a registered nursing providing direct patient care.
   c. Employed by the agency for one year or more
   d. Complete an agency preceptor course
   e. Sign a preceptor contract (preceptor, student & faculty)

4. Communication
   a. Clinical Coordinator contacts the student, provides the name and contact information of the assigned preceptor.
   b. The student contacts the preceptor and sets an initial appointment with the preceptor attended by the faculty of record for introductions, orientation/contract, and scheduling.
c. The communication plan is an exchange of cell phone numbers and emails of all parties.
d. All parties are instructed that the faculty or their designee will be available by phone at all times during the clinical on-site preceptorship
e. A calendar is exchanged for shift assignment and updated as necessary. A copy of the student schedule is provided to the preceptor and a copy is kept on the department Google Drive.
f. The calendar is available to Course Lead, Program Directors and Chair of the nursing department and faculty in the specialty area.

5. Responsibilities of the Faculty
   a. Regular and ongoing conferences are arranged with the faculty, preceptor and student.
   b. Minimally the student, preceptor and faculty will conference three times during the preceptorship course, at the initial meeting, at midterm and at the end of the preceptorship; more frequent site visits may be required.
   c. With input from the preceptor and student, faculty is responsible to complete the Clinical Evaluation tool both mid-term and final.
   d. Clinical is pass/fail and if passed the didactic is then graded based on written assignments and performance criteria.

6. Preceptor Records
   a. The dept. preceptor binder will include for each preceptor
      i. Contract signed by all three parties & dates of preceptorship
      ii. Breeze license verification
      iii. Contact information

7. Student/faculty evaluation of preceptor
   a. At the end of each experience both the faculty and student will complete an evaluation of the preceptor. These will be placed in the course (green folder) file. Unsatisfactory evaluations will be discussed for follow-up with agency educator or representative.

8. Availability of faculty and preceptor to the student during his or her preceptorship experience;
   a. Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship.
   b. Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.

9. Faculty/student ratio for preceptorship experience shall be based on the following criteria:
   a. Student/preceptor needs;
   b. Faculty's ability to effectively supervise;
   c. Students' assigned nursing area; and
   d. Agency/facility requirements.
CONTENT EXPERTS BACCALAUREATE PRE-LICENSEURE PROGRAM

Content experts are designated in each of the major nursing areas – Medical-Surgical, Maternal Child (both Pediatrics and Obstetrics), Psychiatric Nursing and Geriatrics as per BRN regulations. Content experts will serve until changed by the faculty. The content expert will have advanced educational preparation and clinical expertise in the designated content area as determined by BRN guidelines for content experts. The functions of the content expert in each designated area are to provide guidance in both theoretical and clinical curriculum development, and to serve as a resource person for less experienced faculty in the designated content areas.

CLINICAL INSTRUCTION

A major portion of all DON programs involve clinical experiences/instruction in a wide variety of clinical settings.

There are a number of dimensions that are taken into consideration when using clinical sites for student learning experiences. Our number one priority is the safety of patients, students and faculty. This section of the handbook addresses these areas.

Student/Faculty Ratios
The number of students to faculty ratio and course unit assignment per student load is determined by policies, which include the CA. BRN, the CBA and the CSU and are assigned by the Chair of the Department as delegated by the School Dean.

Faculty Absences
Faculty with a scheduled assignment that are ill or require a day off should contact the respective program Director as soon as possible. If the Director is unable to find a substitute, the class may need to be cancelled. Students should be notified as soon as possible via phone or email if class/clinical is cancelled. Depending on the situation, class or clinical may be rescheduled or modified.

Facilities at times ask that students not be present due to accrediting evaluations, union actions, or health department quarantines. Each faculty member has the responsibility to communicate with the course lead and the director immediately regarding situations in the clinical setting that impact student assignments to a facility. Examples would be changes in patient census or acuity, restrictions placed by the facility on the number of students that can be present, and requests that students and faculty will still have a clinical day. Faculty are to develop alternative assignments for days when it is not possible to be in a clinical setting or on campus. The alternative assignment can also be used in the event of faculty illness absences so students can have meaningful learning experience even when not in the clinical setting. Students are not required to make up clinical hours due to faculty absences.

DIDACTIC COURSES Use course objectives and subsequent student learning outcome in preparing for instructional sessions. Keep the course coordinator informed of concerns/problems related to the course; notify the course coordinator and Department
Chair of a reportable clinical incident or professional conduct issue within 24 hours. Add to the annual course summary in consultation with course lead.

CLINICAL COURSES

Essential Functions of a Clinical Instructor
Faculty are expected to:

1. **Orientation: Undergraduate**
   a. Under the direction of the course lead or Director, clinical faculty will be provided instructions on communicating, developing or setting up clinical placements ahead of the rotation.
   b. In collaboration with agency, orient self to agency policies, procedures and course expectations prior to the start of the semester.
   c. Ensure thorough orientation of students to agency.
   d. Maintain current knowledge of agency policies and procedures.
   e. Post and distribute to agency and students typed detailed clinical schedule of student assignments for each clinical unit including dates and times as indicated with each program.
   f. Provide clinical binder for unit staff and students with clinical objectives and written guidelines relevant to student skill level and scope of student practice.
   g. Provide agency with a list of students and their contact numbers and other data requested by agency.
   h. Plan and monitor special experiences.
   i. Meet with preceptor and review Preceptor Handbook information.
   j. Provide facility with contact information for faculty member and students.
   k. Obtain DON official name badge from administrative coordinator in Nursing office.

2. **Assignments**
   a. Post daily student patient assignments if appropriate to level and agency policies.
   b. Make student assignments consistent with student’s knowledge base and skill competency.
   c. Make student assignments consistent with individual learning needs.

3. **Communication**
   a. Maintain effective open communication with:
      i. Students
      ii. Program Director
      iii. Course lead
      iv. Course team members
      v. Agency staff
      vi. DON staff

4. **Program Planning and Implementation**
   a. Attend and participate in team meetings and when possible DON meeting.
b. Implement curriculum as developed by faculty and team to ensure consistency among team members and between program levels.

c. Implement Program policies and procedures and follow program guidelines.

d. Follow BRN guidelines and policies that relate to the practice of professional nursing and nursing education.

5. **Clinical Responsibilities**

   a. Supervise students in the clinical setting as required by BRN regulations and program policies.

   b. Be available to staff and students for discussion, clarification, or interpretation of student’s assignment or student role.

   c. Provide students and staff with contact information.

   d. Evaluate students’ level of performance as outlined by clinical evaluation tools and course objectives.

   e. Become familiar and adhere to department and university policies such as Mid Term Notification; Policy on Professional and Safe Practice and Clinical Performance Policy.

   f. Notify Program Directors regarding student problems.

   g. Review, evaluate and provide timely feedback on clinical assignments and grade as outlined in course syllabus.

6. **Student Counseling/Documentation**

   a. Provide timely feedback to students relevant to their clinical performance.

   b. Provide corrective counseling when clinical and/or theory objectives are not being met and clinical performance is not consistent with expected standards of performance.

   c. In consultation with Program Director Document per program policy using SBAR and/or Clinical Performance Contract.

   d. Carefully monitor and provide frequent feedback to students who are working on remediation plan.

7. **Resource/Role Model**

   a. Serve as a resource person to help students meet objectives.

   b. Promote critical thinking and application of the nursing role related to the enrolled program.

   c. Establish and maintain a professional relationship with students.

   d. Serve as a role model for professional behavior.

   e. Conduct clinical conferences for integration and application of theoretical knowledge in the clinical setting.

   f. Maintain a current theoretical knowledge base and clinical competency relevant to teaching assignments.

   g. Maintain current licenses, certifications and health and safety requirements as outlined at assigned clinical facility.

8. **Upon Completion of Clinical Lab Experience**

   a. Conduct a final clinical evaluation conference with each student providing a written summary of his/her clinical learning outcomes (per course syllabus). Discuss the summary with the student and have the student sign the evaluation form.
b. File all original student evaluation forms in student files.
c. Submit grades for students via Canvas and PeopleSoft.
d. Complete the faculty evaluation of clinical sites/preceptor’s survey (sent to email account).
e. Encourage students to complete the clinical site/preceptor evaluation.

Graduate FNP Faculty
1. The SSU FNP Faculty team has identified the following criteria as evidence of faculty clinical competence. Any member of the FNP teaching team must meet at least three of the following criteria to be considered clinically competent:
   a. Current clinical practice in Primary Care (average 4 hrs./week)
   b. Current clinical research in Primary Care
   c. Maintaining ANCC or AANP National Certification in Primary Care specialty
   d. Maintaining continuing educational units that have a Primary Care focus. Must be at least 30 units/2 years.
   e. Experience precepting clinical students in Primary Care
   f. Faculty site visiting and supervising of clinical students in Primary Care.
   g. Scholarly contribution to Primary Care: Publishing, lecturing, teaching, grant work.
   h. Volunteering as NP in Primary Care clinical site.
   i. Participation as an active member of a committee that is involved in overseeing some aspect of Primary Care practice: i.e. community boards, peer review, policy and procedure committee.

2. Faculty Responsibilities in Graduate Program
   a. Meet with FNP team monthly and final review at the end of the academic year All faculty will collaborate in discussions to help students at risk and document student progress. If not able to physically be at team meetings must use Zoom in an attentive manner.
   b. Participate in evaluation process by reviewing previous green evaluation folder for course assignments, evaluation and recommendations.
   c. Course Lead faculty will Prepare LMS (Canvas) site and will update syllabus, contact information, objectives, learning activities, Evaluation methods and dates of on campus instruction seminars/labs, in Canvas according to template (Appendix ).
   d. Clinical faculty will familiarize themselves to site location, type and philosophy at beginning of semester assessing for appropriateness to meet student-learning objectives.
   e. Confirm with student and verify in clinical data base current contract and/or letter of agreement file in Nursing Office, provide orientation to JCFC, MGM and Esplanade house faculty supervised clinical sites as appropriate based on assigned role.
   f. Clinical Faculty will meet with clinical students assigned and confirm sites, days students are in clinical and potential site visits and communicate the process for communication at beginning of semester.
g. Clinical faculty and/or student are responsible for providing contact information for clinical faculty to the preceptor early in the semester. Clinical faculty are responsible for making a minimum of one face to face site visit each semester per assigned student.

h. During site visit clinical faculty should meet with preceptor and review any questions related to the preceptor handbook and discuss concerns with student and/or performance.

i. Clinical faculty will wear DON official name badge during all site visits.

j. Clinical faculty/Director/Assistant director are available to students and preceptors by phone 24/7 for advising and consultation.

k. Clinical faculty will regularly monitor the clinical database (Typhon) for appropriate clinical experiences and time logged based on progression in program.

l. Clinical faculty are responsible for evaluating clinical performance and clinical paperwork weekly and providing timely feedback (within one week of due date) and will report any issues to director. At midterm they are responsible for letting students know their progress, if student is in failing mode must send notice of such. At the end of the semester they are responsible for assigning a letter grade.

m. Course Lead faculty will order agreed upon textbooks in October for Spring and April for Fall from the bookstore at SSU. Course Lead faculty will plan student orientation to course and be knowledgeable re their faculty roles.

n. Director will assign faculty to clinical students prior to the beginning of semester.

o. Course Lead faculty maintain communication with Director for any course concerns.

p. All Faculty facilitate evaluation of course including student, faculty, program, clinical sites, preceptors, course materials, and outcomes.

q. Follow DON Program Evaluation, BRN, NONPF and AACN requirements for evaluation, revision and reevaluation.

r. All faculty are expected to participate in OSCE in 550C and Simulated exams in N550A and B.

Donated Skills Lab Supplies:
Many faculties have access to discarded supplies that could be saved for student instruction. We welcome donated supplies only as approved by each program director.

Faculty Providing Patient Care Policy
When faculty are employed in a clinical setting it is often difficult for the staff to see the faculty member as an instructor on the days when teaching. They may ask the faculty member to help out by providing nursing care to patients not assigned to students. Faculty can provide nursing services to patients only in conjunction with the nursing student who has been assigned to the patient. This is a BRN regulation. (www.rn.ca.gov)

Faculty Dress Code and Appearance
Faculty is expected to have a professional appearance as representatives of DON. Appearance should be conservative and meet standards appropriate to the nursing profession in Sonoma County. The dress code for faculty depends on the area of teaching and meets the standards of the assigned clinical setting. When giving lectures, professional business apparel is appropriate.

**CLINICAL AFFILIATION**
Sonoma State University must have a written contract with each clinical agency used as a clinical site where students provide nursing care. A Clinical Affiliation Request Form is to be submitted to the Chair/Program Director. This form is located on the nursing web page faculty resources. Notify the Director and Chair of any new clinical agencies long before they are to be used so that the contracts can be initiated, and the site can be approved by the BRN if needed.

**PRECEPTORS**
The DON values our relationships with preceptors in both the undergraduate and graduate programs. Each program has specific criteria for selection and documentation of preceptor experiences. These are in the respective preceptor handbooks for each program.

**STUDENT SUPERVISION/MALPRACTICE INSURANCE**
Professional liability insurance (also known as “malpractice” insurance) is provided at no cost by the California State University. The California State University holds a blanket liability insurance policy with coverage in the amount of $2 million per occurrence/ $4 million aggregate for all nursing faculty in its system.

**FACULTY ORIENTATION**
All new faculty are invited to participate in an orientation program designed by SSU Faculty Affairs. Information regarding this orientation is sent to each new faculty member during the summer prior to the August orientation date.

**FACULTY GUIDANCE AND SUPPORT**
Ongoing guidance and support for all faculty in the instructor role is provided. Each new faculty will be assigned a course mentor and will also be oriented by the Program Directors. Orientation activities, including periodic workshops, are available for all faculty in which the essential elements of the program and teaching tools are reviewed. In addition, all new full time and adjunct faculty are oriented to the DON. This includes a general orientation relevant to various aspects of the Nursing Program as well as an orientation specific to the faculty teaching assignment.

Department and team meetings provide an opportunity for faculty growth, support and input into program planning and implementation. New faculty will find team meetings especially helpful.

Faculty and course leads are available for mentorship and guidance in relation to course planning, implementation and evaluation. The Director and Assistant Director are also available to assist faculty. In instances where students are having difficulty meeting
course objectives, **guidance is to be sought first from the Program Director who may refer the issue to the Chair.** The focus of this guidance is to assist the faculty member in early identification and effective interventions for students at risk for failure. Faculty need to proactively employ clear communication strategies and notification documentation aimed at student success and ensure that students are provided due process.

Orientation to the clinical facility will vary depending upon the faculty’s knowledge about a given clinical facility and the orientation plan requirements for the assigned clinical agency.

**FACULTY ORGANIZATION/COMMITTEE STRUCTURE**
The BRN requires (BRN REGS: Section 1424g) that “there shall be a faculty organization which has the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the Program.” The BRN requires evidence of meeting attendance by faculty, which must be available for BRN review by the BRN consultant as part of the program approval process.

The standing Faculty committees are:
- Department
- Team
- RTP

Each Team schedules monthly meetings, and all Program specific faculty are expected to participate.

**Department Committee**
The Department Committee is run by the Department Chair, meets monthly and has the primary responsibility for developing, reviewing and approving policies and procedures developed by program committees. Teams report their activities and recommendations at this meeting for curriculum and program changes. University information, policies and concerns that affect the program and faculty are presented. This is also the arena for discussing new and ongoing programs, instruction, evaluation and planning. Attendance is required of all full-time faculty and encouraged for all lecturer faculty. Minutes are maintained and prepared for BRN & National Accreditors review at site visits.

**Team Committees**
Team committees are divided into the baccalaureate team that includes the pre and post licensure tracks. The master’s team include the FNP Masters and the post-masters Certificate FNP. Team meetings have the primary responsibility of developing, evaluating, revising curriculum, reviewing and evaluating policies, and making changes based on student input. Reviewing and evaluating admission criteria, discussion of student issues, course evaluations and recommendations for improvement, licensing and credentialing success rates, job placement rates, clinical placements, on site laboratory needs, course materials, technology support, advising, and other program specific needs.
The primary responsibility of the Department Chair is to facilitate effective operation of the department to achieve its stated mission, purpose and goals. The Department Chair serves as a liaison to the School, the University and the community. The functions of the Department Chair are to:

**Community**
- Represent the department at community and/or professional meetings at the local, regional, state and national level.
- Convene the Department Advisory Board at regular intervals to maintain informed cooperative working relationships with major collaborations in the health care community.
- Participate in professional activities at the local, regional, state and national level to keep the department apprised of major trends and issues in health care and nursing education.
- Work with the university and the community in developing strategies for fundraising for the department.
- Provide leadership and encourage faculty, staff and students to be active participants in community building.

**School/University**
- In collaboration with the Dean of the School of Science and Technology and the faculty of the department, prepare and annual budget for the department.
- In collaboration with the faculty of the department and the Dean of the School of Science and Technology, prepare an annual schedule of classes and faculty assignments.
- As a member of the School of Science and Technology Council of Department Chairs, represent and advocate for the faculty and students of the department.
- Promote a cooperative climate with other departments in the University in support of meeting the programmatic needs of the Nursing Department.

**Department**
- Provide leadership in the development, implementation and evaluation of department policies and procedures.
- Be responsible for the effective operation of the Department Office
Administer the department’s resources effectively, including budget, foundation accounts and development money, equipment and lab in consultation with faculty and the SST Office.

Serve as Director of the pre-licensure track in the Baccalaureate program, accountable to the California State Board of Registered Nursing for faculty qualifications, curriculum and clinical agencies compliance with California Nurse Practice Act, and legal contracts with collaborating agencies.

Accountable to assure that the department fulfills its legal responsibilities regarding faculty rights, students’ rights, Americans with Disabilities Act, Workers’ Compensation and workplace safety.

Coordinate the department’s response to annual reports, BRN, NLN. ACEN and the University catalog revisions biannually.

Coordinate and plan department processes for major accreditation reports of the California State Boards of Registered Nursing, Accreditation Commission for Education in Nursing, SSU Educational Policies Committee, WASC.

Coordinate and oversee the department’s evaluation plan in achieving designated outcomes that express the department’s mission.

Initiate and monitor departmental search committees for both tenure track and part-time positions and serve on respective search committees.

Coordinate with the department RTP and temporary lecture evaluation committees in the evaluation of all tenure track faculty, post-tenure reviews and part-time faculty evaluations.

Coordinate with the University, School and faculty of the department an effective program of academic advising.

Search for potential funding sources for department programs in collaboration with the faculty and/or community representatives.

Provide departmental support, review and endorsement for contracts and grants.

Foster faculty development in teaching excellence, research and scholarship.

Encourage faculty creativity and entrepreneurial endeavors that support the department mission and goals.

Orient new faculty to department, school and university policies and procedures.

Serve as liaison to the University Admissions and Records Office, the Development Office and Student Affairs Office and other campus resources involved in student recruiting.

Coordinate department marketing/student recruiting efforts.

Students

With faculty and staff, create an atmosphere that is respectful and responsive to student learning.

Provide counsel and guidance to faculty and students when issues, problems or grievances arise.

Encourage student participation in departmental meetings and processes.

Provide leadership in the recruitment, retention and orientation of new students.

Chair Election Process: The selection of a Department Chair is conducted every three years and as outlined in the CSU CBA. (Appendix or URL)
SONOMA STATE UNIVERSITY
DEPARTMENT OF NURSING
ASSISTANT DIRECTOR PRE-LICENSEURE BSN PROGRAM
POSTION DESCRIPTION

Qualifications:

1. Meet all requirements of the California Board of Registered Nursing including;
2. Master’s degree or higher in nursing
3. Two Years’ experience teaching in a pre-post licensure registered nursing program
4. Two-year’s continuous, full-time or its equivalent experience providing direct patient care as a registered nurse
5. Clear and active CA RN license

Responsibilities:

Assist the Director/Chair with the following duties:

1. Assume the role of Director in his/her absence
2. Collaborate and communicate with course leads
3. Co-Chair BSN team meetings
4. In concert with Director, review and make recommendations to the faculty regarding admission criteria and policies of the Post-License Program congruent with Department and University policy standards.
5. Assist with scheduling pre-licensure courses
6. Act as clinical liaison for oversight of Clinical Affiliation Agreements, partnership relationships and fostering expansion of clinical sites.
7. Recommend and prioritize lab and material needs
8. Assist in Advisory Councils for all Sonoma State Partners
9. Assist in CA BRN State and National Accreditation review and preparation
10. Oversee Preceptor processes as outlined by National Accreditation & BRN
11. Provide oversight for program assessment and produce the annual review/report
12. Monitors curriculum alignment, mapping and overview
13. Becomes familiar developing student-leaders and encourage faculty to inform students regarding the governance of the Department of Nursing and the need for student participation.
14. As faculty leader functions as liaison and encourage student participation in student organizations and professional Nursing organizations.
15. Nominate Pre-License students for scholarships, grants, and other appropriate awards. Prepare letters of recommendation for students as is appropriate.
16. Works with Director to counsel students at risk for program failure or dismissal and assure adherence to student-contracting procedures.
17. Provide leadership and encourage faculty, staff and students to be active participants in community building.
18. Organizes and directs the Pre-licensure summer program orientation
19. Advise pre-licensure students
SONOMA STATE UNIVERSITY  
DEPARTMENT OF NURSING  
DIRECTOR POST-LICENSE BSN PROGRAM  
POSITION DESCRIPTION

Major Responsibilities:

Assume the role of Chair in their absence  
Collaborate and communicate with course leads  
Chair and co-chair BSN team meetings  
Oversee program admission procedures, interventions to foster retention and  
provide on time graduation of Post-License students  
Coordinates scheduling of all post-licensure courses  
Oversight of clinical faculty in obtaining Clinical Affiliation Agreements,  
partnership relationships and fostering expansion of clinical sites.  
Assist in Advisory Councils for all Sonoma State Partners  
Assist in State and National Accreditation  
Oversee Preceptor processes as outlined by national accreditation & BRN  
Supervise program assessment and quality improvement  
Monitors curriculum alignment and oversee revisions  
Oversees CNCEM budget

Duties include:

To provide leadership in Post-License BSN Program quality control,  
maintenance, planning and development.  
Work with Chair on course assignments for Post-License BSN faculty  
Investigate and initiate innovative methods to maintain and broaden the quality of  
the Post-License Program, via partnerships, curriculum revision, and course  
delivery methods.  
Orient and mentor new Assistant Director and Post-License BSN faculty to the  
curriculum, courses, grading methods and clinical site visitation methods as  
appropriate.  
Communicates regularly with the five community college campuses in SSU  
service area. Oversees CNECM Advisor to update and post curricular RN-BSN  
Roadmaps from each community college.  
Oversees clinical faculty initiation, establish and supervise affiliations with  
clinical agencies, preceptors and, with other appropriate faculty, act as liaison  
between community agencies, the Post-license program and the Department of  
Nursing.
In conjunction with the department administrative assistant, to review, and maintain all letters of agreement/contracts with preceptors and agencies, to meet and comply with the BRN regulations and ACEN standards.

Serve as expert and resource person to faculty regarding the Post-license curriculum.

Serve as consultant to Chair and faculty regarding progression, retention and graduation requirements of students.

Maintain knowledge of CA BRN Nursing Practice act and BRN regulations pertaining to quality Post-License program maintenance.

Co-ordinate, and maintain a close working relationship with the Department of Extended Education in regard to Post-License curriculum.

Attend and participate in all Department meetings pertinent to the Post-License Program.

Arrange and chair Post-License team meetings and supervise the preparation and maintenance of meeting minutes.

Coordinate curriculum as it relates to the conceptual framework outlined by the faculty and oversee the implementation of the curriculum and the accomplishment of program objectives for the Post-License Program.

Works with BSN team to assure quality and availability of general education courses for on time graduation.

Admissions

Review and make recommendations to the faculty regarding admission criteria and policies of the Post-License Program congruent with Department and University policy standards.

Prepare admission requirements for catalog annually.

Develop, prepare and update informational material sent out to interested candidates about the Post-License program and the two routes of admission (CNECM and TPOST).

Respond to requests for information about the Post-License program and communicate with interested students as time allows.

Each spring review and rank all Post-License candidate files. Oversee review draft acceptance/denial letters, supervise issuance of letters, and discuss outcome with applicants as necessary and sign-off on BSN admissions paperwork.

Each year coordinate orientation sessions for incoming Post-License students.

Student/Faculty

Inform students and encourage faculty to inform students regarding the governance of the Department of Nursing and the need for student participation.

Act as a liaison and encourage student participation in student organizations and professional Nursing Organizations.

Nominate Post-License students for scholarships, grants, and other appropriate awards. Prepare letters of recommendation for students as is appropriate.

Counsel students at risk for program failure or dismissal and oversee student contract procedures.

Other
Represents the University, Department and FNP Program by participating in/on community, State National and Professional committees/organizations.

SONOMA STATE UNIVERSITY
DEPARTMENT OF NURSING
ASSISTANT DIRECTOR POST-LICENSE BSN PROGRAM
ROLE DESCRIPTION

Major Responsibilities:

Contributes to leadership in quality, maintenance, planning and development of Post-License BSN Program.
Assume the responsibilities of Director in their absence
Leads program assessment and quality improvement
Assure compliance with CA BRN and accreditation standards
Contribute as needed in all Department meetings pertinent to the Post-License Program.
Orient and mentor novice Post-License BSN faculty to the curriculum, courses, grading methods and policies as appropriate.
Oversees compliance with student clinical requirements.
Participates in interventions to foster retention and promote on time graduation
Participates in meetings with partners and Advisory Boards.
Becomes familiar with partnership relationships and fostering expansion of clinical sites and Preceptor processes as outlined BRN regulations and accrediting body
Becomes familiar with program admission procedures,

Duties include:
Assure completeness of all Program records
Maintains documentation:
- CNECM Team and BSN meeting minutes
- Green Folders
- Mid and End of Program Evaluations
- Updates Program Outcomes
Lead contributor in self-study for accreditation
Monitors curriculum alignment:
Oversees mapping of AACN BSN Essentials in each course and assures program meets each component
Communicates need for curriculum revision program to Director and in concert with Director communicates need for alignment of curriculum with course leads
Arrange Post-License team meetings and supervise the preparation and maintenance of meeting minutes.
Co-chair BSN team meetings – prepares agenda with Director
Assures student clinical requirements are met prior to start of fall semester and ongoing monitoring of enrolled students. Communicates with administrative
assistant, students and faculty as needed.

In concert with Director, admits new students and conducts orientations

Becomes familiar with
- communication processes with the five community college campuses in SSU’s service area
- method of updating and posting curricular RN-BSN Roadmaps from each community college.
- how to initiate, establish and supervise the contract negotiations with clinical agencies, preceptors and, with other appropriate faculty, act as liaison between community agencies, the Post-license program and the Department of Nursing.
- in conjunction with the department administrative assistant, to review, and maintain all letters of agreement/contracts with preceptors and agencies, to meet and comply with the BRN regulations and accreditation standards State Nursing Practice act and BRN regulations pertaining to quality Post-License program maintenance.

Coordination and maintenance of effective working relationship with the Department of Extended Education in regard to Post-License curriculum.

In concert with Director, coordinate curriculum as it relates to the conceptual framework outlined by the faculty and oversee the implementation of the curriculum and the accomplishment of program objectives for the Post-License Program.

Admissions

In concert with Director, review and make recommendations to the faculty regarding admission criteria and policies of the Post-License Program congruent with Department and University policy standards.

Become familiar with preparations for admission requirements for catalog annually.

Become familiar with the development, preparation and ongoing update of informational material sent out to interested candidates about the Post-License program admission.

Become familiar with the appropriate responds to requests for information about the Post-License program and communicate with interested students as time allows.

In concert with Director, review and rank all Post-License candidate files. Oversee review draft acceptance/denial letters, supervise issuance of letters, and discuss outcome with applicants as necessary and sign-off on BSN admissions paperwork.

In concert with Director, coordinate orientation sessions for incoming (CNECM) and matriculated (CPOST) Post-License students.
Students

Becomes familiar developing student-leaders and encourage faculty to inform students regarding the governance of the Department of Nursing and the need for student participation.

As faculty leader functions as liaison and encourage student participation in student organizations and professional Nursing organizations.

Nominate Post-License students for scholarships, grants, and other appropriate awards. Prepare letters of recommendation for students as is appropriate.

Works with Director to counsel students at risk for program failure or dismissal and assure adherence to student-contracting procedures.
SONOMA STATE UNIVERSITY
DIRECTOR FAMILY NURSE PRACTITIONER PROGRAM (FNP)
ROLE DESCRIPTION

The FNP Program Director is responsible to inform Faculty, Chairperson, and applicable University interface entities of issues concerning the Family Nurse Practitioner (FNP) Program.

The following are the FNP Director’s responsibilities.
1. To provide leadership in FNP Program quality control, maintenance, planning and development.
2. Work with Chair on course assignments for Graduate and FNP Faculty.
3. Investigate and initiate innovative methods to maintain and broaden the quality of the FNP Program, via grants, awards and entrepreneurship.
4. Orient and mentor new FNP tenure-track, continuing education, and temporary faculty to the FNP curriculum, courses, grading methods and clinical site visitation methods as appropriate.
5. Supervise and assist in the evaluation of new FNP tenure-track, continuing education, and temporary faculty.
6. Initiate, establish and supervise the contract negotiations with clinical agencies, preceptors and, with other appropriate faculty, act as liaison between community agencies, the FNP program and the Department of Nursing.
7. In conjunction with the department administrative assistant, to review and maintain all letters of agreement/contracts with preceptors and agencies, to meet and comply with the BRN regulations.
8. Serve as a resource person to faculty regarding the FNP curriculum.
9. Serve as FNP Program consultant to faculty regarding progression, retention and graduation requirements of students.
10. Maintain knowledge of The State Nursing Practice act and BRN regulations pertaining to quality FNP program maintenance, so that graduates of the program may be certified to practice in California. (Appendix X)
11. Maintain knowledge of National Credentialing body criteria, so that graduates of the program may be eligible to sit for credentialing exams. Compile and report result to faculty and for evaluation document.
12. Co-ordinate, and maintain a close working relationship with the Department of Extended Education and assigned staff with regards to FNP Post MSN Certificate admissions, retention and curriculum.
13. Attend and participate in all Department meetings pertinent to the FNP Program.
14. Arrange and chair the FNP team meetings at least each month.
15. Initiate and supervise all activities at distance campuses. Maintain close liaison with faculty who have distance students.
16. Coordinate curriculum as it relates to the conceptual framework outlined by the faculty and oversee the implementation of the curriculum and the accomplishment of program objectives for both the FNP Masters and Certificate track.
17. Admissions
a. Review and make recommendations to the faculty regarding admission criteria and policies of the FNP Program congruent with Department and University policy standards.
b. Prepare admission requirements for catalog every year.
c. Develop, prepare and update informational material posted to the FNP MSN and PMCFNP website for interested candidates about the FNP program and the two routes of admission.
d. Delegate and as necessary respond to requests for information about the FNP program and meet with interested students as time allows.
e. Each year once admissions are closed and data is compiled review all FNP, MSN and Post MSN Cert candidate files against admission criteria and present to FNP team. Draft acceptance/denial letters supervise issuance of letters and discuss outcome with applicants as necessary and sign-off on graduate admissions paperwork.
f. Each year in May/June conduct orientation sessions for incoming part-time and full-time students.

18. Student/Faculty

a. Inform students and encourage faculty to inform students regarding the governance of the Department of Nursing and the need for student participation in all level of meetings.
b. Act as a liaison and encourage student participation in student organizations and professional FNP organizations.
c. Create opportunities for informal interaction among FNP faculty and students and maintain office hours/access that are convenient to students and supervise same in FNP faculty.
d. Nominate students on behalf of the FNP team for scholarships, grants, and other appropriate awards. Prepare letters of recommendation for students as is appropriate.
e. At the end of each semester, and after degrees are posted, supervise the Graduation paperwork for FNP graduates to be forwarded to the BRN (Appendix X).
f. Sign all legal/BRN documents, pharmacology documents and National Credentialing exam paperwork submitted by students.
g. Throughout the semester, evaluate and sign as appropriate all legal/BRN documents of former students.
h. Each semester in team meetings review advising and monitor student progression throughout the FNP program.
SONOMA STATE UNIVERSITY
DEPARTMENT OF NURSING
ASSISTANT DIRECTOR FAMILY NURSE PRACTITIONER PROGRAM (FNP)
ROLE DESCRIPTION

The FNP Program Assistant Director is responsible to the Chair & FNP Program Director and assists the director in informing Faculty and applicable University interface entities of issues concerning the Family Nurse Practitioner (FNP) Program.

The following are the FNP Assistant coordinator’s responsibilities.

1. To provide leadership in FNP Program and assist with quality control, maintenance, planning and development.
2. To assist in orienting and mentoring new FNP Tenure-track, and temporary faculty to the FNP curriculum, courses, grading methods and clinical site visitation methods as appropriate.
3. To assist in the evaluation of new FNP tenure-track, and temporary faculty.
4. To assist in initiating, establishing and supervising the contract negotiations with clinical agencies, preceptors and, with appropriate faculty as directed by the Program Director. To act as liaison between community agencies, the FNP program and the Department of Nursing.
5. To serve as a resource person to faculty and advise students regarding the FNP curriculum.
6. To attend and participate in all Department meetings pertinent to the FNP Program.
7. To arrange and chair the FNP team meetings in the absence of the director and is responsible for the preparation and maintenance of meeting minutes.
8. To participate in University governance, as member of School, Senate or University committees as appropriate.
9. To assist the director in collecting and analyzing program evaluation documents and completion of the Annual Program Evaluation document summarizing this data each summer for presentation to faculty of the whole in September.
10. To assist the director in collecting and analyzing program data and developing grant application as directed by Director.

CURRICULUM

1. To assist in coordination of the curriculum as it relates to the conceptual framework outlined by the SSU faculty.
   a. To make recommendations to the Director regarding:
      i. All proposed courses
      ii. Requests to delete courses
   b. To make recommendations to the Director regarding substantive curricular revisions such as:
      i. Course requirements
      ii. Prerequisites
iii. Grading
iv. Number of units
v. Content
vi. Clinical learning experiences

STUDENT AFFAIRS

1. Admissions
   a. To review with and make recommendations to the director regarding admission criteria and policies of the FNP Program congruent with Department and University policy standards.
   b. To assist with the review of all FNP, MSN and Post MSN Certificate candidate admission files.
   c. To respond to requests for information about the FNP program and meet with interested students as time allows as directed by Program Director.
   d. To assist the director in conducting orientation sessions for incoming part-time and full-time students.

2. Student/Faculty
   a. To inform students and encourage faculty to inform students regarding the governance of the Department of Nursing and the need for student participation.
   b. To act as a liaison and encourage student participation in student organizations and professional FNP organizations.
   c. To assist the Director in advising and monitoring of student progression in the FNP program.

OTHER

Represents the University, Department and FNP Program by participating in/on community, State National and Professional committees/organizations.
CLINICAL EVALUATION

Evaluation of the extent to which students are achieving the clinical objectives is an essential part of the learning process. Feedback at frequent intervals provides the student and opportunity to refine their knowledge base and use of the nursing process. In order to successfully complete each course/component, the student must function safely in the clinical setting consistent with expectations for the student’s current level of education.

Students have a right to know how they are performing in the clinical setting in relation to their meeting clinical objectives and have the right to an opportunity to remediate when performance is inconsistent with competency standards. Students who demonstrate unsafe practices may be removed from the clinical setting immediately if the faculty member feels that patients’ safety may be at risk. (See Student Handbook).

The Director, or in their absence the Assistant Director, is to be notified immediately when a student is at risk of failing a course.

Exclusion from Lecture Class
A student may be excluded from class with limitations for disruptive behavior. The SSU policy may be found at http://sonoma.edu/uaffairs/policies/disruptive.html

Skills / Simulation Lab / Clinical Seminars
An important aspect in the implementation phase of the nursing process is the ability of the nurse to perform certain skills. Opportunity for practice is an essential element in the process of acquiring manual dexterity. Therefore, the skills laboratory is an integral part of the nursing curriculum, allowing the student opportunity to practice and perfect skills prior to the performance in the clinical area.

Students may not perform a skill in the clinical setting unless they have demonstrated the ability to perform the skill competently in the skills lab.

Students must sign the “Policy for Students Practicing on Each Other” prior to performing any invasive skills with a lab partner. (See Student Handbook)
This policy does not include faculty. Do not allow student to practice any invasive procedure on you.

ATTENDANCE POLICIES
Each program has attendance policies for students due to our concern that performance objectives be met. These may be found in the Student Handbook and individual Course Syllabi.

CONFIDENTIALITY
Student
Students have the same legal right to confidentiality as patients. It is essential that faculty maintain confidentiality regarding everything related to students including personal
information, personal lives, written work, test grades, and student performance. Written assignments must be returned in a manner that ensures privacy. Student problems are not to be discussed with facility personnel, family members, or other students. Confidential materials or documents with student identification that are to be discarded must be shredded. Classmates have the right to not share their personal information with fellow students. Students should be advised that the information regarding their classmates is confidential and should be kept in a private, safe place. Student information may be shared with program faculty and administration as appropriate to plan student instruction and to provide guidance, referrals and assistance as needed. All written documents related to the student instruction and to provide guidance, referrals and assistance as needed. All written documents related to the student, and placed in the student’s file, need to be read, signed and dated by the student and student provided a copy.

The faculty are required to have knowledge of and follow the Family Education Rights Policy Act (See FERPA Appendix). Violations of this policy are grounds for immediate dismissal.

Client/Patient
Students need to be reminded to maintain confidentiality of information that comes to them as a result of their presence in a clinical site. Students may not view patient charts of individuals not assigned to them. Under no circumstances are students to photocopy and client/patient records.

NURSING ADVISORY COMMITTEE

Advisory Committee
Advisory committee members are appointed to assist in the development of educational programs. Such committees are properly constituted to include representative citizens who are recognized and respected experts in their fields. A committee is advisory in full meaning of that word and performs its functions by making recommendations to the college authorities. Faculty is encouraged to recommend potential advisory committee members to the Chair.

Functions:
An advisory committee may perform all or some of the following functions:
1. Evaluate an existing curriculum
2. Develop data concerning need, costs, facilities required, and potential enrollment for a new curriculum.
3. Make subject-matter recommendations for a new curriculum per Education.
4. Assist in setting up standards for entrance into the curriculum under study.
5. Help in recruiting applicants for admission.
6. Advise on the appropriate qualifications for instruction personnel in a particular program.
7. Assist in establishing standards for cooperative part-time, on-the-job training and developing opportunities for such training.
8. Participate in a program for publicizing the content and aims of the curriculum and for placement of graduates.
9. Keep the college informed on changes in the labor market, specific needs, surpluses, etc.

**DON SYSTEMATIC PLAN OF EVALUATION**

Section 1424 (b) (1) of the Nurse Practice Act states: “The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedure, attrition, and retention of students, and performance of graduates meeting community needs.”

The DON has an evaluation plan for each program that meets the criteria for the BRN and National Accreditation. The SPE is located in the Appendices. The SPE is reviewed each semester and as an annual report. See Appendix:87 for SPE/Evaluation Responsibility Matrix.

**Faculty Evaluations**

**Tenure and Tenure Track Faculty**
All faculty are evaluated per the CSU CBA. Tenure and Tenure Track Faculty are referred to the Faculty Affairs to review SSU Policies and Procedures on faculty evaluation. [http://www.sonoma.edu/aa/fa/](http://www.sonoma.edu/aa/fa/).

**Temporary Lecturers**
The Department of Nursing procedures to evaluate temporary lecturers complies with Collective Bargaining Agreement and University’s Periodic Evaluation of Temporary Faculty. The Department uses the University's guidelines for evaluating applications for range elevation by lecturers [http://www.sonoma.edu/uaffairs/policies/periodicpolicy_2013.html](http://www.sonoma.edu/uaffairs/policies/periodicpolicy_2013.html).

All reviews and peer observations will be conducted by the Temporary Faculty Evaluation (TFE) Committee comprised of tenured and probationary faculty. See Appendix: 79 for Instruction/Peer Review Eval.

**Full Time or Part Time Lecturers Appointed for Three-Year Appointments**
Three-year lecturers are evaluated at least once during appointment. The cumulative review will include a minimum of one peer observation and SETE summaries. Any other materials requested to be included by the person being reviewed may be included.

**Full Time or Part Time Appointed For 2 or More Semesters**
All other temporary faculty will be evaluated annually. The review will include SETE summaries and a minimum of one peer observation for returning faculty. Any other materials requested to be included by the person being reviewed may be included.

**Part Time Appointed For 1 Semester**
First time temporary faculty reviews will include a peer observation in first AY courses and SETE summaries. Any other materials requested to be included by the person being reviewed may be included.
USEFUL WEBSITES AND INFORMATION
There are areas in which faculty frequently have questions. The following section of this handbook is designed to provide answers to these questions and other information that faculty might find to be useful.

Keys
http://www.sonoma.edu/seawolfservices/campus-key.html

Office Assignment/Equipment
The Chair of the Department makes office assignments. Shared office space is not uncommon depending on the number of office available in the department. Office equipment is available including a computer, seating, and supplies upon reasonable requests. Wall repair and painting can also be requested. Report any damages or repairs needed upon discovery for your health and safety.

Office Hours
Faculty teaching face-to-face and online is expected to be available regularly during the semester for individual student contact. Office hours are to be communicated with the students in all syllabi and stated hours or process are to be maintained throughout the semester.

Parking
http://www.sonoma.edu/seawolfservices/parking-permit-info.html

Payroll and Benefits
http://www.sonoma.edu/hr/payroll

Sigma Theta Tau-Lambda Gamma Chapter
http://lambdagamma.nursingsociety.org/home

Teaching Schedule
The teaching assignments and schedule are developed by the Chair in consultation with Program Directors. Offers are made by the Dean to meet the needs of each program and the Department. Teaching assignments, offers for work, and entitlements are outlined in the CSU CBA.

Workers’ Compensation Information
If at any time a student or faculty is injured at the clinical site please seek immediate medical attention and follow all procedures for workers’ compensation located at http://www.sonoma.edu/hr/payroll/workers-compensation/

Email
Is the primary method of communication on campus and in the program. The university
requires that all faculty have an SSU email account and that official communication will be through that account with the department and students.

**Mail**
Incoming mail is placed in faculty mailboxes or folders in the workroom. The department only can mail paychecks to a faculty if permission is given and the office has stamped, self-addressed envelopes on-hand supplied by faculty.

**Sexual Harassment and Discrimination**
Sexual harassment and discrimination policies and reporting procedures are located at: [http://www.sonoma.edu/crvd/discresponse.html](http://www.sonoma.edu/crvd/discresponse.html)

**Drug Free Workplace:** [http://www.sonoma.edu/uaffairs/policies/drugpolicy.htm](http://www.sonoma.edu/uaffairs/policies/drugpolicy.htm)

**Smoke Free Campus:** [http://www.sonoma.edu/uaffairs/smokingandtobaccorfree.html](http://www.sonoma.edu/uaffairs/smokingandtobaccorfree.html)

**Vehicle Liability:** Faculty and Staff may not transport students in their vehicles due to liability issues.

**Forms:** A number of SSU forms, as well as forms developed by the DON, are used by faculty at various times. In addition, the BRN requires that certain forms be submitted indicating program/faculty approval. All copies are available on-line.

SSU Forms used each semester
- Travel Authorization (for clinical travel)
- Key Requests (for each classroom assignment)
- Textbook Order Forms (online October for Spring and April for Fall)

**Textbook Orders**
The Board of Registered Nursing has two major responsibilities.

1. Protection of the Consumer
2. Accreditation of professional nursing programs.

The BRN has developed a Directors Handbook reflecting current policies, regulations, procedures, and guidelines. A copy of this handbook (CD-ROM) is available to faculty from the Chair. (on file in Chairs Office)

The following information includes selected BRN policies, regulations and procedures that will assist faculty in functioning as a nursing instructor consistent with these policies, regulations, and procedures.

**BRN Faculty Appointment Approval**

All faculty members, the Director and Assistant Director must be approved by the Board of Registered Nursing for the specific clinical and content areas for which they are requesting to teach prior to any clinical or class assignment. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned. Clinically competent means that a nursing program faculty member processes and exercises the degree of leaning, skill, care and experience ordinarily possessed and exercised by staff level registered nurses of the clinical unit to which the instructor is assigned. Faculty will be approved for a clinical assignment area where there is documentation to support education and/or clinical experience. To comply with California law, which requires that every employer of an RN shall ascertain that the nurse is currently licensed, the license of the instructor will be examined at the time of initial employment as well as at license renewal dates. A copy of the current active license must be kept on file in the Nursing Office.

In order to expedite that faculty approval process, the BRN has developed a one-time faculty approval policy. The nursing program director will give a copy of the approved BRN appointment form to the approved faculty member. The faculty member may then use this approved form with other nursing programs.

Faculty members who wish to add an area of content, not previously approved by the BRN, must seek approval through the nursing program director who will initiate the appropriate BRN faculty appointment approval form. Faculty who do not have evidence of direct patient care within the last three years will be required to remediate consistent with BRN guidelines for faculty remediation which can be found in the BRN board approved policy in the Director’s Handbook.
BRN Approval of Clinical Facilities
Clinical facilities in which students participate in the care of patients in any aspect of the nursing process in the baccalaureate programs, must be approved in advance of student placement by the BRN. Prior to completion of the clinical facility form, the program director and instructor(s) requesting use of the clinical facility will review the BRN criteria and guidelines for the selection of clinical facilities found in section 5.2 of the BRN Directors Manual.

BRN School Approval Process

The school approval process occurs once every five years and is conducted by the BRN. This approval process includes the writing of a specific and detailed self-study report demonstrating that rules and regulations mandated by the BRN are being met. There is also an official approval visit. The purpose of the visit is to do an in-depth, on-site evaluation of the nursing program to assess compliance or noncompliance with the BRN policies, regulations, procedures & guidelines. The school is required to prepare and submit this self-study report, which is a self-evaluation of how the criteria set forth in the BRN rules and regulations are met. Development of the self-study report must involve the total faculty.

In preparation for the visit, BRN will provide the school with: guidelines for approval visits, guide for preparation of self-study report, application for approval, report on faculty, criteria for Approval and Guidelines for self-study by a nursing program, total curriculum plan, course of instruction, content of licensure, nursing curriculum, and clinical facilities, post approval visit schedule and approval process questionnaire. The director and faculty prepare this self-study report during the academic year prior to the visit.

The full BRN approval visit lasts three days and the visitors visit classes, skills labs, and clinical facilities. They will also hold meetings with students, faculty, clinical agency staff, and college administration. At the end of the visit, the visitor will give an oral exit report summarizing the program’s compliance or noncompliance with the Nurse Practice Act, Title 16, California code of regulations and BRN policies and procedures. A written report is generally sent to the school within two weeks of the visit. The report is also sent to the education committee of the BRN, which places approval, or non-approval of the program on the BRN agenda. If the school is found to be in non-compliance it will be recommended that action on the approval be deferred until the school corrects the violation. If a school is placed on warning status, their approval is in grave jeopardy. For additional information regarding the BRN school approval process please consult the Program Directors Director.
BRN REGULATIONS: PRE-LICENSEURE DIRECTOR & ASSISTANT DIRECTOR

Qualifications for Director and Assistant Director are established by BRN regulations as follows: **CCR 1425**

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<th>REGULATION</th>
<th>INTERPRETATION</th>
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<td>(b) The registered nurse <strong>director</strong> of the program shall have:</td>
<td>1. Master’s degree or higher in nursing, education or administration.</td>
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| (1) A master’s or higher degree from an accredited college or University which includes coursework in nursing, education or administration. | 1. Administrative position is defined as a director or assistant director who has direct responsibility for administrative decision-making process of the educational program: budgeting, employing, delegating assignments, planning, evaluating and allocating resources.  
   1. Administrative responsibility:  
   (a) in a professional nursing education program, which includes diploma, associate, baccalaureate and post-licensure RN programs; or  
   (b) as a director of nursing and/or in-service education program.  
   2. An academic year of two semesters or three quarters will be regarded as equivalent to one year’s administrative experience. |
| (2) A minimum of one year’s experience in an administrative position;       | 1. An academic year is defined as two semesters or three quarters.  
   2. Full-time teaching experience preferred.  
   3. Pre- or post-licensure nursing programs includes diploma, associate or baccalaureate and master’s degree registered nursing programs. |
| (3) A minimum of two years’ experience teaching in pre- or post-licensure nursing programs. | 1. One year’s continuous full-time experience as a registered nurse providing direct patient care. |
| (4) At least one year’s experience as a registered nurse providing direct patient care and/or | 1. Equivalent experience as determined by the board.                                                                                      |
| (5) Equivalent experience as determined by the board.                       |                                                                                                                                            |
(c) The registered nurse **assistant director** shall meet the education requirements set forth in subsection (b) (1) above and the experience requirements set forth in subsections (b) (3) and (b) (4) above or such experience as the Board determines to be equivalent.

1. Master’s degree, which includes coursework in nursing, education, or administration.
   1. Two years teaching experience in a pre- or post-licensure program—diploma, associate, or baccalaureate degree registered nursing program.
   2. One-year continuous experience as a registered nurse providing direct patient care.

**BRN Requirements for FNP/MSN/PMC Director and Assistant Director**


The director or co-director of the program shall:

a. Be a registered nurse in California
b. Hold a master’s degree or higher in nursing or related health field from an accredited college or university
c. Have had one academic year’s experience, within the last five years, as an instructor in a school of professional nursing, or in a program preparing nurse practitioners.
Appendices
## Pre-licensure BSN Curriculum

### 4 Year Plan starting Fall 2019

<table>
<thead>
<tr>
<th>Pre-Nursing Track</th>
</tr>
</thead>
</table>

### Freshman Year Fall Semester
- **BIOL 115 (3)** Intro to Biology (Area B2) (GE Area B2 A/P BIO)
- **CHEM 105 (5)** Elem of General, Organic & Biochemistry (GE Area B1)
- **GE, A2 (3)** Written Communication (Stretch option = 2 semester)
- **MATH 165 (4)** Statistics (GE Area B4) (Stretch option = 2 semester)

(Only 9 units of area B count for GE of the 12) GE Units: 9 Total Units: 15

### Freshman Year Spring Semester
- **BIOL 220 (4)** Human Anatomy
- **GE, A3 (3)** Critical Thinking (FLC option)**
- **GE, A1 (3)** Oral Communication (FLC option)**
- **GE, C3 (3)** Comparative Perspectives and/or Foreign Languages (FLC option)
- **GE, D3 (3)**

GE Units: 12 Total Units: 16

### Sophomore Year Fall Semester
- **BIO 224 (4)** Human Physiology
- **GE, D5 (3)** Social/Behavioral Science: Contemporary International Perspectives
- **GE, C1 (3)** Fine Arts, Theatre, Dance, Music and Film
- **GE, D2 (3)** Social/Behavioral Sciences: World History and Civilization
- **GE C2 (3)** Literature, Philosophies and Values

GE Units: 12 Total Units: 16

### Sophomore Year Spring Semester
- **PSYC 302 (3)** Development of the Person (will not count as UDGE)**
- **GE, D4 (3)** HIST 251 or HIST 252 (does not count as GE)
- **GE D1 (3)**
- **UDGE (3)** either area C or D

GE Units: 9 Total Units: 16

Units for LDGE Total: 42 Unit Total = 60

### Pre-Licensure Program

#### Junior Year Fall Semester
- **NURS 301 (9)** Nursing Care of Adult I [Theory (5)/Clinical (4)]
- **NURS 303 (6)** Maternity & Women’s Health Care [Theory (4)/Clinical (2)]

GE Units: 0 Total Units: 15

#### Junior Year Spring Semester
- **NURS 302 (6)** Nursing Care of Adult II [Theory (4)/Clinical (2)]
- **NURS 304 (6)** Psychiatric & Mental Health Nursing [Theory (4)/Clinical (2)]
- **NURS 310 (3)** Nursing Research & Evidence-Based Practice [Theory (3)] (Area B3)

UDGE Units: 3 Total Units: 15

---

Total Units: 160
### Senior Year Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
<th>UDGE Units</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 407 (6) Nursing Care of Adult III [Theory (3)]/Clinical (3)]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 409 (6) Nursing Care of Child in Family [Theory (4)]/Clinical (2)]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UDGE (3) either area C or D</td>
<td></td>
<td></td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total: 15**

### Senior Year Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
<th>UDGE Units</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 410 (5) Nursing Power, Policy &amp; Politics [Theory (5)]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 412 (5) Community/Public Health Nursing [Theory (3)]/Clinical (2)]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 414 (5) Clinical Nursing Preceptorship [Theory (1)]/Clinical (4)]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total: 15**

**GE and Freshman Learning Communities**

Students completing one of the following first year learning community courses and a four-unit Area A2 written communication course will meet the minimum GE category unit requirements as follows (in addition to Area A2):

#### Learning Community GE Areas Met

<table>
<thead>
<tr>
<th>Course</th>
<th>Areas Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMCS 165 A/B Areas A1, A3 and C3</td>
<td>Areas A1, A3 and C3</td>
</tr>
<tr>
<td>ARTH 165 A/B Areas A1, A3 and C3</td>
<td>Areas A1, A3 and C3</td>
</tr>
<tr>
<td>CALS 165 A/B</td>
<td>Areas A1, A3 and C3</td>
</tr>
<tr>
<td>CHEM 120 and 125 A/B</td>
<td>Areas A1, A3, B1 and B3</td>
</tr>
<tr>
<td>COMS 162 A/B</td>
<td>Areas A1, A3 and C3</td>
</tr>
<tr>
<td>EDEC 160 A/B</td>
<td>Areas A1, A3 and C3</td>
</tr>
<tr>
<td>ENG 160 A/B</td>
<td>Areas A1, A3 and C3</td>
</tr>
<tr>
<td>MLL 160 A/B</td>
<td>Areas A1, A3 and C3</td>
</tr>
<tr>
<td>MLL 161 A/B</td>
<td>Areas A1, A3 and C3</td>
</tr>
<tr>
<td>MUS 160 A/B</td>
<td>Areas A1, A3 and C3</td>
</tr>
<tr>
<td>NAMS 160 A/B</td>
<td>Areas A1, A3 and C3</td>
</tr>
<tr>
<td>PHIL 160 A/B</td>
<td>Areas A1, A3 and C3</td>
</tr>
<tr>
<td>PHIL 165 A/B</td>
<td>Areas A1, A3 and C3</td>
</tr>
<tr>
<td>SCI 120 A/B</td>
<td>Areas A1, A3, B2 and B4</td>
</tr>
<tr>
<td>THAR 160 A/B</td>
<td>Areas A1, A3 and C3</td>
</tr>
<tr>
<td>UNIV 150 A/B</td>
<td>Areas A1, A3 and C3</td>
</tr>
</tbody>
</table>
POST-LICENSE BSN-CNECM/CPOST TRACK

1st SUMMER
NURS 312 (4) Baccalaureate Perspectives I

2nd SUMMER
NURS 313 (4) Baccalaureate Perspectives II

Senior Year, Fall
NURS 310 (3) Nursing Research and Evidence Based Practice
NURS 412 (3) Community/Public Health Nursing Theory
NURS 412P (2) Community/Public Health Nursing Clinical
GE, C1 (3) Arts UEDGE

Senior Year, Spring
NURS 410 (5) Nursing Power, Policy & Politics
NURS 416 (3) Application of Baccalaureate Perspectives (Seminar)
GE, C2 (3) Humanities or elective UEDGE

POST-LICENSE BSN -TRADITIONAL RN-BSN TRACK

Senior Year, Fall
NURS 312 (4) Baccalaureate Perspectives I
NURS 313 (4) Baccalaureate Perspectives II
NURS 310 (3) Nursing Research and Evidence Based Practice
NURS 412 (3) Community/Public Health Nursing Theory
NURS 412P (2) Community/Public Health Nursing Clinical

Senior Year, Spring
NURS 410 (5) Nursing Power, Policy & Politics
NURS 416 (3) Application of Baccalaureate Perspectives (Seminar)
GE, C2 (3) Humanities or elective UEDGE
GE, C1 (3) Arts UEDGE

MASTERS CURRICULUM

Full Time FNP/MSN Curriculum
Fall Semester I
N509 Advanced Health Assessment (4) Lab/Clinical
N549 Health Promotion Practice in Primary Care (3) Clinical
N501 Health Promotion Theory Righting Disparities (4)
TOTAL 11 units

Spring Semester II
N540A Pathophysiologic Concepts in Primary Care I (3)
N552 Pharmacology in Primary Care (3)
N550A Clinical Practice in Primary Care I (4) Clinical
TOTAL 10 units

**Fall Semester III**
N540B Pathophysiologic Concepts in Primary Care II (3)
N550B Clinical Practice in Primary Care II (4) Clinical
N560 Research and Theory in Primary Care (4)
TOTAL 11 units

**Spring Semester IV**
N562 Advanced Practice in Primary Care Systems (4)
N550B Clinical Practice in Primary Care III (4) Clinical
N564 Health Policy and Advocacy in Primary Care (4)
N566 Culminating Experience –Clinical/lab (2)
TOTAL 14 units

**DEGREE TOTAL 46**

**FNP MSN Part-Time Curriculum**

**Fall Semester I**
N501 Health Promotion Theory Righting Disparities (4)
N560 Research and Theory in Primary Care (4)
TOTAL 8

**Spring Semester II**
N509 Advanced Health Assessment (4) Lab/Clinical
N564 Health Policy and Advocacy in Primary Care (4)
TOTAL 8 units

**Fall Semester III**
N549 Health Promotion Practice in Primary Care (3)
Clinical Elective (X)
TOTAL 3X units

**Spring Semester IV**
N540A Pathophysiologic Concepts in Primary Care I (3)
N552 Pharmacology in Primary Care (3)
N550A Clinical Practice in Primary Care I (4) Clinical
TOTAL 10 units

**Fall Semester V**
N540B Pathophysiologic Concepts in Primary Care II (3)
N550B Clinical Practice in Primary Care II (4) Clinical
TOTAL 7 units

**Spring Semester VI**
N562 Advanced Practice in Primary Care Systems (4)
N550C Clinical Practice in Primary Care III (4) Clinical
N566 Culminating Experience – Clinical/lab (2)

DEGREE TOTAL 46

**Appendix: BSN Evaluation Matrix**

Key: Purple=Pre-licensure, Yellow= Post licensure, Blue=Both

<table>
<thead>
<tr>
<th>Evaluation Form</th>
<th>Responsible Party</th>
<th>Course</th>
<th>Dates</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Course*</td>
<td>Assistant Director sends link to Faculty of Record</td>
<td>301, 302, 303, 304, 310, 312, 313, 407, 409, 410, 412, 414, 416</td>
<td>Last three weeks of semester</td>
<td>Qualtrix Survey Maintained by Assistant Director</td>
</tr>
<tr>
<td>Mid Program Pre-licensure*</td>
<td>Assistant Director sends link to Faculty of record 310</td>
<td>310</td>
<td>Last three weeks of semester</td>
<td>Qualtrix Survey Maintained by Assistant Director</td>
</tr>
<tr>
<td>Mid Program Post-licensure*</td>
<td>Assistant Director sends link to Faculty of record 310</td>
<td>310</td>
<td>Last three weeks of semester</td>
<td>Qualtrix Survey Maintained by Assistant Director</td>
</tr>
<tr>
<td>End of program Pre-licensure*</td>
<td>Assistant Director sends link to Faculty of record 414</td>
<td>414</td>
<td>Last three weeks of semester</td>
<td>Qualtrix Survey Maintained by Assistant Director</td>
</tr>
<tr>
<td>End of program Post-licensure*</td>
<td>Assistant Director sends link to Faculty of record 414</td>
<td>416</td>
<td>Last three weeks of semester</td>
<td>Qualtrix Survey Maintained by Assistant Director</td>
</tr>
<tr>
<td>Evaluation of preceptor experience by preceptor*</td>
<td>Assistant Director sends link to Faculty of Record</td>
<td>412 and 414</td>
<td>Last three weeks of semester</td>
<td>Qualtrix Survey Maintained by Assistant Director</td>
</tr>
<tr>
<td>Student evaluation of clinical site/preceptor*</td>
<td>Assistant Director sends link to Faculty of record</td>
<td>301, 302, 303, 304, 407, 409, 412, and 414</td>
<td>Last three weeks of semester</td>
<td>Qualtrix Survey Maintained by Assistant Director</td>
</tr>
<tr>
<td>Faculty evaluation of clinical site/preceptor*</td>
<td>Faculty of record</td>
<td>301, 302, 303, 304, 407, 409, 412, and 414</td>
<td>Last three weeks of semester</td>
<td>Paper copy by each clinical faculty</td>
</tr>
<tr>
<td>One-year post graduation</td>
<td>Chair</td>
<td>N/A</td>
<td>One year after graduation</td>
<td>Personal emails, LinkedIn Regional Conference(s), and STT</td>
</tr>
<tr>
<td>Alumni</td>
<td>Chair</td>
<td>N/A</td>
<td>Every three years</td>
<td>Personal emails, LinkedIn Regional Conference(s), and STT</td>
</tr>
<tr>
<td>Community Advisory</td>
<td>Chair</td>
<td>N/A</td>
<td>Annually</td>
<td>Qualtrix Survey</td>
</tr>
</tbody>
</table>

*Survey Targeted Outcome Goal for Item/Objective Analysis: 90% of respondents rate item met at 3 or greater on scale of 1-5.
### Procedures:

<table>
<thead>
<tr>
<th>Course Survey Results Action:</th>
<th>Program Survey Results Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included in course Green Folder following each semester course is taught.</td>
<td>Agenda Item at Faculty Meeting for Discussion &amp; Analysis</td>
</tr>
<tr>
<td>If below targeted outcome goal, discuss with Director</td>
<td>Communicate any recommendations for development/revision/maintenance to all faculty</td>
</tr>
<tr>
<td>Agenda Item at faculty meeting to review and communicate recommendations for development/revision/maintenance</td>
<td></td>
</tr>
</tbody>
</table>

### APPENDIX: GREEN FOLDER CHECKLIST

<table>
<thead>
<tr>
<th>Document</th>
<th>Frequency</th>
<th>Responsibility</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus</td>
<td>Annually</td>
<td>Course lead</td>
<td>All</td>
</tr>
<tr>
<td>Sample Assignments with feedback</td>
<td></td>
<td>Course lead</td>
<td>All</td>
</tr>
<tr>
<td>Sample Exams and quizzes</td>
<td></td>
<td>Course lead</td>
<td>All</td>
</tr>
<tr>
<td>Summary Form</td>
<td>Annually</td>
<td>Course lead</td>
<td>All</td>
</tr>
<tr>
<td>ATI summary Results</td>
<td>Annually</td>
<td>Course lead</td>
<td>301, 303, 304, 407, 409, 410, 412, 414</td>
</tr>
<tr>
<td>Course evaluation from our Matrix template</td>
<td>Annually</td>
<td></td>
<td>All</td>
</tr>
<tr>
<td>Sample Current Clinical Evaluation tool completed with student name/facility concealed</td>
<td>Annually</td>
<td></td>
<td>301, 302, 303, 304, 407, 409, 412, 414</td>
</tr>
<tr>
<td>Faculty Evaluation of Clinical site and preceptor if assigned in course</td>
<td>Annually</td>
<td></td>
<td>301, 302, 303, 304, 407, 409, 412, 414</td>
</tr>
<tr>
<td>Aggregate of Student Evaluation of Clinical site</td>
<td>Annually</td>
<td></td>
<td>301, 302</td>
</tr>
</tbody>
</table>
and preceptor if assigned in course

<table>
<thead>
<tr>
<th>Process/Instrument</th>
<th>Responsibility</th>
<th>Timetable</th>
<th>Use of Data &amp; Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty Evaluating Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Curriculum as a whole, Course Summary</td>
<td>Evaluation Cord/Program Director/Cord</td>
<td>Annual &amp; end of each course</td>
<td>Evaluation consistency with Nursing dept. philosophy, conceptual framework and make revisions. Complete evaluation feedback loop. Program standards, 100% of evaluation outcomes are discussed in team faculty and Department meeting annually and responses noted in minutes and changes or adaptations implemented as necessary within one semester. Consistency with Department Conceptual Framework and Philosophy, outcomes ≥ 90% Consistently</td>
</tr>
<tr>
<td></td>
<td>Faculty of Record (FOR)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Student Profile, Minority enrollment</td>
<td>Evaluation Cord/Program Director/Cord</td>
<td>Annually</td>
<td>Minority/underserved status on file. Signatures on file “meet underserved pop when grad”. Report to faculty and make admissions and progressions revisions data on file outcome ≥ 90% and 90% sign agreement to serve underserved see also- Song Brown Progress Reports.</td>
</tr>
<tr>
<td>3. Certification Scores</td>
<td>Evaluation Cord/Program Director/Cord</td>
<td>Annually</td>
<td>Report to faculty and make curriculum revisions. Program standard ≥ 80% pass rate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Clinical Site Evaluations</td>
<td>Clinical Faculty</td>
<td>Each clinical semester</td>
<td>Faculty discusses data at designated level and brings select items to full faculty for revision. ≥ 90% clinical sites reviewed, contracts on file and ≥ 90% are meeting all criteria for educating FNP students.</td>
</tr>
<tr>
<td>5. Preceptor Evaluation</td>
<td>Clinical Faculty</td>
<td>Each clinical semester</td>
<td>Faculty discusses data at designated level and brings select items to full faculty for revision. ≥ 90% preceptors reviewed, LOA on file and ≥ 90% are meeting all criteria for educating FNP students.</td>
</tr>
<tr>
<td>2. Faculty Evaluating Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Course Grades</td>
<td>FOR</td>
<td>Each Semester</td>
<td>FOR develops trend data, faculty review and make teaching strategy decisions. All grades for all courses entered into “PeopleSoft” database by deadline, necessary student conferences completed by end of exam week. Program standard 90% complete.</td>
</tr>
<tr>
<td>2. Site visit with Preceptor Evaluation</td>
<td>FOR</td>
<td>Each clinical semester</td>
<td>Evaluation used in student review, placed in student file. Information used in conjunction with faculty evaluation of student from site visit and other clinical work. Preceptor evaluation of student returned to faculty by end of exam week.</td>
</tr>
<tr>
<td>3. OSCE</td>
<td>Program faculty</td>
<td>Each clinical semester</td>
<td>Students are provided with a standardized experience that is level appropriate and evaluated by faculty for safety, critical thinking and completeness.</td>
</tr>
</tbody>
</table>

Evaluation Master Plan: MSN/PMC Family Nurse Practitioner Program
<table>
<thead>
<tr>
<th>Process/Instrument</th>
<th>Responsibility</th>
<th>Timetable</th>
<th>Use of Data &amp; Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Barkley 3 P’s Test</td>
<td>IOR N540A</td>
<td>Spring (2nd semester FT, 4th semester PT)</td>
<td>Data discussed to determine if there are gaps in content in the program if specific areas consistently missed by students</td>
</tr>
<tr>
<td>5. Barkley Diagnostic Readiness Test</td>
<td>IOR N562</td>
<td>Spring of graduation</td>
<td>Data discussed to determine if there are gaps in content in the program if specific areas consistently missed by students</td>
</tr>
</tbody>
</table>

### 3 & 4. Students Evaluating Program/Courses & Faculty

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Responsibility</th>
<th>Permanent Agenda Item</th>
<th>Use of Data &amp; Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty Meetings &amp; Level Team Meetings</td>
<td>Evaluation Cord/Student Representative</td>
<td></td>
<td>Students attend at least 90% of dept. and/or team meetings, offer feedback. This continues to be a challenge for the FNP Team Meetings because our program is a distance/online program many students are not local so attendance at meetings is not possible, but they are invited to attend, zoom link provided.</td>
</tr>
<tr>
<td>2 MSN Course Evals – online</td>
<td>FOR &amp; Evaluation Cord/Program Dir/Cords</td>
<td>Each semester</td>
<td>100% of the FNP courses will provide for student feedback. 90% student responses will agree or strongly agree that the instruction &amp; content helped them meet the course objectives &amp; are relevant and were met in the course of instruction.</td>
</tr>
<tr>
<td>3. SETE evaluations</td>
<td>FOR</td>
<td>End of each course</td>
<td>Faculty and Program Director use data for faculty evaluation.</td>
</tr>
<tr>
<td>4. Student Evaluation of Clinical Site (per site)</td>
<td>Evaluation Cord</td>
<td>Each semester</td>
<td>Level and program faculty discuss data and make revisions. Program standard ≥ 90% of Clinical site/s is/are effective and supportive to learning.</td>
</tr>
<tr>
<td>5. Evaluation of Preceptor</td>
<td>Evaluation Cord</td>
<td>Each semester</td>
<td>Level and program faculty discuss data and make revisions. Program standard ≥ 90% of Preceptor effective and supportive to learning.</td>
</tr>
<tr>
<td>6. Evaluation of Distance Technology</td>
<td>Evaluation Cord</td>
<td>Annually in Spring semester</td>
<td>Data discussed and reported to faculty and revisions made. 90% of student response will agree that the experience was very satisfactory or satisfactory.</td>
</tr>
<tr>
<td>7. Exit Questionnaire - End of Program survey</td>
<td>Evaluation Cord</td>
<td>Prior to Grad</td>
<td>Data discussed and reported to faculty revisions made. 90% of grad responses will agree or strongly agree that program met personal and professional needs and level of satisfaction.</td>
</tr>
<tr>
<td>8. 1-YR Post Graduation Survey</td>
<td>Evaluation Coordinator</td>
<td>1 yr. post grad</td>
<td>Data discussed and reported to faculty; revisions made. 90% of grad responses will agree or strongly agree that program met personal and professional needs and level of satisfaction.</td>
</tr>
<tr>
<td>9. DON - Review</td>
<td>Nursing Chair</td>
<td>Annually or Per Faculty Affairs</td>
<td>Retention, Tenure, Promotion, Rehire. Attrition rate for the FNP courses will be no greater than 10% secondary to ineffective teaching/instruction or content.</td>
</tr>
</tbody>
</table>

### 5. Community Evaluating Program

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Responsibility</th>
<th>Curriculum Revisions</th>
<th>Use of Data &amp; Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Employer Survey</td>
<td>Evaluation Coordinator</td>
<td>1 yr. post grad</td>
<td>Faculty and Program Director use data for curriculum revisions. Program standard ≥ 90% agree</td>
</tr>
<tr>
<td>2. Certifying Exam Data</td>
<td>Evaluation Cord</td>
<td>Annually</td>
<td>Report to faculty and make curriculum revisions as required.</td>
</tr>
<tr>
<td>4. Advisory Committee &amp; Informal Feedback</td>
<td>Evaluation Cord &amp; Committee Members Faculty &amp; Staff interactions at Participating Agencies</td>
<td>Annual &amp; Ongoing</td>
<td>Information discussed by faculty and revisions made to curriculum. Anecdotal data discussed in faculty/level meetings and used for revisions. Ongoing informal feedback. Program Director and faculty attend community related meetings, Advisory Committee Meeting and receive feedback from preceptors at site visits.</td>
</tr>
</tbody>
</table>
APPENDIX: SBAR COMMUNICATE EXAMPLE

SONOMA STATE UNIVERSITY
Department of Nursing
Clinical Performance Notification- SBAR

This communication will be placed in the student file. Performance Contract will result from issue(s) if not improved.

**S: Situation**
Describe the event(s) which have led to this written reminder
Two reminders on professional behaviors

**B: Background**
Give details of the evidence
4/12/12 Arrived at clinical setting late, without nametag
5/12/12 Arrived to clinical with no name tag nor watch

**A: Assessment**
Not currently meeting clinical outcome of Professionalism

**R: Recommendations (mutual agreement)**
Student will place all required clinical tools in small bag kept in location to grab and go to clinical.
APPENDIX: SAMPLE PERFORMANCE CONTRACT

Student:
Course:
Date:

This contract serves to formally notify STUDENT NAME that the level of performance of certain clinical skills is below the minimum requirements for COURSE NUMBER students in the nursing program.

Referencing the Clinical Evaluation, the standard performance objectives in the following areas are not being met:

1. **Critical Thinking:** Makes informed choices through critical analysis that promote nurse/client well-being.
   - Conducts safe, effective and comprehensive health assessments across the life span on clients, families and aggregates demonstrated by accurately addressing growth and development.
   - Using skills of inquiry, prioritize and evaluate measures to promote health in communities.

Proficiency in home visiting has not been observed – assessing, interviewing and intervening (basic Care Transition 4 pillars) as observed from several home visits with CT staff. Staff reports uncomfortable silences during supervised home visits. Student has not demonstrated the practice of clinical reasoning in client assessment; coaching using the 4 Pillars and exhibiting the ability to practice independently and safely- after 7 clinical days. It is expected that every student be able to conduct the basics of a home visit. This includes assessing client’s self-medication management, reviewing of discharge instructions and conducting teaches back on disease process.

2. Clinical objectives not met: **Communication**

Employs humanistic approach to promote positive interaction with clients/family.
Employs effective communication modalities, which maintain or promote health in various populations. Staff has not observed the student initiating conversation or rapport with the client, engaging in inquiry and interacting with clients and family in order to improve learning, support patient education and promote optimal patient outcomes.

3. Clinical objective not met: **Teaching and Learning**

Plans and carries out an educational session to a family or community aggregate that receives a positive evaluation. Staff reports that the student is not consistently reviewing and coaching clients and family specific to Red Flags in home visits and follow up phone calls.
To pass and remediate N412 Lab, **Student** is required to:

Explain, demonstrate, and role-play how to address the 4 pillars on a home visit, to faculty on April 8, 2015

1. Perform as a PHN on a home visit in conducting a post-hospitalization discharge coaching intervention in which the 4 pillars are observed.
2. Demonstrate interactive communication using open-ended questioning, inquiry and dialogue to promote trust and confidence in collaboration with the client and the student.
3. After home visit on 4/08 appropriately report findings to staff (observed by faculty). Request feedback from staff, acknowledge the instruction and follow through.
4. Take initiative in home visits, engaging in conversation with clients and CT staff.
5. Able to conduct a safe comprehensive CT home visit independently by end of the rotation.
6. All subsequent objectives of the course must be met with the remaining clinical hours in the rotation. These include all staff and patient interactions.

It is expected that the student will successfully meet the course objectives and failure to do so will result in course failure and result in the following options.

1. No Credit/Failing grade in N412 and no further progression in the clinical program.
2. Petition to the nursing faculty to re-enroll in N412 will be required.

Student signature: _____________________________________________

Faculty signature(s): ___________________________________________
APPENDIX CLINICAL AFFILIATION REQUEST

Directions: Please complete all items and email to Mary Ellen Wilkosz Wilkosz@sonoma.edu. These are to come from faculty to the Chair not from students. We are unable to process contracts without a complete form. The information requested will help expedite the contracts process for student placements. Thank you!

Official Name of Agency: ____________________________________________

Address of Agency: ________________________________________________

Name of Nurse Educator/CNP/ Nursing Director at facility: ____________________________

Phone number of the person listed above: _____________________________

Email address of the person listed above: ______________________________

Name of individual responsible For signing contracts at the agency
(This may/may not be different from
The person listed above. Often times
They are separate departments): __________________________________________

________________________________

Email address of contracts individual: _________________________________
Example of Standardized BSN Syllabus
SONOMA STATE UNIVERSITY
DEPARTMENT OF NURSING
NURSING XXX
FALL/SPRING 2018-2019

Course Title: must match catalogue

Course Credit: must match catalogue

Course Placement: must match catalogue

Course Pre-requisites: concurrent or pre-req must match catalogue

Class Times and Locations: list classroom and time or for hybrid orientations dates/times, required on-campus or online meetings

Faculty Member(s): List ALL faculty teaching any portion of the course, theory and clinical

Sally Sonoma, MSN, RN
Office – Nichols Hall 524
Email – xxx@sonoma.edu
Phone – 707-548-6968
Office hours – M, W 11am-1pm
Best way to contact – via email/text or call

Course Fee’s – this is in SSU template

Required Textbook(s)
(Insert the complete textbook citation here. Include ISBN and where students can buy the text.)

How to View and Purchase Required SSU Textbooks

Other Readings
(Insert the list of any additional readings here or state on LMS.)

Other Equipment/Material Requirements/Software (Optional/suggested)
(Include as necessary. Examples include USB or storage device, headset, software or subscriptions to complete the homework, and recording devices. If none, delete this section.)

GE/SSU Studies Category: See the mission, goals and objectives for General Education http://www.sonoma.edu/senate/committees/ge/mgos.html. (If none, delete this item.). This hopefully will apply to N310 and N412 as well as our GE courses
Course Description: This is word for word from catalogue and MCCF in green folder

Course Narrative: This is where you can be as creative as you wish to discuss the content of your course

Course Objectives (CO): The objectives of this course are based on a conceptual framework, chosen by the faculty, and drawn from the work of Josephine Paterson and Loretta Zderad (Humanistic Nursing, 1988). The course objectives operationalize the nine philosophical concepts of the Sonoma State University, Department of Nursing for this course and followed by measurable Student Learning Outcomes (SLO). The CO’s are mapped with the Baccalaureate Essentials (BE) from the American Association of the Colleges of Nursing (2008).

CO: Human Caring: Acquired knowledge that will enable me to develop caring and nurturing relationships with clients throughout the lifespan while performing a physical examination.

SLO:

- Develop inter-subjective, nurturing relationships with clients throughout the life span while performing the various assessment techniques learned in this course.
- Apply effective advanced practice nursing approaches to family systems and employ strategies to foster Patient-Family Centered Care.

1. **CO: Critical Thinking:** acquired knowledge that allows me to critically evaluate health care situations in the primary care setting using my physical assessment skills.

SLO:

- Critically evaluate health care situations in both acute and non-acute settings, of patients throughout the life span by utilizing appropriate assessment techniques and making appropriate clinical decisions based on these assessment findings integrating nursing and related science.
- Comprehend course objectives and identify opportunities to apply to professional practice.

2. **CO: Communication:** develop a means to communicate effectively in order to obtain a complete history, and episodic history considering the age and developmental stage of the client.

SLO:

- Identify the needs of clients throughout the life span by utilizing communication to obtain pertinent history helping to guide an assessment.
• Apply therapeutic communication and relationship skills between professional nurse and client.
• Adopt best practices for use of communication and informatics in professional practice.

3. **CO: Advocacy/Social Justice**: demonstrate advocacy for patients by being accountability and responsibility to clients throughout the lifespan by performing a thorough physical assessment with accurate interpretations.

**SLO:**

• Demonstrate accountability and responsibility to clients throughout the life span by performing a thorough physical assessment with accurate interpretations.
• Understand the connection of the global environment to human health.

4. **CO: Teaching/Learning**: acquired knowledge that will enable me to provide instruction and guidance to clients throughout the lifespan for promoting positive health care behaviors.

**SLO:**

• Provide instruction and guidance to clients throughout the life span for promoting positive health care behavior utilizing current and emerging technology.
• Apply motivational interviewing techniques to assist clients with making behavioral changes

5. **CO: Professionalism**: acquired knowledge that will enable me to demonstrate professional development through authenticity with self and commitment to professional awareness in the care of clients throughout the lifespan.

**SLO:**

• Demonstrate professional development through authenticity with self and commitment to professional awareness in the care of clients throughout the life span.
• Employ self-navigation abilities to understanding course requirements, due dates and successfully access course content on LMS (Canvas).

6. **CO: Leadership**: acquired knowledge that will enable me to participate in influencing behavior guided vision and commitment to the well-being of the individuals throughout the lifespan which I can apply in various settings.

**SLO:**
- Participate in influencing behavior guided by vision and commitment to the well-being of the individuals throughout the life span in various settings.
- Adopt essential habits of effective leadership in caring for your patients
- Understand the Preventative Health Care recommendation for routine screening based on age and gender to improve individual and global health.

7. **CO: Research**: acquired knowledge that will enable me to optimize the care of individuals throughout the life span through information management and research utilization (evidence-based nursing).

**SLO:**
- Optimizing knowledge in the care of individuals throughout the life span through information management and research utilization (evidence-based nursing)
- Understand the importance of appraisal and synthesis of evidence in collaboration with other health professionals to improve health outcomes.

8. **CO: Cultural Competency**: acquired knowledge that will enable me to recognize and apply each client's culture in assessment, health-care planning, interventions and evaluation throughout the life span in the primary care setting

**SLO:**
- Recognize and apply each client’s culture in assessment, health-care planning, interventions and evaluation throughout the life span in the health care setting.
- Understand health disparities, health protection, promotion, and the relevance of these concepts in application of physical assessment techniques across the lifespan.

The Semester Didactic Topical Outline at a Glance

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Readings</th>
<th>Assignments OR list is table below</th>
<th>Objectives (list only those that apply for the week’s lesson)</th>
</tr>
</thead>
</table>
| A row for   | List topic       | Include text, ATI if           |                                    | Caring
| each week   |                  | applicable to course or state if listed on Moodle |                                    | Critical Thinking
|              |                  |                                 |                                    | Communication
|              |                  |                                 |                                    | Advocacy/SJ
|              |                  |                                 |                                    | T/L
|              |                  |                                 |                                    | Professionalism
|              |                  |                                 |                                    | Leadership

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Course Assignments Timeline/Point Distribution

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Objective</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal #1</td>
<td>Advocacy/SJ</td>
<td>10%</td>
</tr>
<tr>
<td>Total Course Points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Learning Activities & Assignments** – Provide a brief statement of what is required for the assignment. Some use rubrics other do not. Whatever you use this is intended to help the student succeed on the assignment by your description, point assignment, and/or grading criteria.

**Post License BSN courses must also include**

Weekly or Unit of Learning Modules  
Topic  
Course Objective(s) and Student Learning Outcomes (SLO’s)

Learning Resources  
Learning Activities & Assignments

**Grading Policy**

(Specify grading policies including how grades are determined, what grades are possible, whether extra credit is available, what the penalty is for late or missed work, and what constitutes a passing grade for the course. Include the date of the final exam/s. If you grade on participation, indicators on how participations will be assessed should be included.)

**Grading Scale: (this is in the Student Handbook and must not vary)**

The following BSN grading scale is consistent with SSU Department of Nursing policy. A final grade of “C” must be earned to successfully pass the course and continue in the nursing major.

<table>
<thead>
<tr>
<th>BSN</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>74-76</td>
<td>C</td>
<td>minimum grade in nursing courses</td>
<td></td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
<td>70-73</td>
<td>C-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Attendance and Assignment Course Policies: [whatever is your policy] If a student earns or loses points for attendance/ participation be sure to clearly define what is expected. Include your late policy, describe the consequences of a late submission and is there a cutoff for accepting submissions?

Faculty Communication, Feedback and Response Time: What is the best way for students to contact you? Where can students see your feedback? – for example when rubric is embedded in Moodle students have to click in to their original submission to see faculty comments, same with Turn It In and VoiceThread.

Library Research Guides and Subject Librarians
The University Library can help you find information and conduct research. You can make an appointment with a subject librarian, get help online, or drop by the library during open Research Help hours: http://library.sonoma.edu/about/hours/detailed. Nursing Subject Guide https://libguides.sonoma.edu/sb.php?subject_id=62058 Nursing Subject Expert: Professor Rita Premo, email: rita.premo@sonoma.edu

SSU’s Learning Management System (LMS) Course
The LMS is called Canvas and the place where you will find the course syllabus, read posted announcements in the news forum, participate in online class discussions with classmates, submit your assignments online and view the materials for this course. To access the LMS course use your SSU Seawolf ID and password to log into SSU’s Online Services Portal https://login.sonoma.edu. Click on the Canvas link. When you get to the Canvas site home, click on the “Dashboard” menu located on the top navigation. Click on the link for this course (classes are listed by course name and number). Note: The Login link is also conveniently located at the top of the Sonoma State University homepage http://www.sonoma.edu and many other university pages.
Visit Learning with Moodle http://www.sonoma.edu/it/students/moodle.html to review frequently asked questions about using Moodle and also to view a list of technical recommendations.

Canvas Help and Student Computing Resources
Canvas and General IT Help Desk
Contact the IT Help Desk http://www.sonoma.edu/it/helpdesk/ if you need assistance with Moodle or other information about computing and information technology at SSU. Three ways to contact the IT Help Desk are:
  
  • Call: 707-664-4357
• Email: helpdesk@sonoma.edu
• Visit Location: Schulz 1000

Plugins
Download Plugins http://www.sonoma.edu/about/plugins.html lists plugins that may be needed to access some content on or linked from SSU websites and Canvas. (If applicable, list any other plugins that may be needed to access/use publisher materials).

General Student Computing
Review the information posted at Student Computing http://www.sonoma.edu/it/students. There you will find computer use guidelines and a list of available computer labs.

Course Format and Instructional Methods: Not necessary if designated online course
(Describe the course format and teaching methodologies used for this course. For example, blended courses might utilize a Rotational Model such as the Flipped Classroom, whereby the majority of the class content is delivered online and students attend the brick-and-mortar class to engage in teacher-guided learning activities and/or projects. Feel free to use one of the examples provided below.

Traditional Face-to-Face Course Example:
The course will be taught using multiple instructional methods. These methods will include lecture, group discussion and oral presentations with an associated critical discussion. Typically, course topics will be introduced via a lecture format incorporating interpretive discussions. Directly following the lecture presentation, students will receive an article from the primary literature that either illustrates current research into the topic or explore a related or relevant additional concept. Literature discussions will utilize small group discussions following by classroom presentation and discussion.

Hybrid Course Example:
This is a hybrid course, describe where portions of the course will take place both in a traditional face-to-face classroom and online via Canvas, SSU’s learning management system, where you will interact with your classmates and with the instructor. Within the course Canvas site, you will access the learning materials and syllabus; discuss issues; submit assignments; take quizzes; participate in online group activities; and share your projects. Refer to the course calendar/schedule and assignment instructions for information on where and when to submit your work.

Fully Online Course Example:
This course will be delivered entirely online through the learning management system, Canvas. You will use your SSU Seawolf ID and password to log in to the Canvas course from SSU’s Online Services Portal https://login.sonoma.edu/. In Canvas, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-
paced and group-paced activities using Canvas, web-conferencing and other internet-based technologies. Activities will consist of online assignment, discussion forums, email, journaling, and web posting. All student work is submitted/posted online in Canvas.

Course/Program/Policies
It is the goal of the University and Department to assist students with their academic success. Policies are in place to assure all students have the opportunity to succeed and receive fair and respectful treatment. Listed below are Course, Department and University policies. The order does not indicate their importance. The Department and University policies may be found in the Student Handbook and your University Catalog. As an informed consumer take an active part in your education by always reading and clarifying these policies.

Important University information such as the add/drop policy, cheating and plagiarism policy, grade appeal procedures, accommodations for students with disabilities and the diversity vision statement can be found at: 
http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml

Students violating the University Conduct Code and/or Department Student Handbook policy may receive an “F” on the assignment and/or “F” in the course. The gravity of the violation may result in dismissal from the program. An “F” in the course will require a petition to the faculty to repeat and if approved return pending space available in the following year. [include any additional consequences in your course]

All policies of the Department of Nursing are implemented in this course. These can be found in the Department of Nursing Handbook, at: 
http://web.sonoma.edu/nursing/resources/

University Policies
There are important University policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures; accommodations for students with disabilities and the diversity vision statement. See Important Policies and Procedures for Students

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. How to Add a Class 
http://www.sonoma.edu/registration/addclasses.html has step-by-step instructions. Registration Information
http://www.sonoma.edu/registration/regannounce.html lists important deadlines and penalties for adding and dropping classes.
Campus Policy on Disability Access for Students
If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Salazar Hall, Room 1049, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS. See SSU's policy on Disability Access for Students http://www.sonoma.edu/uaffairs/policies/disabilitypolicy.htm.

Emergency Evacuation (Optional/suggested statement)
If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and your instructor should discuss your specific needs and the type of precautions that should be made in advance of such an event (i.e. assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and contact the Disability Services for Students office if other classroom accommodations are needed.

Academic Integrity
Students should be familiar with the University's Cheating and Plagiarism policy http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm. Your own commitment to learning, as evidenced by your enrollment at Sonoma State University and the University's policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Additional Resources (Optional/suggested statements)
SSU Writing Center
The SSU Writing Center, located at Schulz 1103, helps SSU students become better writers and produce better written documents. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly. Visit the Writing Center website http://www.sonoma.edu/programs/writingcenter/default.html for more information on how to schedule time with a tutor.

Counseling and Psychological Services (CAPS)
CAPS is a unit of the division of Student Affairs of Sonoma State University. CAPS offers confidential counseling to students experiencing personal problems that interfere with their academic progress, career or wellbeing. The CAPS website http://www.sonoma.edu/counselingctr provides information only. If you would like
to talk with someone or make an appointment, please call (707) 664-2153 between 8 a.m. - 4:30 p.m., Monday-Friday.

**Example of Standardized MSN and PMC FNP Syllabus**
SONOMA STATE UNIVERSITY
DEPARTMENT OF NURSING
NURSING XXX
FALL/SPRING 2018-2019

**Course Title:** must match catalogue

**Course Credit:** must match catalogue

**Course Placement:** must match catalogue

**Course Pre-requisites:** concurrent or pre-req must match catalogue

**Class Times and Locations:** list classroom and time or for hybrid orientations dates/times, required on-campus or online meetings

**Faculty Member(s):** List ALL faculty teaching any portion of the course, theory and clinical

Sally Sonoma, MSN, RN  
Office – Nichols Hall 524  
Email – xxx@sonoma.edu  
Phone – 707-548-6968  
Office hours – M, W 11am-1pm  
Best way to contact – via email/text or call

**Required Textbook(s)**  
(Insert the complete textbook citation here. Include ISBN and where students can buy the text.)  
[How to View and Purchase Required SSU Textbooks](#)

**Other Readings**  
(Insert the list of any additional readings here or state on LMS.)

**Course Description:** This is word for word from catalogue and MCCF in green folder

**Course Narrative:** This is where you can be as creative as you wish to discuss the content of your course
Course Objectives (CO): The objectives of this course are based on a conceptual framework, chosen by the faculty, and drawn from the work of Josephine Paterson and Loretta Zderad (Humanistic Nursing, 1988). The course objectives operationalize the nine philosophical concepts of the Sonoma State University, Department of Nursing for this course and followed by measurable Student Learning Outcomes (SLO). The CO’s are mapped with the Masters Essentials (ME) from the American Association of the Colleges of Nursing (2008).

9. **CO: Human Caring**: Acquired knowledge that will enable me to develop caring and nurturing relationships with clients throughout the lifespan while performing a physical examination. List ME here- *ME IX13*

   **SLO**
   - Develop inter-subjective, nurturing relationships with clients throughout the life span while performing the various assessment techniques learned in this course.
   - Apply effective advanced practice nursing approaches to family systems and employ strategies to foster Patient-Family Centered Care.

10. **CO: Critical Thinking**: acquired knowledge that allows me to critically evaluate health care situations in the primary care setting using my physical assessment skills.

   **SLO**:
   - Critically evaluate health care situations in both acute and non-acute settings, of patients throughout the life span by utilizing appropriate assessment techniques and making appropriate clinical decisions based on these assessment findings integrating nursing and related science.
   - Comprehend course objectives and identify opportunities to apply to professional practice.

11. **CO: Communication**: develop a means to communicate effectively in order to obtain a complete history, and episodic history considering the age and developmental stage of the client. **ME IX 4**

   **SLO**:
   - Identify the needs of clients throughout the life span by utilizing communication to obtain pertinent history helping to guide an assessment.
   - Apply therapeutic communication and relationship skills between professional nurse and client.
   - Adopt best practices for use of communication and informatics in professional practice.
12. **CO: Advocacy/Social Justice**: demonstrate advocacy for patients by being accountability and responsibility to clients throughout the lifespan by performing a thorough physical assessment with accurate interpretations.

**SLO:**

- Demonstrate accountability and responsibility to clients throughout the life span by performing a thorough physical assessment with accurate interpretations.
- Understand the connection of the global environment to human health.

13. **CO: Teaching/Learning**: acquired knowledge that will enable me to provide instruction and guidance to clients throughout the lifespan for promoting positive health care behaviors.

**SLO:**

- Provide instruction and guidance to clients throughout the life span for promoting positive health care behavior utilizing current and emerging technology.
- Apply motivational interviewing techniques to assist clients with making behavioral changes.

14. **CO: Professionalism**: acquired knowledge that will enable me to demonstrate professional development through authenticity with self and commitment to professional awareness in the care of clients throughout the lifespan.

**SLO:**

- Demonstrate professional development through authenticity with self and commitment to professional awareness in the care of clients throughout the life span.
- Employ self-navigation abilities to understanding course requirements, due dates and successfully access course content on LMS (Canvas).

15. **CO: Leadership**: acquired knowledge that will enable me to participate in influencing behavior guided vision and commitment to the well-being of the individuals throughout the lifespan which I can apply in various settings.

**SLO:**

- Participate in influencing behavior guided by vision and commitment to the well-being of the individuals throughout the life span in various settings.
- Adopt essential habits of effective leadership in caring for your patients.
• Understand the Preventative Health Care recommendation for routine screening based on age and gender to improve individual and global health.

16. **CO: Research:** acquired knowledge that will enable me to optimize the care of individuals throughout the life span through information management and research utilization (evidence-based nursing).

**SLO:**

- Optimizing knowledge in the care of individuals throughout the life span through information management and research utilization (evidence-based nursing)
- Understand the importance of appraisal and synthesis of evidence in collaboration with other health professionals to improve health outcomes.

17. **CO: Cultural Competency:** acquired knowledge that will enable me to recognize and apply each client’s culture in assessment, health-care planning, interventions and evaluation throughout the life span in the primary care setting

**SLO:**

- Recognize and apply each client’s culture in assessment, health-care planning, interventions and evaluation throughout the life span in the health care setting.
- Understand health disparities, health protection, promotion, and the relevance of these concepts in application of physical assessment techniques across the lifespan.

**The Semester Didactic Topical Outline at a Glance**

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction, Skin/Hair and Nails, Head and Neck</td>
<td>See Content week 1 in Canvas</td>
</tr>
<tr>
<td>Week 2</td>
<td>Ears and Eyes</td>
<td>Jarvis Chapter 14, 15</td>
</tr>
<tr>
<td>Week 3</td>
<td>Nose, Mouth, Throat and Lungs</td>
<td>Jarvis Chapter 13, 16</td>
</tr>
<tr>
<td>Week 4</td>
<td>Heart and Peripheral Vascular</td>
<td>Jarvis Chapter 19, 20</td>
</tr>
<tr>
<td>Week 5</td>
<td>Abdomen, Breast and Lymphatics</td>
<td>Jarvis Chapter 17, 21</td>
</tr>
</tbody>
</table>
### Course Assignments Timeline/Point Distribution

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Course Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Quiz</td>
<td>15%</td>
<td>1-9</td>
</tr>
<tr>
<td>Case Study SOAP Note</td>
<td>15%</td>
<td>1-9</td>
</tr>
<tr>
<td>Observed PE</td>
<td>30%</td>
<td>1,2,3,5,6,9</td>
</tr>
<tr>
<td>Complete Health History</td>
<td>10%</td>
<td>1-9</td>
</tr>
<tr>
<td>Participation</td>
<td>30%</td>
<td>2,3,5,6,7</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Activities & Assignments** – Provide a brief statement of what is required for the assignment. Some instructors use rubrics, whatever you use this is intended to help the student succeed on the assignment by your description, point assignment, and/or grading criteria.

**Grading Policy**

(Specify grading policies including how grades are determined, what grades are possible, whether extra credit is available, what the penalty is for late or missed work, and what constitutes a passing grade for the course. Include the date of the final exam/s. If you grade on participation, indicators on how participations will be assessed should be included.)

**Grading Scale**: This is in the Student Handbook and it may not vary.
The following MSN grading scale is consistent with SSU Department of Nursing policy. A final grade of “B-” must be earned to successfully pass the course and continue in the nursing major.
<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter</th>
<th>Grade Range</th>
<th>Letter</th>
<th>Grade Range</th>
</tr>
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<tbody>
<tr>
<td>95.5 -100</td>
<td>A</td>
<td>77.5-80.4</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>92.5-95.4</td>
<td>A-</td>
<td>74.5-77.4</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>89.5-92.4</td>
<td>B+</td>
<td>72.5-74.4</td>
<td>D+</td>
<td></td>
</tr>
<tr>
<td>86.5-89.4</td>
<td>B</td>
<td>72.4-69.5</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>83.5-86.4</td>
<td>B-</td>
<td>minimum grade in courses</td>
<td>F</td>
<td>&lt; 69.4</td>
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<tr>
<td>80.5-83.4</td>
<td>C+</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Attendance and Assignment Course Policies:** *(whatever is your policy)* If a student earns or loses points for attendance/ participation be sure to clearly define what is expected. Include your late policy, describe the consequences of a late submission and is there a cutoff for accepting submissions?

**Faculty Communication, Feedback and Response Time:** What is the best way for students to contact you? Where can students see your feedback? – for example when rubric is embedded in Moodle students have to click in to their original submission to see faculty comments, same with Turn It In and VoiceThread.

**Library Research Guides and Subject Librarians**

The University Library can help you find information and conduct research. You can make an appointment with a subject librarian, get help online, or drop by the library during open Research Help hours: [http://library.sonoma.edu/about/hours/detailed](http://library.sonoma.edu/about/hours/detailed). Nursing Subject Guide [https://libguides.sonoma.edu/sb.php?subject_id=62058](https://libguides.sonoma.edu/sb.php?subject_id=62058) Nursing Subject Expert: Professor [Rita Premo](mailto:rita.premo@sonoma.edu), email: rita.premo@sonoma.edu

**SSU’s Learning Management System (LMS) Course**

The LMS is called Canvas and the place where you will find the course syllabus, read posted announcements in the news forum, participate in online class discussions with classmates, submit your assignments online and view the materials for this course. To access the LMS course use your SSU Seawolf ID and password to log into SSU’s [Online Services Portal https://login.sonoma.edu](https://login.sonoma.edu). Click on the Canvas link. When you get to the Canvas site home, click on the “Dashboard” menu located on the top navigation. Click on the link for this course (classes are listed by course name and number). Note: The Login link is also conveniently located at the top of the [Sonoma State University homepage](http://www.sonoma.edu) and many other university pages.

**Canvas Help and Student Computing Resources**

*Canvas and General IT Help Desk*

Contact the [IT Help Desk http://www.sonoma.edu/it/helpdesk/](http://www.sonoma.edu/it/helpdesk/) if you need assistance with Moodle or other information about computing and information technology at SSU. Three ways to contact the IT Help Desk are:
Call: 707-664-4357
Email: helpdesk@sonoma.edu
Visit Location: Schulz 1000

Plugins
Download Plugins http://www.sonoma.edu/about/plugins.html lists plugins that may be needed to access some content on or linked from SSU websites and Canvas. (If applicable, list any other plugins that may be needed to access/use publisher materials).

General Student Computing
Review the information posted at Student Computing http://www.sonoma.edu/it/students. There you will find computer use guidelines and a list of available computer labs.

Course Format and Instructional Methods:

Hybrid Course Example:
This is a hybrid course, describe where portions of the course will take place both in a traditional face-to-face classroom and online via Canvas, SSU’s learning management system, where you will interact with your classmates and with the instructor. Within the course Canvas site, you will access the learning materials and syllabus; discuss issues; submit assignments; take quizzes; participate in online group activities; and share your projects. Refer to the course calendar/schedule and assignment instructions for information on where and when to submit your work.

Fully Online Course Example:
This course will be delivered entirely online through the learning management system, Canvas. You will use your SSU Seawolf ID and password to log in to the Canvas course from SSU’s Online Services Portal https://login.sonoma.edu/. In Canvas, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities using Canvas, web-conferencing and other internet-based technologies. Activities will consist of online assignment, discussion forums, email, journaling, and web posting. All student work is submitted/posted online in Canvas.

Course/Program/Policies
It is the goal of the University and Department to assist students with their academic success. Policies are in place to assure all students have the opportunity to succeed and receive fair and respectful treatment. Listed below are Course, Department and University policies. The order does not indicate their importance. The Department and University policies may be found in the Student Handbook and your University Catalog. As an informed consumer take an active part in your education by always reading and clarifying these policies.

Important University information such as the add/drop policy, cheating and plagiarism policy, grade appeal procedures, accommodations for students with disabilities and the
Students found to have cheated or plagiarized in the course may receive an “F” on the assignment and/or “F” in the course. An “F” in the course will require a petition to the faculty to repeat and if approved return pending space available in the following year. (include any additional consequences in your course)

All policies of the Department of Nursing are implemented in this course. These can be found in the Department of Nursing Handbook, at:  
http://web.sonoma.edu/nursing/resources/

University Policies

There are important University policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures; accommodations for students with disabilities and the diversity vision statement. See Important Policies and Procedures for Students  

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. How to Add a Class  
Registration Information  
http://www.sonoma.edu/registration/regannounce.html lists important deadlines and penalties for adding and dropping classes.

Campus Policy on Disability Access for Students

If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Salazar Hall, Room 1049, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS. See SSU’s policy on Disability Access for Students  

Emergency Evacuation (Optional/suggested statement)

If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and your instructor should discuss your specific needs and the type of precautions that should be made in advance of such an event (i.e. assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and contact the Disability Services for Students office if other classroom accommodations are needed.

Academic Integrity

Students should be familiar with the University's Cheating and Plagiarism policy  
http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm. Your own
commitment to learning, as evidenced by your enrollment at Sonoma State University and the University’s policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Additional Resources (Optional/suggested statements)

SSU Writing Center
The SSU Writing Center, located at Schulz 1103, helps SSU students become better writers and produce better written documents. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly. Visit the Writing Center website http://www.sonoma.edu/programs/writingcenter/default.html for more information on how to schedule time with a tutor.

Counseling and Psychological Services (CAPS)
CAPS is a unit of the division of Student Affairs of Sonoma State University. CAPS offer confidential counseling to students experiencing personal problems that interfere with their academic progress, career or wellbeing. The CAPS website http://www.sonoma.edu/counselingctr provides information only. If you would like to talk with someone or make an appointment, please call (707) 664-2153 between 8 a.m. - 4:30 p.m., Monday-Friday.
APPENDIX: PRE-LICENSURE SKILLS RESTRICTIONS LIST

SONOMA STATE UNIVERSITY
Department of Nursing
Pre-licensure Skills Restrictions List

Skills Students ARE NOT Allowed to Perform during Clinical Experience

John Muir
1. Students will not take any verbal or telephone orders from a physician.
2. Students will not administer any investigational medications nor any chemotherapy.
3. Students will not administer any blood products, as this requires verification by two licensed personnel.
4. Students will not perform arterial punctures.
5. Students will not perform unsupervised access to VAP, PICC or other central lines.
6. Students will not administer IVP medications without direct supervision by the clinical faculty or JMH Staff RN
7. Students will not titrate any IV medications without direct supervision by the clinical faculty or JMH Staff RN
8. Students will not remove central lines.
9. Students will not care for patients who require use of an N-95 mask
10. Students will not transfer/transport patients independently between clinical care units.
11. Students will not transport patients in their cars or other personal vehicles.

UCSF Benioff Children’s Hospital
1. Students cannot prepare and administer IV Chemotherapy
2. Students cannot give IV push medications except NS or report flush to maintain IV patency
3. Students cannot start IV’s
4. Students cannot obtain, prepare or administer blood products
5. Students cannot administer hyper-alimentation solutions
6. Students cannot accept or report critical results
7. Students cannot perform any procedure for which certification is required
8. Students cannot perform central line dressing changed except PICC line dressing changes can do
9. Students cannot endotracheal and tracheostomy suctioning
10. Students cannot do gavage feeding
11. Students cannot obtain blood samples from arterial and venous lines
12. All teaching and discharge care is done in collaboration with the preceptor

Sutter Santa Rosa Regional Hospital
1. Students will not take any verbal or telephone orders from a physician.
2. Students will not administer any high risk, double co-sign medications, investigational medications or any chemotherapy.
3. Perform any nursing task he/she has not been checked off by their instructor to perform.
4. Serve as one of the two authorized personnel performing the independent double check at the patient’s bedside when preparing or administering High Alert Medications by any route.
5. Students will not administer any blood products, as this requires verification by two licensed personnel.
6. Students will not perform arterial punctures.
7. Precepting students are required to be directly supervised by the preceptor for all IV push medications, with eyes on all steps of the process. Precepting students must be familiar with actions indications and side effects of any medication prior to administration. Approved IV push medications include: hydromorphone, furosemide, morphine, famotidine, pantoprazole, hydrocortisone, methylprednisolone, ondasetron.
8. Precepting students are required to be supervised by the preceptor when flushing central and PICC line with NS.
9. Students will not remove central lines.
10. Students will not draw blood from Central line.

**NICU at Sutter Medical Center**
1. Students cannot perform Sterile Vaginal Exams unless supported by the preceptor (This is dependent on clinical situation. Data shows that multiple sterile vaginal exams on a ruptured pt. leads to chorio so check with nurse).
2. Student cannot insert fetal scalp electrode monitors.
3. Students cannot insert IUPCs
4. Students cannot start IV’s.

**Santa Rosa Memorial Hospital**
1. Students will not take any verbal or telephone orders from a physician.
2. Students will not administer any investigational medications or any chemotherapy.
3. Students will not administer any blood products, as this requires verification by two licensed personnel.
4. Students will not perform arterial punctures.
5. Students will not perform unsupervised access to VAP, PICC or other central lines.
6. Students will not titrate any IVP medications without direct supervision by the clinical faculty or Staff RN.
7. Students will not titrate any IV medications without direct supervision by the clinical faculty or Staff RN.
8. Students will not remove central lines.
9. Students will not care for patients who require use of an N-95 mask.
10. Students cannot initiate or discontinue PCA.
11. Students cannot draw blood from a Central line.
NICU
1. Students will not perform arterial or venous punctures
2. Students will not perform heel stick blood draws, except for Blood sugar checks.
3. Students will not perform any activity that involves VAP, PICC or other central lines.
4. Student will not administer or titrate any medications without direct supervision by the clinical faculty.

Kaiser Medical Center
- Receive verbal/telephone orders
- Receive or report critical text values to Physician
- Have unsupervised access to narcotics and/or other controlled substances in the Pyxis
- Serve as one of the two authorized personnel performing the independent double check at the patient’s bedside when preparing or administering High Alert Medications by any route
- Serve as one of the two required authorized personnel when obtaining blood products or identifying patient to receive blood products
- Defibrillate or mix, hang, or push IV High Alert Medications during a Code Blue or other emergency situation
- Administer IVP medications without the direct supervision of the RN/instructor
- Perform arterial sticks
- Perform chemotherapy
- Perform Pyxis override
- Perform any nursing task he/she has not been checked off by their instructor to perform
- Be the primary initial contact information patients/families of change in patient status or emerging health problems
- Insert feeding tube with metal Stylet

Queen of the Valley Hospital
1. Students will not take any verbal or telephone orders from a physician.
2. Students will not administer any investigational medications or any chemotherapy.
3. Students will not administer any blood products, as this requires verification by two licensed personnel. However, they may assist in monitoring and taking VS.
4. Students will not perform arterial punctures.
5. Students will not administer IVP medications without direct supervision by the clinical faculty or Staff RN.
6. Students will not titrate any IV medications without direct supervision by the clinical faculty or Staff RN.
7. Students will not remove central lines.
8. Students will not care for patients who require use of an N-95 mask.
9. Students cannot initiate or discontinue PCA.
10. Students will not perform unsupervised access to central lines.
11. Students will not perform unsupervised blood draws from central lines, PICC lines or arterial lines.
12. Students may flush a PICC line with Normal Saline Flush after being checked off in a skills lab and after demonstration of proper procedure by direct observation from a Staff RN or instructor.
APPENDIX: IMMEDIATE SUSPENSION OR PROGRAM DISMISSAL

Students may face program suspension or failure if deception, plagiarism or cheating has taken place and/or behaviors that endanger patients, staff, peers or faculty are identified. Documentation includes description of student’s poor performance, program/course standard not met and real or potential consequences of student’s behavior. Suspension and failure require a Student Petition for faculty consideration for re-instatement and/or course. Sent via email and hard copy and requires meeting with course faculty.

1. Description of Performance
   Student assigned to group of two patients in Nursing 407 telemetry floor. Oral meds checked by nurse. Student administered incorrect medication to patient. When faculty checked medication system for medication administration, the medication error was discovered. When the faculty approached the student to discuss error the student told the faculty that the medications were given by the nurse and not the student. The faculty approached the nurse to ask about the error and the nurse admitted they did check the meds, but the student entered the wrong patient room and gave it to the wrong patient. The faculty re-approached the student who once again denied the error. The faculty removed the student from the clinical floor and told the student they knew it was delivered to the wrong patient. The student admitted the error and replied, “all these white-haired old ladies look the same.”

2. Course/Program outcome not met
   Practice effective communication skills including acceptance of feedback from faculty and colleagues.
   Demonstrates accountability and responsibility to the self and client.
   Demonstrates legal standards of care.
   Administers medications based on scientific knowledge and in accordance with agency policy.

3. Consequences of Student’s behavior
   Course Failure
Bio-Safety Policy for Department of Nursing
4/23/19
Sharps Container Disposal

IOR for Clinical Skills Lab is responsible for assessing fullness of Sharps containers at the end of lab. Sharps containers should ONLY contain sharps, no wrappers or other debris created during lab class.

When the skills portion of any course using the Sharps containers has ended, the Sharps container (even if not full) must be closed as directed on the container and taken to the Student Health Center. Sharps containers cannot be filled above the "FILL LINE" designated on the container for any reason.

As soon as you have finished with a Sharps container, the container should be locked and taken to the Student Health Center (SHC). No FULL sharps containers should be in the Skill Lab at any time unless the SHC is closed when class is over. If this occurs then arrangements must be made to take the sharps container to the SHC on the next business day. No more than three sharp containers at one time can be accommodated.

Prior to taking the sharps container to the SHC, call to make sure a Clinical Lab Scientist or RN is able to accept the container (4-2921). After making this arrangement, take the sharps container to the front desk of the SHC and ask for an RN or the CLS to come to the front desk and give them the sharps container.

Once sharps containers are taken to the SHC they will be autoclaved and disposed of following the policy of the SHC.

It is the IOR responsibility to make sure that there are sufficient Sharps container available for their class prior to starting any skills activity. If the last Sharps container is being taken by the IOR then the Nursing Office must be notified immediately to place order for Sharps containers.

No sharps containers may be taken to SHC between June 15th and August 15th, so be sure to plan accordingly.

Dr. Patricia Dier – Interim Clinical Lead Physician
Dr. Kathy Andersen – Interim Medical Director
Paula Coffaney – Clinical Lab Scientist
Dr. Mary Ellen Wilkosz – Chair Department of Nursing

Patricia Dier, M.D.
K. Andersen, M.D.
P. Coffaney, CLS
Mary Wilkosz, FNP
TO: Faculty & Staff  
FR: Renée Senander, Manager of Workers’ Compensation; Payroll & Benefits

The following notice is a reminder to all faculty, staff and student assistants in regard to Sonoma State University’s Workers’ Compensation program. The purpose of workers’ compensation is to provide medical care and benefits to employees who are injured within the scope of their job duties.

- Employees must report work related incidents and injuries to their appropriate administrator and to Workers’ Compensation (707-664-2664), in addition to being provided with the Workers’ Compensation Claim Form (DWC1) within 24 hours of the occurrence.

- Managers are required to report all incident and injuries to Workers’ Compensation (707-664-2664) and provide the Workers’ Compensation Claim Form (DWC1), immediately to injured employees by providing in person or emailing the form. Completed DWC1 forms can be faxed to 707-664-4049 or dropped off at the Human Resources front desk.

- Managers are responsible for completing the Supervisor’s Report of an Incident or Injury within 24 hours of the occurrence. Completed Supervisor’s Reports can be faxed to 707-664-4049 or dropped off at the Human Resource front desk.

- In the event of an emergency, call 911. Injured employees in need of immediate medical attention are to seek treatment at the Kaiser Permanente Emergency Room in Santa Rosa.

- Injured employees who need medical attention, but not immediately, are required to contact Workers’ Compensation (707-664-2664). The Workers’ Compensation office will coordinate an appointment with Kaiser Permanente Occupational Health Services. Injured employees should not be contacting Kaiser Permanente Occupational Health Services directly nor should seek treatment from their personal physician (unless a Designation of Personal Physician form is filed with the Workers’ Compensation office prior to the injury occurring).

- Student assistants who are injured within the scope of their SSU campus job are required to contact Workers’ Compensation (707-664-2664). The Workers’ Compensation office will coordinate an appointment with Kaiser Permanente Occupational Health Services.

Questions? Please contact the Workers’ Compensation Office at 707-664-2664.

____________________________________  
HR-Employees mailing list
Department of Nursing

Guidelines for Faculty Office Hours

Paragraph 20.1.b of the CBA provides that instructional faculty members’ professional responsibilities include: “advising students, participation in campus and system-wide committees, maintaining office hours, and/or opportunities for student consultation connected to online teaching, working collaboratively and productively with colleagues and participation in traditional academic functions”. Pursuant to this paragraph and aligned with our Department’s commitment to student success, guidelines for the minimum number of hours and days for office hours for the instructional faculty in the Department of Nursing are provided below:

i. Full-time faculty will
   • maintain a minimum of three office hours per week,
   • make provision for meeting with students by appointment at a mutually convenient time beyond the weekly office hours, and
   • hold office hours over at least two days a week, at least in half-hour blocks, and during normal business hours.
   • Exceptions to these guidelines should be discussed and agreed to with the Department Chair.

OR
   • faculty teaching online or hybrid courses may hold office hours consistent with the mode(s) of instruction to include availability by telephone and or in person meeting at mutually convenient arranged time. It is recommended that online responses (email, web conferencing, telephone) be provided within 48 hours unless otherwise specified.

ii. Part-time faculty will maintain at a minimum the equivalent of one office hour per week for each course of their teaching load, which may include weekly post-conference time or if hybrid/online course hold office hours consistent with the mode(s) of instruction to include availability by telephone and or in person meeting at mutually convenient arranged time. It is recommended that online responses (email, web conferencing, telephone) be provided within 48 hours unless otherwise specified.

iii. Information about the office hours should be made available to the students either by being posted in courses or on office door.
Professional Responsibility for Course Evaluations: Course evaluations are your opportunity to weigh in on your experience with SSU nursing academics. You will have two evaluations to complete for this course near the end of the semester. The Departmental evaluation informs this course’s relevance with regard to the nine Department of Nursing core competencies and will be accessed within the course. The second evaluation, University SETES, asks that you assess quality of instruction and it will be delivered through your University email. Completion of both evaluations is crucial for the academic vitality of the Nursing Department, departmental accreditation and ongoing program excellence. Nursing faculty believe completion of both evaluations are your professional and civic responsibilities since they influence the academic integrity of the department. Therefore, we are counting on a 100% response rate for both evaluations and commit to taking your input seriously! Although within this course faculty can determine who did and did not complete an evaluation, all evaluations are anonymous, confidential and faculty cannot link a set of responses to specific students.
Nursing Department Instructions: 
Four Steps for Peer Observation of Teaching

**Step 1: Before the observation, review course materials**
At least one week before the scheduled observation, request that the instructor send the course syllabus, provide access to the LMS, and if available, a copy of the exam/test/quiz that will measure the content covered in the class session you will be observing. If possible, meet with the instructor before the class session and learn more about their teaching style, class dynamics, and goals for the class session. Consider where this course fits in the program, formulate your objectives for the class session to be observed, what challenges you anticipate (material or student related), any concerns to address. Remember, the instructor chooses when and where the observation takes place, and must give permission to access the LMS.

**Step 2: Observe a class session or review online activities**
For classroom or clinical observation, arrive early and try to position yourself unobtrusively. Your goal is to be a neutral presence that does not interfere with the learning process. Take notes throughout. Pay particular attention to the classroom/clinical climate. Are students engaged? Are some participating but not others? Pay attention to what the instructor does, but also student behavior. Many things can take place during a class session. Consider the following to help you focus:

- Quality of student interest and engagement in the lesson (e.g. staying on track, persist through difficulties, evidence of engagement/boredom, evidence of responding to challenging material, etc.)
- Quality of interpersonal interaction among students (e.g. dominating, quiet, level of participation, distractions, etc.)
- Quality of instructor to engage students (e.g. voice clarity, organization, preparation, delivery, mannerisms, presence, etc.)
- Quality of instructional sequence – Note the flow of course content and where this session/module fits into larger course goals.
  - Quality of discussion (how student exchange ideas and respond to content, how instructor probes for deeper understanding, asks questions to clarify and extend student thinking, makes meta-comments to connect thinking to readings, etc)
  - Quality of lecture (relevant contextual information to make material meaningful, connects to student experience, provides outline, ppt or guide to make material visible, links new material to known content, actively involves students, pause to solicit questions or comments)

**Step 3: Debriefing**
After the observation, instructor and observer meet to debrief. This should be a conversation. Instructor may want to share self-reflection on how the class went identifying if goals were met, noting what went well, or how the class did not meet goals. Instructor may address next steps to support student learning. The observer
will share notes and comments including strengths and suggestions for improvement.

**Step 4: Documentation**
Observer provides written feedback addressing observations of the class, as well as the discussion during debrief. Complete the form attached including the scoring sheet and a narrative summarizing your observations. Include specifics as examples. Submit to the instructor and to the department chair for review. Be attentive to deadlines that instructors may need to meet.
Peer Observation of Teaching  
Nursing Department

Observed Instructor:________________________ Peer Observer:________________________

Course Name, Number, Section__________________________________________________

Teaching Modality of Course (Face-to-Face, Online, Hybrid, Clinical)______________________

Number of Students_______ Date of Observation_______ Type of Observation___________

Part I: Observation Checklist & Rubric

**STRUCTURE:**

**Syllabus:**
- Follows DON Syllabus template (*Course description, Course Outcomes, SLOs, Essentials, calendar with assignment due dates, signature assignment descriptions; Course, Department and University policies reflected*).

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Comments:

- Course expectations clearly articulated within syllabus and LMS at course level and activity level.

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Comments:

- Workload in alignment with units of credits for course.

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Comments:

- Student assessments reflect individual contributions and demonstration of competency for learning activities.

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Comments:
LMS:
- Structure follows DON standards (Key informational elements included: Instructor Contact Info; Syllabus, Links to Library, IT Helpdesk, Student services, DSS)

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- Course content clearly presented in logical sequence.

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- Rubrics clearly reflect expectations.

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- Online material follows principles of Universal Design for Learning

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- Links to digital and online sources are current and accessible to students.

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**INTERACTION (STUDENT/INSTRUCTOR, STUDENT/STUDENT):**
- Instructor displays enthusiasm for course material

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- Unique instructor expertise is reflected in course activities and teaching strategies.

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Comments:

- Creates space for engagement with and among students

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</table>

Comments:

- Students demonstrate meaningful interaction with peers

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Not Applicable</th>
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Comments:

- Timely and meaningful feedback to students

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<th>Excellent</th>
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Comments:

- Instructor presence brings added value

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Comments:

- Supports questioning learning environment

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Comments:

- Provides safe environment for addressing difficult topics

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Comments:
- Encourages and supports diverse expression of ideas and experiences

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<tr>
<th>Excellent</th>
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Comments:

**Course Content:**
- Instructor demonstrates mastery of content

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Comments:

- Content reflects current knowledge/evidence in the field

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<tr>
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Comments:

- Utilization of diverse learning modalities *(reading, writing, visuals, interactive activities or projects, discussions, presentations, etc)*

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<tr>
<th>Excellent</th>
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Comments:

- Materials have sufficient scope, depth, breadth and currency.

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<tr>
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</table>

Comments:

- All course materials meet fair use and copyright guidelines.

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<thead>
<tr>
<th>Excellent</th>
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Comments:

**Learning Outcomes:**
- Learning activities and grading rubrics align with intended and clearly articulated learning objectives.

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Comments:

- Assessment strategy is clearly connected to learner outcomes

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Comments:

**Clinical Setting:**
- Policies in place reflect faculty and student handbook

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Comments:

- Clinical instructor provides adequate supervision for setting and level

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Comments:

- Instructor describes supervision strategy in alignment with course objectives

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Comments:

- Post-Conference meets stated goals

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Comments:

- Post-Conference engages all students

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Comments:

- Students actively engage in learning activities

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</table>
Comments:

- Students actively engaged during post-conference

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<th>Excellent</th>
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Comments:

- Instructor offers timely feedback appropriate to setting

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Comments:

Part II: Narrative

Describe your observation:
Instructor presence, Quality of student engagement, Interaction between students, Interaction between student/instructor, Quality of instructional sequence, Quality of material/lecture (relevant contextual information, connects prior learning to new content, involves students in learning process), How conflict or difficult topics are handled. (Attach separately if needed)

Feedback provided to Instructor – Date: ______________

(Debriefing includes specific observations of what went well, and opportunities for next steps for improvement; and written review)

Observer _______________________________ Instructor Observed______________________
### Evaluation Responsibilities Matrix

<table>
<thead>
<tr>
<th>Evaluation Form</th>
<th>Responsible Party</th>
<th>Course</th>
<th>Dates</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Course*</td>
<td>Assistant Director sends link to Faculty of Record</td>
<td>All</td>
<td>Last three weeks of semester</td>
<td>Qualtrics Survey Maintained by Assistant Director</td>
</tr>
<tr>
<td>Mid Program*</td>
<td>Program Assistant Director sends link directly to students</td>
<td>Cohort</td>
<td>Last three weeks of semester</td>
<td>Qualtrics Survey Maintained by Assistant Director</td>
</tr>
<tr>
<td>End of program*</td>
<td>Program Assistant Director sends link directly to students</td>
<td>Cohort</td>
<td>Last three weeks of semester</td>
<td>Qualtrics Survey Maintained by Assistant Director</td>
</tr>
<tr>
<td>Evaluation of preceptor experience by preceptor*</td>
<td>Assistant Director sends link to Faculty of Record</td>
<td>412, 414, 549, 550ABC</td>
<td>Last three weeks of semester</td>
<td>Qualtrics Survey Maintained by Assistant Director</td>
</tr>
<tr>
<td>Student evaluation of clinical site/preceptor*</td>
<td>Assistant Director sends link to Faculty of record</td>
<td>301, 302, 303, 304 407, 409, 412, 414, 549, 550ABC</td>
<td>Last three weeks of semester</td>
<td>Qualtrics Survey Maintained by Assistant Director</td>
</tr>
<tr>
<td>Faculty evaluation of clinical site/preceptor*</td>
<td>Faculty of record</td>
<td>301, 302, 303, 304 407, 409, 412, 414, 549, 550ABC</td>
<td>Last three weeks of semester</td>
<td>Paper copy by each clinical faculty, Course Lead compiles aggregate data.</td>
</tr>
<tr>
<td>One year post graduation</td>
<td>Chair</td>
<td>N/A</td>
<td>One year after graduation</td>
<td>Personal emails, LinkedIn Regional Conference(s), and STT</td>
</tr>
<tr>
<td>Community Advisory</td>
<td>Chair</td>
<td>N/A</td>
<td>Annually</td>
<td>Employer Survey on Qualtrics Maintained by Chair</td>
</tr>
</tbody>
</table>

**Survey Targeted Outcome Goal for Item/Objective Analysis: 90% of respondents rate item met at 3 or greater on scale of 1-5.**

### Procedures:

<table>
<thead>
<tr>
<th>Survey Results Action</th>
<th>Program Survey Results Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included in course Green Folder following each semester course is taught. FOR compiles and presents data.</td>
<td>Agenda Item at Faculty Meeting for Discussion &amp; Analysis</td>
</tr>
<tr>
<td>If below targeted outcome goal, discuss with Director</td>
<td>Communicate any recommendations for development/revision/maintenance to all faculty</td>
</tr>
<tr>
<td>Agenda Item at faculty meeting to review and communicate recommendations for development/revision/maintenance</td>
<td></td>
</tr>
</tbody>
</table>