SCHOOL OF NURSING FACULTY HANDBOOK 2018 – 2019

School of Nursing
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21st edition, Revised August 26, 2018

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Section 1:

HISTORY & PHILOSOPHY

History of Oakland University

Oakland University (OU) is a diverse, state-assisted institution with an enrollment of over 20,000 students. The institution is committed to high quality education for undergraduate, graduate, and continuing education students. Of equal importance are cultural enrichment through the arts, a vigorous program of research, and public service to assist business, industry, schools and other institutions in the university's service area.

OU was founded in 1957 when the late Matilda R. and Alfred G. Wilson donated their Meadow Brook Farms Estate of approximately 1,400 acres and $2 million to Michigan State University (MSU) to create a new university in Oakland County. OU began operation in 1959 and was governed by MSU until 1970 when the university received its independence and appointed its own Board of Trustees. Since 1959 OU has added to the Wilson's original gift and the current campus property totals 1,509 acres. Meadow Brook Hall, the 100- room, Tudor-style mansion that was the Wilson home, has been converted into a conference and cultural center.

OU's seven major academic units are the College of Arts and Sciences, the School of Business Administration, School of Engineering and Computer Science, School of Education and Human Services, School of Health Sciences, School of Nursing, and the OU-William Beaumont School of Medicine. OU offers 120 undergraduate degrees and 120 graduate and certificate programs. OU has over 509 tenure track full-time faculty with 90 percent holding doctoral degrees. External funding for research and other sponsored programs at OU totals around $18 million each year.

Enrichment of cultural life has been a goal of OU since its founding. Meadow Brook Theater offers a full season of professional theatrical entertainment, the Meadow Brook Music Festival is the site of popular music concerts throughout the summer, and the Meadow Brook Art Gallery in Wilson Hall offers a full schedule of art exhibits. Student productions are presented in Varner Hall under the auspices of the Center for the Arts and include theater, music, and dance productions.

Oakland University Accreditation

Oakland University academic programs are fully accredited and/or approved by the following organizations:

- Accreditation Board for Engineering and Technology
- National Association of Schools of Public Affairs and Administration
- American Assembly of Collegiate Schools of Business
- American Association of State Colleges and Universities
- American Chemical Society
- American Council on Education
- American Physical Therapy Association
- Commission of Peer Review
- Commission on Collegiate Nursing Education
- Computer Science Accreditation Board
- Council on Accreditation of Nurse Anesthesia Educational Programs
- Great Lakes Intercollegiate Athletic Conference
- Michigan State Board of Nursing
- National Collegiate Athletic Association-Division I
- National Council for Accreditation Teacher Education
- North Central Association of Colleges and Schools

School of Nursing Affiliations

- American Association of Colleges of Nursing
- John A. Hartford Foundation Institute for Geriatric Nursing Michigan
- Michigan Association of Colleges of Nursing
- Michigan Board of Nursing Michigan
- National League for Nursing
- Sigma Theta Tau International, Honor Society of Nursing, Theta Psi Chapter
- National Organization of Nurse Practitioner Faculty
- American Nursing Credentialing Center American
- Council on Accreditation of Nurse Anesthesia Educational Programs
- American Association of Nurse Anesthetists
- Michigan Council of Nurse Practitioners
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Introduction to the School of Nursing

On May 14, 1973, the President of Oakland University (OU) officially informed the Michigan State Board of Nursing of the intent of OU to institute a four-year Bachelor of Science in Nursing (BSN) program. The program was approved by the Faculty Senate on April 17, 1974 and the OU Board of Trustees on May 22, 1974. The School of Nursing (SON) became a bona fide academic unit within the university in the fall of 1974; Dr. Geraldene Felton was the SON's first Dean. In September 1975, the first class of students began the sophomore year of the BSN program and graduated in 1978. After the required graduation of two classes, the BSN program applied for and received full approval by the Michigan State Board of Nursing. In December 1980, the SON was granted initial accreditation by the National League for Nursing, and received continuing accreditation in 1987 and 1995. In 2002, the SON received initial accreditation through the Commission on Collegiate Nursing Education (CCNE) and received continuing accreditation in 2012 for ten years.

Currently, the undergraduate program consists of three tracks: Basic-BSN, BSN degree completion sequence for registered nurses (RN-BSN), and Accelerated Second Degree (ASD) BSN. The Basic-BSN track admits 96 students per cohort (two cohorts per academic year) after they complete the required pre-requisite courses. The Basic-BSN track is full-time and most Basic-BSN students complete the nursing curriculum in three academic years. Included within the Basic-BSN cohort is a group of students known as the Crittenton cohort (CC). The CC is offered in partnership with Crittenton Hospital Medical Center and the students in the cohort progress through the nursing curriculum in six consecutive semesters.

The RN-BSN track admits approximately 50 students per academic year; most matriculate part-time. There is also a RN-BSN fast track option that allows RN-BSN students to attend full-time and complete their BSN degree in about 16 months. All of the required RN-BSN courses are taught on-line.

The ASD BSN track is for students who already possess a minimum of a bachelors degree in a non-nursing major. ASD students are admitted to the track after they complete the required pre-requisite courses. The ASD track is consistent with the Basic-BSN curriculum, but it is taught at an accelerated pace so students finish the BSN degree in three academic semesters. Approximately 60 students begin the ASD track each academic semester (Fall, Winter, and Summer), and they matriculate full-time. The ASD courses are taught at the Anton-Frankel Center in Mount Clemens, MI.

At the graduate level, the SON offers a Master of Science in Nursing (MSN) degree and a Doctor of Nursing Practice (DNP) degree. The MSN program began in September 1984 with a track in nursing administration. The MSN program is now comprised of four tracks – Adult/Gerontological Nurse Practitioner (AGNP), Family Nurse Practitioner (FNP), Forensic Nursing, and Nurse Anesthesia (NA). Also offered are the Post Master's APRN certificates with in the AGNP, FNP and NA programs. The SON also offers a 38-credit post-Master's DNP program that prepares advanced practices to assume leadership roles. The DNP curriculum can be completed in two years of full-time study, however most DNP students complete the degree in three years.

History of School of Nursing Graduate Program

1984 MSN Nursing Administration track began.
1986 The first student graduated from the master's program.
1987 MSN Adult Health Nursing track began.
1988 MSN program received initial accreditation by the National League for Nursing, continuing accreditation received in 1995 and 2002.
1991 MSN Nurse Anesthesia track began in collaboration with William Beaumont Hospital, Royal Oak.
1992 Nurse Anesthesia track received initial accreditation by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) 2002, and 2012.
1996 Post-master's Family Nurse Practitioner Certificate track began.
Nurse Anesthesia track received continuing accreditation by COA.
1997 Family Nurse Practitioner track began.
Nursing Administration and Adult Health tracks discontinued.
2000 MSN Clinical Nurse Specialist Adult Health track began.
2002 MSN program receives initial accreditation through the Commission on Collegiate Nursing Education (CCNE).
Nurse Anesthesia track received continuing accreditation by COA.
2003 MSN Adult/Gerontological Nurse Practitioner and Nursing Education tracks began, along with a Graduate Certificate in Nursing Education. Clinical Nurse Specialist Adult Health track revised to Acute Care Clinical Nurse Specialist.
2006 Doctor of Nursing Practice (DNP) program began.
2010 MSN Clinical Nurse Leader track began.
2012 MSN Clinical Nurse Leader, Acute Care Clinical Nurse Specialist, and Nursing Education tracks – admissions suspended.
2012 MSN program receives continuing accreditation through CCNE.
Nurse Anesthesia track receives continuing accreditation by COA.
DNP program receives initial accreditation through CCNE (American Association of Colleges of Nursing, One DuPont Circle, NW Ste. 530, Washington, DC).
2015 Forensic Nursing Program Began
2017 DNP and Post/Masters Certificate Programs visited by CCNE.

School of Nursing Mission Statement

Approved by the SON Faculty Assembly February 28, 2013

"The mission of Oakland University School of Nursing is to prepare transformational leaders committed to caring and using the best evidence in nursing practice, education and research to optimize the health of the public in a diverse ever-changing global society."

School of Nursing Vision

Approved by the SON Faculty Assembly February 28, 2013

The faculty and graduates of Oakland University School of Nursing will be recognized as transformational leaders, caring practitioners and scholars who optimize the health and well-being of a diverse global society.

School of Nursing Philosophy

Approved by the SON Faculty Assembly February 18, 2016

The OU SON philosophy of nursing education is informed by insights into the empirical, aesthetic, ethical, and personal ways of knowing that undergird nursing as a practice discipline, the position that nursing holds in society, and the relationship that exists between the SON and OU. Nursing's disciplinary domain has both a scientific and professional practice component. Nursing science discovers, develops, synthesizes, validates, and brings order to the theoretical and practical knowledge that informs the professional practice of nursing. Professional nursing care of individuals, families, and communities is a social mandate that carries with it the responsibility to educate nurses qualified to fulfill the professional role and uphold standards of the profession.

The faculty of the SON believes that nursing education:

- Requires innovative approaches in order to prepare professional nurses now and in the future to address the health care needs of individuals, families, and communities through patient-centered nursing care, teamwork and collaboration, communication, and information technology.
- Has a foundation in the arts and sciences of liberal education which is needed to ground nursing in the complexity of the human experience.
- Prepares students to recognize, understand, and work with nursing phenomena and to understand the results of these efforts in relation to human values including life, justice, personal freedom, health, and well-being.
- Prepares students to use empirical knowledge as a guide for judgment, decision-making, and the provision of quality and safe professional nursing practice.
- Prepares students across all curriculum levels to learn, work, and live productively in ever changing national and international societies.

The faculty of the SON also believes that:

- Students learn best when challenged by educational experiences that are salient and incorporate real-life situations and issues related to systems-based practice.
- Diversity among faculty, students, and members of national and international societies enriches the educational experience.
- A commitment to life-long learning is essential to the professional development of nurses, the health of national and international societies, and the growth of the discipline.
- Faculty members are responsible for determining what is to be learned and how that learning can be assessed, evaluated, and enhanced.

Section 2:

ORGANIZATION

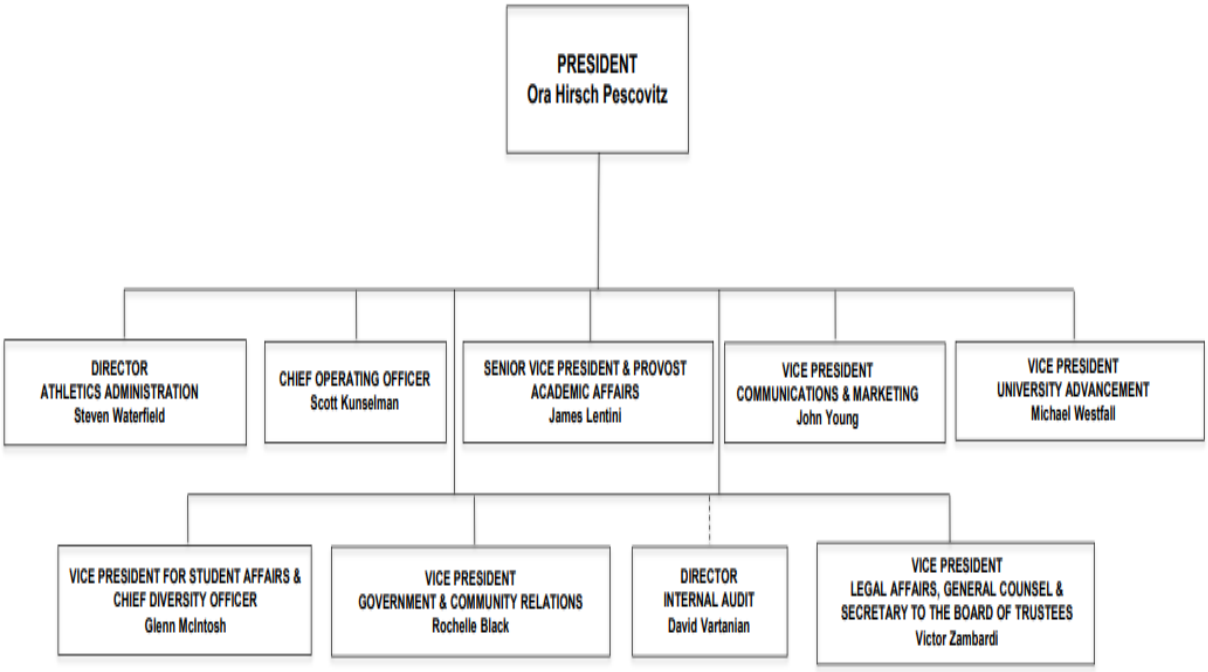
University Organization

OU is governed by an eight member Board of Trustees (BOT) appointed by the Governor of Michigan. The BOT has ultimate responsibility for governance and the fiscal affairs of the university. The President serves at the pleasure of the BOT, and is an ex- officio, non-voting member of the BOT.

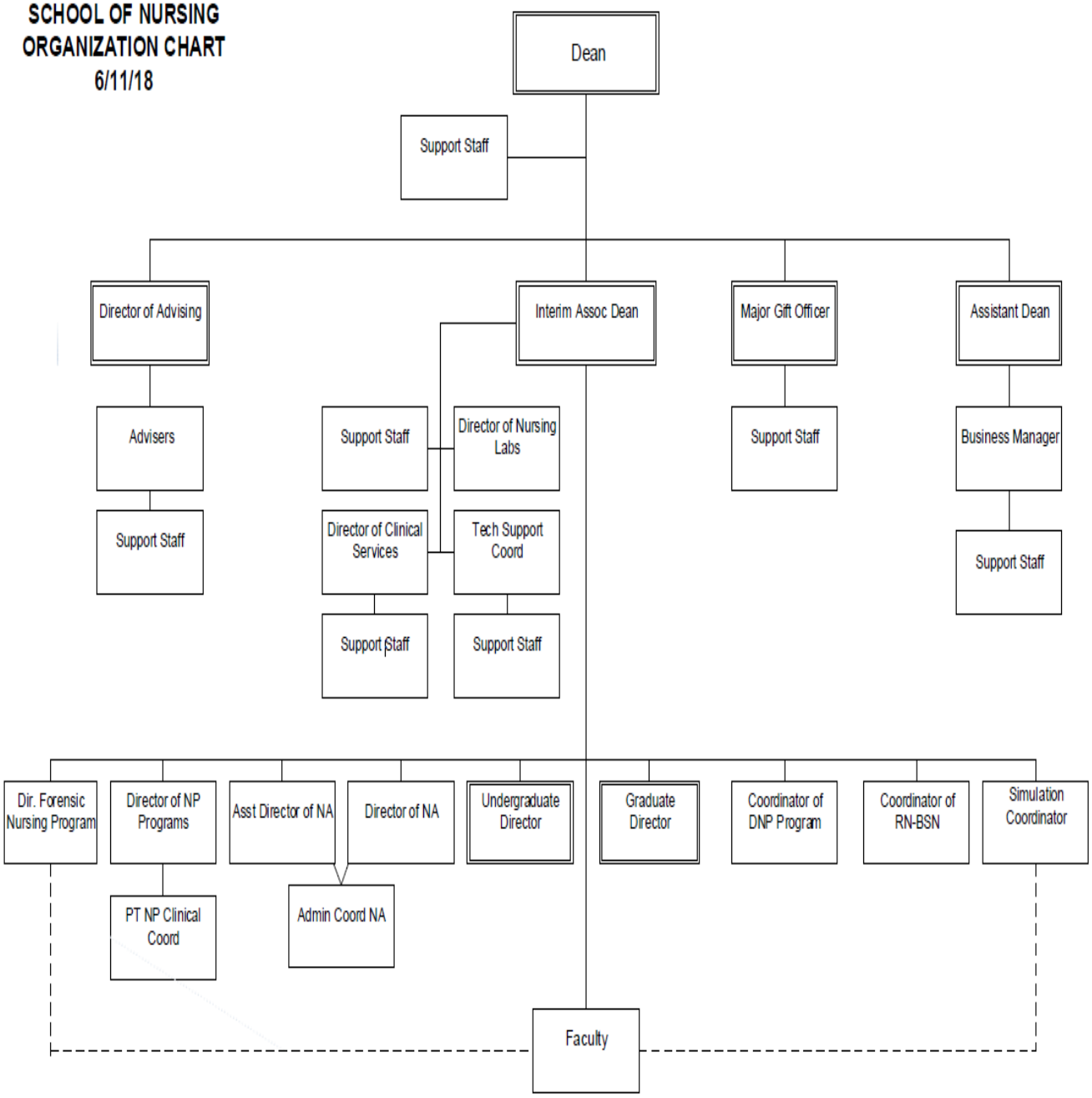
The Vice President for Academic Affairs and Provost (VPAAP) is responsible for all academic divisions, including the School of Nursing (SON). The Dean of the SON reports directly to the VPAAP and is responsible for the administration of the school, fiscal management, and curricular implementation. The Dean is the principal academic and administrative officer of the SON and is appointed by the BOT upon recommendation of the President of OU.

The OU and SON organizational charts are on the next two pages.

OAKLAND UNIVERSITY



SCHOOL OF NURSING
ORGANIZATION CHART
6/11/18



THE CONSTITUTION OF THE OAKLAND UNIVERSITY SCHOOL OF NURSING

April 9, 2018

HISTORY OF PRIOR ACTION

Ratified by School of Nursing Faculty Assembly
September 6, 1977; April 17, 1986; March 24, 1994; April 25, 2002, October 30, 2008; October 26, 2017

Approved by the University Senate
October 20, 1977; November 13, 1986; April 14, 1994; November 21, 2002; November 13, 2008; March 15, 2018

Approved by the Board of Trustees
November 29, 1977; March 11, 1987; December 1, 1994; February 5, 2003; February 4, 2009; April 9, 2018

THE CONSTITUTION OF THE OAKLAND UNIVERSITY SCHOOL OF NURSING

ARTICLE I: The Oakland University School of Nursing shall be organized and shall function as provided herein.

ARTICLE II: Membership, Faculty and Administration

A. Members

1. The School of Nursing is comprised of the faculty, administration, and those students pursuing degrees under its authority.

B. Faculty

1. The term “member of the organized faculty” refers to all individuals with the following academic titles who hold primary appointments in the School of Nursing:

(a) Professors, Associate Professors and Assistant Professors including all full-time adjuncts, other than those on visiting status;

(b) Instructors and Special Instructors who have served a minimum of two years at the University.; and

(c) Such other titles as may be used by the School of Nursing when authorized by the Dean consistent with the standards set forth by the Constitution of the Oakland University Senate, accrediting agencies and/or the State Board of Nursing.

2. The members of the organized faculty of the School of Nursing possess the rights to participate in the governance of their faculty and the University as described by the Constitution of the Oakland University Senate.

C. Administration

1. The Dean of the School of Nursing functions as the Chief Academic Officer of the School of Nursing.

2. The Dean of the School of Nursing shall be a tenured faculty member of the School of Nursing.

3. The Dean of the School of Nursing shall be appointed by the Oakland University Board of Trustees after consideration of the recommendation of the President and Vice President for Academic Affairs and Provost. Before recommending the initial appointment of a School of Nursing Dean, the Oakland University President, or Vice President for Academic Affairs and Provost if designated, shall consult with the Nursing Committee on Appointment and Promotion. At the President's discretion, the Dean's appointment may be reviewed with all members of the School of Nursing faculty at any time, but shall be reviewed at least once every five years.

4. With the advice of the Faculty Assembly of the School of Nursing, the Dean shall propose to the Vice President for Academic Affairs and Provost and President any and all administrative or instructional units within the School.

5. The Dean may propose establishment or elimination of Assistant or Associate Dean positions.

6. Associate Deans shall be tenured members of the faculty of the School of Nursing.

ARTICLE III: The Faculty Assembly

A. Powers and Responsibilities

The Faculty Assembly of the School of Nursing (the "Assembly") shall exercise all powers assigned to the members of the organized faculty of the School of Nursing by the Constitution of the University Senate. The Assembly consists of all members of the organized faculty identified in Article II, Section B.1.

The Assembly shall:

1. advise the School of Nursing administration on all matters relevant to the School of Nursing.

2. initiate proposals on all matters relevant to the general welfare of the School of Nursing.

3. be consulted on all matters of relevance to the School of Nursing; and take such actions, as necessary, to exercise responsibilities stated elsewhere in this Constitution.

4. vote to approve or not approve motions presented.

5. adopt bylaws as required for the conduct of its business.

B. Membership and Organization

1. The Assembly shall be composed of all members of the organized faculty identified in Article II, Section B.1.

2. Assembly members who have full voting rights are the members of the organized faculty identified in Article II, Section B.1.

3. During the fall and winter semesters, the Assembly shall meet at the call of the Executive Committee. Such meetings shall be held at least once during each of the fall and winter semesters.

4. In addition to the fall and winter semester meetings, the Executive Committee must call a meeting within thirty (30) days of the receipt of a written request for a meeting signed by twenty percent (20%) of the Assembly members.

5. Meetings of the Assembly, at all times other than during the fall and winter semesters, shall be called by the Dean. At such meetings, the agenda shall be limited to the nomination of candidates for degrees and conferring of School of Nursing honors, unless, by action of the

Assembly during the preceding winter semester, specific additional items are authorized for the agenda.

6. The presiding officer of the Assembly shall be the Dean or, in the Dean's absence, the Associate Dean. If both the Dean and the Associate Dean are absent, the Assembly shall elect a chair pro tem to preside over the meeting. The Dean shall appoint a secretary of the Assembly and a parliamentarian.

7. For the conduct of ordinary business, a quorum is achieved by the attendance of a simple majority of the members of the organized faculty identified in Article II, Section B.1. (a and b) of the Assembly not on leave of which a majority vote shall suffice.

8. All substantive motions, together with relevant committee recommendations and reports, shall be circulated to all members of the Assembly before a motion receives its first reading in the Assembly. Each substantive motion shall receive readings on two separate meeting days of the Assembly. Amendments may be moved during both readings, but final votes may be taken only during the second reading. By a vote of three-fourths of the members present and voting, the Assembly may proceed directly from the first reading to the second reading and take final action on the motion.

9. The most current edition of Robert's Rules of Order Newly Revised shall be used as the parliamentary authority.

ARTICLE IV: Executive Committee

The Executive Committee is composed of the Dean of the School of Nursing, or designee in the Dean's absence, who shall serve as chairperson, and four other members elected from the Assembly who must be a members of the organized faculty identified in Article II, Section B.1. (a). A School of Nursing faculty member who is also a current Oakland University student in the School of Nursing may not serve on the Executive Committee. Elections shall be held in the winter semester for service in the subsequent academic year. Executive Committee members shall be elected to staggered two-year terms.

The Executive Committee shall:

1. Call all meetings of the Assembly in the fall and winter semesters;

2. prepare the agenda for the Assembly, including the call of all matters from committees;

3. receive reports and recommendations from standing and ad hoc committees/task forces to be placed on the agenda of the Assembly, with authority to request one reconsideration. After reconsideration by the committee, a second recommendation from the committee must be placed on a subsequent Assembly agenda

4. have authority to originate substantive motions for consideration by the Assembly;

5. create ad hoc committees as it judges necessary to review matters within the purview of the Executive Committee, designate the membership, and fix the terms of such committees;

6. refer measures to the standing and ad hoc committees;

7. present to the Assembly a slate of nominees for membership of all other standing committees;

8. appoint replacements for vacated seats on all standing and as necessary ad hoc committees/task forces. All such replacements shall serve until the next regular election;

9. transmit to the University Senate such matters as concern it; and receive communications from the University Senate;

10. present to and advise the Dean on all matters of academic importance.

11. be consulted when a committee member is absent from 25% or more of the meetings held by a standing or ad hoc committee during one academic year.

ARTICLE V: Establishment Amendment and Revision of SON Faculty Bylaws

A. Establishment

(1) School of Nursing Bylaws (the "Bylaws") are established by the Assembly

B. Amendment

(1) Amendment of or addition to the Bylaws may be made at the second reading of any regular meeting of the Assembly by two thirds vote of the members present and voting, provided that the notice and agenda requirements have been met. The second reading may be suspended upon majority vote of the Assembly.

(2) Proposal for amendments of or addition to these Bylaws may be made by any voting member.

C. Revision

(1) At least every five years, the Dean shall appoint an ad hoc committee to examine the Bylaws and propose such revisions as deemed desirable.

ARTICLE VI: SON Standing Committees

1. All members of the Assembly shall be eligible to serve on its standing committees.

2. All School of Nursing standing committees report to the Executive Committee and Assembly.

3. All School of Nursing standing committees have the authority to originate substantive motions for consideration by the Assembly

4. The charge and composition of all standing committees are documented in the Bylaws.

ARTICLE VII: Amendments and Revisions to the School of Nursing Constitution

A. Amendments

1. Amendments to this Constitution shall originate as substantive motions of the Assembly, except that an affirmative final vote on the second reading must be ratified by three-fourths of the members of the Assembly in a mail referendum and be approved by the University Senate and the Oakland University Board of Trustees. An amendment shall be effective following approval by the Oakland University Board of Trustees.

B. Revisions

1. This Constitution shall remain in effect until superseded by a revised Constitution ratified by the Assembly and approved by the University Senate and the Oakland University Board of Trustees.

2. Within five years of the adoption of this Constitution, a Constitutional Committee shall be convened by the Executive Committee to consider the need for revisions in this Constitution and to present such needed revisions to the Assembly for consideration and adoption.

Section 3:

PROGRAM OUTCOMES &

SON EVALUATION PLAN

OUSON Baccalaureate Program Curriculum Outcomes

Approved by the SON Faculty Assembly October 30, 2014

The BSN Program Curriculum is based on professional forces; the vision, mission, and values of the faculty; prepares the graduate to practice in a diverse global society; and to:

1. Apply concepts from the Arts and Sciences in the promotion of health and the management of simple to complex nursing care.
2. Demonstrate use of the nursing process in clinical decision-making.
3. Apply principles of patient safety and quality improvement in nursing practice.
4. Apply principles of wellness, health promotion, disease prevention, rehabilitation, risk reduction, palliative and end-of-life care to individuals, families, communities, and populations.
5. Demonstrate values-based, ethical professional behaviors that integrate caring, autonomy, integrity, social justice, respect for diversity and human dignity throughout the lifespan.
6. Use best-evidence in nursing practice.
7. Demonstrate inter/intra-professional collaboration to optimize health outcomes.
8. Demonstrate transformational leadership in nursing practice in a variety of settings.
9. Use knowledge, processes, and skills from informatics to inform clinical decision-making.
10. Apply knowledge of health policy, economics, legal, and political principles to nursing practice.
11. Demonstrate a commitment to professional development and lifelong learning.

OUSON MSN Program Outcomes

Approved by the SON Faculty Assembly March 26, 2014

Building on the foundation of the BSN program, the Master of Science in Nursing (MSN) program will prepare graduates as transformational leaders with advanced nursing knowledge and practice expertise for optimizing health outcomes. (Essential IX)

The MSN program prepares graduates to:

1. Integrate theories and scientific findings from nursing, biopsychosocial fields, genetics, public health, and organizational sciences using translational processes to improve evidence-based nursing practice across diverse settings. (Essentials I & IV, VIII, IX)

2. Describe concepts from organizational leadership, systems leadership, and information technology in the promotion of quality improvement and safety. (Essentials II, III, V, IX)

3. Synthesize requisite knowledge of legal and regulatory processes, health policy, ethics, and advocacy to improve health outcomes of diverse populations at the organizational, local, state, and federal level. (Essentials IV, VI, VIII, IX)

4. Formulate intra/inter-professional collaborative strategies integral to the design and delivery of evidence-based health promotion and disease prevention interventions to improve health outcomes in individuals, families, communities, and populations. (Essentials IV, VII, VIII, IX)

5. Integrate professional standards and guidelines in the provision of nursing practice in a specialty area. (Essentials IX)

Doctor of Nursing Practice Program Objectives

Approved by School of Nursing Faculty Assembly March 29, 2018

At the end of the DNP program, the DNP graduate will be able to:

DNP OUTCOME	**Link to DNP ESSENTIALS**
Integrate scientific and theoretical knowledge from nursing and other disciplines to develop, identify, evaluate, and disseminate best practices to improve health care and health care systems	I, II, V, VI
Lead organizations and systems to enhance quality and safety to improve patient, population, and organizational outcomes.	II, III, IV, V, VII, VIII
Employ data analytic methods, information systems and technology to evaluate, integrate, and translate evidence to improve programs of care, outcomes of care and care systems.	I, II, III, IV
Lead and influence health policy to reduce health disparities, encourage cultural sensitivity and promote access to quality care while advocating for social justice and equity at the system, state, national, and international levels.	II, V, VI,VIII
Use models of interprofessional collaboration to enhance patient and population health outcomes.	I, II, IV, VI, V, VI, VII, VIII
Provide the highest level of ethical, patient-family-centered care as a scholar in nursing specialty practice.	I, III, V, VI, VII, VIII

Standard 1. Program Quality: Mission and Governance	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
I-A. The mission, goals, and expected student outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	School of Nursing (SON) Mission statement Oakland University (OU) Mission statement SON Undergraduate (UG), Graduate, and Doctor of Nursing Practice (DNP) program outcomes/objectives. American Association of Colleges of Nursing (AACN) Baccalaureate, Master's, and DNP Essentials. AACN (2015, August) The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations AACN (2012, October) Expectations for Practice Experiences in the RN to Baccalaureate Curriculum American Nurses Association (2015) Nursing: Scope and Standards of Practice (3rd ed.) Commission on Collegiate Nursing Education (CCNE)	Dean Faculty Assembly (FA)	The Dean/FA compares SON Mission, program outcomes/objectives, and expected student outcomes to OU mission and relevant professional nursing standards and guidelines every five (5) years, or as needed. 2018-2019 2023-2024	Expected outcome: Evidence shows that the SON Mission and expected student outcomes/ objectives are congruent with OU's and with relevant professional nursing standards and guidelines.	The Dean presents recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

	(2013) Standards for Accreditation of Baccalaureate and Graduate Nursing Programs CCNE (2016, October) Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, Supplemental resource National Task Force on Quality Nurse Practitioner Education (2016) Criteria for Evaluation of Nurse Practitioner (NP) Programs (5th ed.) National Organization of Nurse Practitioner Faculties (NONPF) (2014) Core Competencies NONPF Faculty Practice Toolkit (2016) Council on Accreditation of Nurse Anesthesia Educational Programs(COA) (2016) Standards for Accreditation of Nurse Anesthesia Educational Programs (Standards) OU UG and Graduate Catalogs SON UG, Graduate/Nurse Anesthesia (NA), and DNP				

	student handbooks QSEN Competencies GAPNA Toolkit IAFN Nursing Education Guidelines BON Policy Documents				

Standard 1. Program Quality: Mission and Governance	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
I-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect: -professional nursing standards and guidelines; -the needs and expectations of the communities of interest The SON defines the communities of interest as: A) Students B) SON clinical partners C) SON Board of Visitors D) OU faculty who teach nursing students in non-nursing courses/General Education courses E) SON alumni	SON Mission statement SON UG, Graduate, and DNP program outcomes/objectives AACN (2015, August) The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations AACN (2012, October) Expectations for Practice Experiences in the RN to Baccalaureate Curriculum Criteria for Evaluation of NP Programs (2016) CCNE (2013) Standards for Accreditation of Baccalaureate and Graduate Nursing Programs CCNE (2016, October) Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, Supplemental resource COA Standards (2016)	Dean Associate Dean FA	Dean, Associate Dean, and FA review the SON Mission, UG, Graduate, and DNP program outcomes/objectives every five (5) years, or as needed: 2018-2019 2023-2024 Associate Dean is responsible for assessing the communities of interest and for developing the method of inquiry. The schedule is as follows: A) SON students every five (5) years: 2018-2019 2023-2024 B) SON clinical partners every five (5) years: 2018-2019 2023-2024 C) SON Board of Visitors every five (5) years:	Expected outcome: Evidence shows that the SON Mission and expected student outcomes/objectives reflect professional nursing standards and guidelines, and the needs and expectations of the communities of interest.	Associate Dean assesses communities of interest per schedule, analyzes the data, and presents recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

	NONPF (2014) Core Competencies SON Faculty Handbook SON UG, Graduate/NA, and DNP student handbooks		2018-2019 2023-2024 D) OU faculty every five (5) years: 2018-2019 2023-2024 E) SON Alumni every five (5) years: 2018-2019 2023-2024		

Standard 1. Program Quality: Mission and Governance	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
I-C. Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty and are congruent with the institutional expectations.	2015-2020 Agreement between Oakland University (OU) and the OU Chapter American Association of University Professors (AAUP) University Standards for Re-employment, Promotion and Tenure SON Criteria and Procedures for Re-employment, Tenure and Promotion (2015) SON Faculty Handbook SON Workload document SON Evaluation Plan Annual Faculty Reports	Dean Individual SON Faculty NCAP	Dean reviews Annual Faculty Reports ANNUALLY NCAP communicates with individual faculty going up for review, ANNUALLY. NCAP reviews the SON Criteria and Procedures for Re-employment, Tenure and Promotion (2015) every five (5) years for congruence with the University Standards for Re-employment, Promotion and Tenure, or as needed. 2018-2019 2023-2024	Expected outcome: Evidence shows that the SON expected faculty outcomes are clearly identified, written, and communicated to responsible persons. SON expected faculty outcomes are congruent with the expectations of OU.	NCAP presents recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

Standard 1. Program Quality: Mission and Governance	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
I-D. Faculty and students participate in program governance.	Annual Faculty Reports and faculty merit documents UCOI/GCOI/Commencement and Honors (C & H) meeting minutes	Dean Individual SON Faculty/ Faculty Assembly NCAP Chair (as unit-designated faculty member) UCOI GCOI Commence-ment and Honors (C&H) Committee	NCAP Chair (as unit-designated faculty member) sends e-mail message to SON faculty instructing them to prepare and submit Annual Faculty Report and faculty merit documents (per the SON Faculty Merit procedure). Each SON faculty member submits his/her Annual Faculty Report and SON Merit Performance Rubric document to the NCAP Chair and to the Dean (per the SON Faculty Merit procedure). UCOI/ GCOI/ C&H report student participation, ANNUALLY	Expected outcome: Evidence shows that SON faculty and students participate in SON governance.	Dean presents recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA. Per the SON Constitution, if SON faculty and/or student participation in program governance is not evident, the Executive Committee has the authority to replace and/or designate members for SON committees.

Standard 1. Program Quality: Mission and Governance	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
I-E. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.	SON UG, Graduate/NA, and DNP student handbooks SON Faculty Handbook OU UG and Graduate catalogs SON website SON documents and publications	Dean Associate Dean Director of Advising Program Directors Track Directors Coordinators	Dean, Associate Dean, Program Directors, Track Directors, Coordinators, and Director of Advising guide the review and revision of SON documents and publications, including the SON website, OU UG and Graduate catalogs; SON UG, Graduate/NA, and DNP student handbooks; and SON Faculty Handbook, ANNUALLY. SON UG/ Graduate/NA, and DNP student handbooks are uploaded to the SON website, ANNUALLY. The SON website is used to notify constituents about changes in documents and publications.	Expected outcome: Evidence shows that SON documents and publications, including the SON website, are accurate.	Dean, Associate Dean, Program Directors, Track Directors, and Coordinators discuss the issues, bring issues to the respective COI, and revise the documents and publications, as needed. Dean/Associate Dean presents findings and recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

Standard 1. Program Quality: Mission and Governance	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected student outcomes. These policies are: -fair, equitable; -published and accessible; and -reviewed and revised as necessary to foster program improvement.	SON UG, Graduate/NA, and DNP student handbooks SON website OU UG and Graduate catalogs SON Faculty Handbook OU Mission statement SON Mission & Vision statements	Dean Associate Dean FA Program Directors Track Directors Coordinators Director of Advising	Dean, Associate Dean Program Directors, Track Directors, Coordinators, and Director of Advising guide the review and revision of the SON website, UG/Graduate/NA/ DNP student handbooks, the OU UG and Graduate catalogs, and Faculty Handbook for congruency with OU academic policies, ANNUALLY and bring issues to FA, as needed.	Expected Outcome: Evidence shows that SON academic policies are congruent with OU academic policies, support achievement of the OU/ and SON Mission/Vision, and expected student outcomes/objectives, and are revised as needed.	Associate Dean, Program Directors, Track Directors, Coordinators, and Director of Advising discuss the issues/bring the issues to the respective COI as needed. Dean/Associate Dean presents findings and recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

Standard 2. Program Quality: Institutional Commitment and Resources	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.	SON budget Annual Faculty Reports and faculty merit documents Annual Faculty Survey NONPF Faculty Practice Toolkit (2016) SON Workload document	Dean Associate Dean Assistant Dean NCAP Chair (unit-designated faculty member)	Dean and Assistant Dean review and revise the SON budget, ANNUALLY Associate Dean assesses the adequacy of SON resources. Associate Dean develops and disseminates a survey to SON faculty that uses a 5-point Likert scale, and analyzes the survey data, ANNUALLY. NCAP Chair (as unit-designated faculty member) sends e-mail to SON faculty instructing them to prepare and submit Annual Faculty Report and faculty merit documents (per SON Faculty Merit procedure).	Expected outcomes: Evidence shows that the SON fiscal and physical resources are sufficient for the SON to fulfill its mission and expected outcomes. Mean scores on Faculty Survey questions related to adequacy of resources are 3.0 or higher on a 5-point Likert scale.	Dean/Associate Dean present recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

Standard 2. Program Quality: Institutional Commitment and Resources	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.	Skyfactor Benchworks Assessments Student satisfaction surveys Annual Faculty Survey SON budget	Dean Associate Dean Program Directors Track Directors Coordinators Director of Advising	Associate Dean collects student satisfaction data from UG, Graduate, Post-APRN certificate program, and DNP students every three (3) years. 2018-2019 2021-2022 UG and Graduate Program Directors coordinate Skyfactor Benchworks Assessments for UG and DNP students and share the results with the Dean, Associate Dean, and the Director of Advising, ANNUALLY. Graduate Program Director, Track Directors and Coordinators collect exit survey	Expected outcomes: Evidence shows that academic support services are sufficient to ensure quality. Mean scores on survey questions related to adequacy of academic support services are 3.0 or higher on a 5-point Likert scale. Student satisfaction scores are 3.0 or higher on a 5-point Likert scale. Skyfactor Benchworks Assessments scores are 5.0 or higher on a 7-point Likert scale.	Associate Dean/Program Directors present recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

			data from DNP, Masters and Post-APRN certificate program students, and shares the results with the Dean, Associate Dean, and the SON Director of Advising, ANNUALLY. Associate Dean assesses the adequacy of SON academic support services; develops and disseminates a survey to SON faculty that uses a 5-point Likert scale, and analyzes the survey data, ANNUALLY.		

Standard 2. Program Quality: Institutional Commitment and Resources	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
II-C. The chief nurse administrator: -is a registered nurse; -holds a graduate degree in nursing; -holds a doctoral degree in nursing if the unit offers a graduate program in nursing; -is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes; -is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and -provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.	SON Constitution Dean CV SON Mission UG, Graduate, and DNP student outcomes/ objectives Annual Faculty Reports Annual Faculty Surveys	Dean Faculty Assembly	Dean leads the SON. Refer to Standard IV A-H	Expected outcome: Evidence shows that the Dean provides effective leadership to the SON in achieving its mission, goals, and expected program outcomes. Refer to Standard IV A-H	The Dean presents recommendations for improvement at the Spring Evaluation Meeting.

Standard 2. Program Quality: Institutional Commitment and Resources	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
II-D. Faculty members are: -sufficient in number to accomplish the mission, goals, and expected program outcomes; -academically prepared for the areas in which they teach; and -experientially prepared for the areas in which they teach.	SON Faculty CVs Annual Faculty Reports University Standards for Re-employment, Promotion and Tenure SON Criteria and Procedures for Re-employment, Tenure and Promotion (2015) Faculty Handbook Current Licensure & Specialty Certification Clinical Supervision Ratios Preceptor Credentialing Qualification Documents	Dean Associate Dean Program Directors Track Directors Coordinators	Dean/Associate Dean review Annual faculty reports and faculty CVs to ensure goodness of fit with SON mission, goals, and expected program outcomes/objectives, ANNUALLY. Program Directors, Track Directors, and Coordinators provide input to the Dean/Associate Dean on the adequacy of faculty in their respective program(s) to support SON and program outcomes/objectives, ANNUALLY Dean/Associate Dean communicate faculty needs to Provost/VPAA, ANNUALLY.	Expected outcome: Evidence shows that faculty members are sufficient in number and academically and experientially qualified to accomplish SON Mission and program outcomes/objectives.	Dean/Associate Dean present recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

Standard 2. Program Quality: Institutional Commitment and Resources	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
II-E. Preceptors, when used by the program as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.	Undergraduate Program Pre-licensure Preceptor Verification form Undergraduate Program Pre-licensure Evaluation of Preceptor form NA/NP/Forensic Nursing Preceptor Survey completed by students and faculty. Preceptor Credentialing Qualifications (COA, NONPF, Michigan Board of Nursing, etc.)	Associate Dean Program Directors Track Directors Coordinators	UG Program Director, in consultation with SON Director of Clinical Services, collects data regarding pre-licensure and RN-BSN students' preceptors' qualifications every semester. Graduate Program Director, in consultation with Graduate Track Directors/Coordinators, collects data regarding Graduate, Post-APRN certificate, and DNP preceptors' qualifications, ANNUALLY.	Expected outcome: Evidence shows that 100% of SON preceptors are academically and experientially qualified for the role. Mean scores on all preceptor evaluations are 3.0 or higher on a 5-point Likert scale. A mean score below 3.0 will trigger evaluation of the preceptor's appointment by the Associate Dean.	UG and Graduate Program Directors present recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

Standard 2. Program Quality: Institutional Commitment and Resources	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
II-F. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.	Annual Faculty Reports and faculty merit documents 2015-2020 OU-AAUP Agreement SON Constitution University Standards for Re-employment, Promotion and Tenure SON Criteria and Procedures for Re-employment, Tenure and Promotion (2015) SON Mission & Vision statements SON Workload document Annual Faculty Survey NONPF Faculty Practice Toolkit (2016)	Dean Associate Dean NCAP Chair (as unit-designated faculty member)	NCAP Chair (as unit-designated faculty member) sends e-mail to SON faculty instructing them to prepare and submit Annual Faculty Report and faculty merit documents (per SON Faculty Merit procedure). Associate Dean assesses the SON environment. Associate Dean develops and disseminates a survey to SON faculty that uses a 5-point Likert scale, and analyzes the survey data, ANNUALLY.	Expected outcome: Evidence shows that OU/SON provide and support an environment that encourages faculty teaching, scholarship, service, and practice. Mean scores on survey questions related to SON environment are 3.0 or higher on a 5-point Likert scale. Evidence shows that the SON uses Model D (NONPF, 2016) for APRN clinical practice and academic workload.	Associate Dean presents recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

Standard 3. Program Quality: Curriculum and Teaching-Learning	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission, goals, and with the role for which the program is preparing its graduates.	SON UG, Graduate/NA, and DNP student handbooks UG, Graduate, Post-APRN certificate, and DNP course syllabi Refer to Documents Listed in I-A.	Dean Associate Dean Program Directors Track Directors Coordinators UCOI GCOI	Program Directors, Track Directors, and Coordinators, in collaboration with UCOI and GCOI, reviews the SON UG, Graduate, Post-APRN certificate, and DNP curricula every five (5) years (see I-A & I-B). 2018-2019 2023-2024	Expected outcome: Evidence shows that the UG, Graduate, Post-APRN certificate, and DNP curricula reflect the respective program outcomes/objectives, and the role for which each program is preparing its graduates.	Associate Dean presents recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA. UCOI and GCOI provide data at the Spring Evaluation Meeting detailing the motions they sent to FA and the outcome(s) of the motion(s).

Standard 3. Program Quality: Curriculum and Teaching-Learning	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
III-B. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, and within the expected student outcomes (individual and aggregate).	AACN Baccalaureate, Master's, and DNP Essentials UG, Graduate, and DNP Course syllabi UG ATI Comprehensive Predictor exam data UG, Graduate, and DNP program curriculum cross-walk tables Refer to Documents Listed in I-A.	Associate Dean Program Directors Track Directors Coordinators UCOI GCOI	Associate Dean, Program Directors, Track Directors, and Coordinators review AACN Baccalaureate, Master's, and DNP Essentials, as well as other professional nursing standards and guidelines for congruency, ANNUALLY. UCOI and GCOI review the UG, Graduate, Post-APRN certificate, and DNP course syllabi (course overview, course objectives, and essential content) on a rotating schedule so that at the end of every three (3) year cycle all syllabi have been reviewed for congruency with their respective program	Expected outcome: Evidence shows that 100% of pre-licensure students achieve the SON benchmark (89%) on the ATI Comprehensive Predictor exam on the first attempt. Basic-BSN and Accelerated Second Degree BSN (ASD) track NCLEX pass rates are 89% or higher on the first attempt. UG curriculum and syllabi align with program outcomes/ objectives. UG curriculum cross-walk tables (ASD, Basic-BSN, and RN-BSN) are congruent with the AACN Baccalaureate Essentials, as well as other professional nursing standards and guidelines.	UG and Graduate Program Directors present recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

			outcomes/ objectives, AACN Essentials, as well as other professional standards and guidelines: 2018-2019 2022-2023 UG Program Director reports Basic-BSN and ASD track NCLEX-RN pass rates to FA twice/year. UG and Graduate Program Directors review the UG, Graduate, Post-APRN certificate, and DNP curriculum cross-walk tables every three (3) years for congruency with the respective AACN Essentials, and revise the cross-walk tables as needed: 2019-2020 2022-2023	Graduate, Post-APRN certificate, and DNP curricula and syllabi align with program outcomes/ objectives. Graduate, Post-APRN certificate, and DNP curriculum cross-walk tables are congruent with the AACN Master's and DNP Essentials, as well as other professional nursing standards and guidelines. NA, NP, Forensic Nursing certification exam pass rates are 85% or higher on the first attempt.	

Standard 3. Program Quality: Curriculum and Teaching-Learning	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
III-C. The curriculum is logically structured to achieve expected student outcomes. -Baccalaureate curricula build upon a foundation of the arts, sciences, and humanities. -Master's curricula build on a foundation comparable to baccalaureate level nursing knowledge, and post graduate APRN certificate programs build on graduate level nursing competencies. -DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student.	OU General Education requirements SON UG program prerequisite courses SON course syllabi UG, Graduate, post-APRN certificate, and DNP curriculum crosswalk tables UG, Graduate, post-APRN certificate, and DNP program outcomes/objectives	Associate Dean Program Directors Track Directors Coordinators UCOI GCOI	Associate Dean, Program Directors, Track Directors, and Coordinators review UG, Graduate, Post-APRN certificate, and DNP curriculum cross-walk tables for congruency with AACN Essentials and for evidence of leveling across programs every three (3) years: 2019-2020 2022-2023	Expected outcome: Evidence shows that the UG, Graduate, Post-APRN certificate, and DNP curricula facilitate student attainment of program outcomes/ objectives and show evidence of leveling across programs.	UG and Graduate Program Directors present recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

Standard 3. Program Quality: Curriculum and Teaching-Learning	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
III-D. Teaching-learning practices and environments support the achievement of expected student outcomes.	Undergraduate ATI Comprehensive Predictor exam student data Skyfactor Benchworks Assessments NCLEX-RN pass rates NA/NP/Forensic Nursing certification exam pass rates UG, Graduate, and DNP program outcomes/ objectives NA/NP/Forensic Nursing track exit survey data RN-BSN exit survey	Associate Dean Program Directors Track Directors Coordinators	UG Program Director reviews ATI content mastery and ATI Comprehensive Predictor exam data, and shares findings with the Associate Dean, ANNUALLY. UG and Graduate Program Directors coordinate Skyfactor Benchworks Assessments for UG and DNP programs and share the results with the Associate Dean, ANNUALLY. Graduate Track Directors/Coordinator collect exit survey data for Graduate program and present findings to Graduate	Expected Outcome: Evidence shows that 100% of UG pre-licensure students obtain the SON benchmark (89%) on the ATI Comprehensive Predictor exam on the first attempt. Expected outcome: Basic-BSN and ASD track NCLEX-RN pass rates are 89% or higher on the first attempt. NA/NP/Forensic Nursing certification exam pass rates are 85% or higher on the first attempt. Mean scores on Skyfactor Benchworks Assessments are 5.0 or higher on a 7-point Likert scale..	UG and Graduate Program Directors present recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

			Program Director, ANNUALLY. UG Program Director reports NCLEX-RN pass rates to FA twice/year. Graduate Program Director reports NA, NP, Forensic Nursing certification exam pass rates to FA, ANNUALLY. RN-BSN track coordinator collects exit survey data for the RN-BSN track and presents findings to the UG Program Director, ANNUALLY.		

Standard 3. Program Quality: Curriculum and Teaching-Learning	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
III-E. The curriculum includes planned clinical practice experience that: - enable students to integrate new knowledge and demonstrate attainment of program outcomes; and are evaluated by faculty.	SON course syllabi OU UG and Graduate catalogs Skyfactor Benchworks Assessments RN-BSN exit survey NA/NP/Forensic Nursing exit survey data Clinical Site and Preceptor Evaluation forms NA Outcome Criteria UG/NA/NP/Forensic Nursing Clinical Evaluation Tool DNP student practice experience documents	Associate Dean Program Directors Track Directors Coordinators	Associate Dean and Program Directors, Track Directors, and Coordinators , review UG, Graduate, Post-APRN certificate, and DNP clinical practice experience data, ANNUALLY. RN-BSN track coordinator collects exit survey data for the RN-BSN track and presents findings to the UG Program Director, ANNUALLY.	Expected outcome: Evidence shows that the UG, Graduate, Post-APRN certificate, and DNP curricula demonstrate inclusion of planned clinical practice experiences that are evaluated by SON faculty. Mean scores on Skyfactor Benchworks Assessments are 5.0 or higher on a 7-point Likert scale for UG and DNP program graduates. Mean scores for all preceptor evaluations are 3.0 or higher on a 5-point Likert scale. A mean score below 3.0 will trigger evaluation of the preceptor's appointment by the Associate Dean, or designee. Mean scores for all clinical site evaluations are 3.0 or	UG and Graduate Program Directors present recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

				higher on a 5-point Likert scale. A mean score below 3.0 will trigger evaluation of the clinical site by the Associate Dean, or designee. DNP student practice experience evaluation shows evidence that the required hours are met, new knowledge integrated, and program outcomes attained.	

Standard 3. Program Quality: Curriculum and Teaching-Learning	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
III-F. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.	SON UG, Graduate/NA, and DNP student handbooks OU UG and Graduate Catalogs SON UG, Graduate, post-APRN certificate, and DNP course syllabi Student Town Hall Meetings SON Board of Visitors Meetings Clinical Site Visits Skyfactor Assessments Exit Evaluations	Associate Dean Program Directors Track Directors Track Coordinators	Associate Dean is responsible for assessing the communities of interest and for developing the method of inquiry. The schedule is as follows: A) SON students every three (3) years: 2018-2019 2021-2022 B) SON clinical partners every three (3) years: 2019-2020 2022-2023 C) SON Board of Visitors every five (5) years: 2018-2019 2023-2024 D) OU faculty every five (5) years: 2018-2019 2023-2024 E) SON Alumni every three (3) years: 2017-2018 2020-2021	Expected outcome: Evidence shows that SON curricula and teaching-learning practices consider the needs and expectations of the SON's communities of interest, including the needs of culturally and ethnically diverse people.	Associate Dean presents recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

Standard 3. Program Quality: Curriculum and Teaching-Learning	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
III-G. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.	SON course syllabi SON UG, Graduate/NA and DNP student handbooks SON Faculty Handbook	Associate Dean UCOI GCOI SON Faculty Program Directors	Associate Dean and the UG and Graduate Program Directors review SON grading policies every three (3) years. 2019-2020 2022-2023	Expected outcome: Evidence shows that SON grading policies are clearly defined and consistently applied.	UG and Graduate Program Directors present recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

Standard 3. Program Quality: Curriculum and Teaching-Learning	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
III-H. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.	AACN Baccalaureate, Master's, and DNP Essentials CCNE (2013) Standards of Accreditation Skyfactor Benchworks Assessments Student satisfaction surveys	Associate Dean Program Directors Track Directors Coordinators UCOI GCOI	UCOI and GCOI review UG, Graduate, Post-APRN certificate, and DNP curricula and perform syllabus review on a three (3) year rotating cycle (see III-B). Associate Dean collects student satisfaction data from UG, Graduate, Post-APRN certificate, and DNP students every three (3) years. 2019-2020 2022-2023	Expected Outcome: Evidence shows that the UG, Graduate, Post-APRN certificate, and DNP curricula are evaluated at regularly scheduled intervals.	UCOI and GCOI present recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

Standard 4. Program Effectiveness: Aggregate Student and Faculty Outcomes	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
IV-A. A systematic process is used to determine program effectiveness.	SON Evaluation Plan CCNE (2013) Standards CCNE (2016) Supplemental Resource BON Policy Documents	Dean SON Evaluation Committee	SON Evaluation Committee under the direction of the SON Dean implements the SON Evaluation Plan and evaluates its congruence with CCNE (2013) Standards for Accreditation of Baccalaureate and Graduate Nursing Programs and CCNE Supplemental resource (2016), and Michigan Board of Nursing policy ANNUALLY.	Expected outcomes: Evidence shows that the SON Evaluation Plan is implemented, demonstrates congruence with CCNE Standards and Michigan BON policy, and is used to determine program effectiveness.	Evaluation Committee present recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

Standard 4. Program Effectiveness: Aggregate Student and Faculty Outcomes	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
IV-B. Program completion rates demonstrate program effectiveness.	Completion rate data for all SON academic programs (UG, Graduate, Post-APRN certificate program, and DNP)	Associate Dean Program Directors Track Directors Coordinators	Associate dean, Program Directors, Track Directors, and Coordinators calculate completion rates, ANNUALLY.	Expected outcomes: Evidence shows that the UG Program Completion rate is > 70% Graduate Program Completion rate is > 70% Post-APRN Certificate Program Completion rate is > 70% DNP Program Completion rate is > 70%	Associate Dean presents recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

Standard 4. Program Effectiveness: Aggregate Student and Faculty Outcomes	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
IV-C. Licensure and certification pass rates demonstrate program effectiveness.	Basic-BSN and ASD track NCLEX-RN pass rates NA/NP/Forensic Nursing certification exam pass rates	Associate Dean Program Directors Track Directors Coordinators	Associate Dean obtains NCLEX-RN pass rate data for Basic-BSN and ASD tracks, shares the results with the UG Program Director, and reports results at FA twice/year. Graduate Program Director collects NA, NP, and Forensic Nursing certification exam pass rates (for both Graduate and post-APRN certificate programs) from the track directors and coordinators and reports the results at FA, ANNUALLY.	Expected outcome: Evidence shows that the Basic-BSN and ASD track NCLEX-RN pass rates are > 89% on the first attempt. NA, NP, and Forensic Nursing certification exam pass rates (for both Graduate and Post-APRN certificate program) are > 85% on the first attempt.	Associate Dean presents recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

Standard 4. Program Effectiveness: Aggregate Student and Faculty Outcomes	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
IV-D. Employment rates demonstrate program effectiveness.	Skyfactor Benchworks Assessments NA/NP/Forensic Nursing exit surveys. OIRA data	Associate Dean Program Directors Track Directors Coordinators	Associate Dean and Program Directors Track Directors, and Coordinators collect employment data for their respective programs/tracks, ANNUALLY.	Expected outcome: Evidence shows that 90% of SON graduates (UG, Graduate, Post-APRN certificate program, and DNP) are employed within 12 months of program completion.	Associate Dean presents recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

Standard 4. Program Effectiveness: Aggregate Student and Faculty Outcomes	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
IV-E. Program outcomes demonstrate program effectiveness. **SON-identified outcomes:** 1) SON students participate in program governance. 2) Preceptors, when used by the program as an extension of faculty, are perceived as competent by SON students. 3) SON students are satisfied with SON teaching-learning practices. 4) SON students are satisfied with their planned clinical experiences. 5) SON students are satisfied with the services rendered to them by SON Academic Advising	SON Evaluation Plan Skyfactor Benchworks Assessments Student satisfaction surveys NA/NP/Forensic Nursing exit surveys UCOI and GCOI meeting minutes Undergraduate Program Pre-licensure Evaluation of Preceptor form NA/NP/Forensic Nursing Preceptor Survey completed by students and faculty RN-BSN exit survey	Associate Dean Program Directors Track Directors Coordinators Director of Advising	Associate Dean, Program Directors, Track Directors, Coordinators, and Director of Advising collect data relevant to each academic program and the SON-identified outcomes, ANNUALLY. RN-BSN track coordinator collects exit survey data for the RN-BSN track and presents findings to the UG Program Director, ANNUALLY. .	Expected outcomes: Evidence shows that 1) SON students, at all levels of the curriculum, participate in program governance (refer to I-D). 2) Mean scores on preceptor evaluations are 3.0 or higher on a 5-point Likert scale. A mean score below 3.0 will trigger evaluation of the preceptor's appointment by the Associate Dean, or designee (refer to II-E). Mean scores on Skyfactor Benchworks Assessments are 5.0 or higher on a 7-point Likert scale for UG and DNP program graduates (refer to II-B, III-D, and III-E). Student satisfaction scores are 3.0 or higher on a 5-point Likert scale for Graduate and Post-APRN certificate program students (refer to II-B, III-D, and III-E).	Associate Dean presents recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

Standard 4. Program Effectiveness: Aggregate Student and Faculty Outcomes	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
IV-F. Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.	Annual Faculty reports and faculty merit documents SON Faculty Handbook University Standards for Re-employment, Promotion and Tenure SON Criteria and Procedures for Re-employment, Tenure and Promotion (2015) SON student evaluations of faculty teaching/teaching effectiveness Annual Faculty Report Current Faculty Curriculum Vitaes	Dean Associate Dean NCAP NCAP Chair (as unit-designated faculty member) Executive Committee	Associate Dean reviews data from the student evaluations of faculty teaching effectiveness every semester and reports findings to the Dean. Any evaluation mean score >2.5 will trigger a meeting between Associate Dean and the faculty member. NCAP performs faculty reviews of SON full-time faculty, as scheduled using the criteria in the University Standards for Re-employment, Promotion and Tenure and the SON Criteria and Procedures for Re-employment, Tenure and Promotion (2015). NCAP Chair (as unit-designated faculty member) sends e-mail to SON	Expected Outcome: Evidence shows that SON aggregate faculty outcomes demonstrate: **Teaching** •100% of SON faculty teach, ANNUALLY (consistent with their SON job classification). **Scholarship** •50% of SON full-time faculty submit a manuscript for publication, ANNUALLY (consistent with their SON job classification). •50% of SON full-time faculty present a paper(s) and/or a poster(s) at a professional nursing/APRN conference ANNUALLY (consistent with their SON job classification). •10% of SON full-time faculty submit a grant application (external or internal), ANNUALLY (consistent with their SON	Associate Dean presents recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA. NCAP provides data at the Spring Evaluation Meeting detailing the motions it sent to FA and the outcome(s) of the motion(s).

			faculty instructing them to prepare and submit Annual Faculty Report and faculty merit documents per SON Faculty Merit procedure. Faculty merit is awarded using the SON Merit Procedure approved by the FA, ANNUALLY.	job classification). **Service** •100% of SON full-time faculty serve on a SON/OU committee, ANNUALLY. **Practice** •100% of SON full-time faculty maintain nursing certification, ANNUALLY (consistent with their SON job classification).	

SON Evaluation Plan	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
IV- G. The program defines and reviews formal complaints to establish policies.	SON grievance procedure in the Undergraduate, Graduate/NA, and DNP student handbooks SON Faculty Handbook OU UG and Graduate catalogs	Associate Dean	Associate Dean reviews SON formal complaint data for trends, ANNUALLY.	Expected Outcome: Evidence shows that the SON has written procedures related to formal complaints and uses data from formal complaints to foster on-going program improvement.	Associate Dean presents recommendations for improvement at the Spring Evaluation Meeting with motions for change taken to FA.

SON Evaluation Plan	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
IV-H. Data analysis is used to foster ongoing program improvement.	All documents and data sources described in the SON Evaluation Plan	Dean Associate Dean Executive Committee Program Directors Track Directors Coordinators Evaluation Committee Individual SON Faculty	Data is collected, analyzed, and evaluated as outlined in the SON Evaluation Plan and is used for ongoing program improvement.	Expected Outcome: Evidence shows that data related to Standards I-IV are used by the SON to foster ongoing program improvement.	SON Spring Evaluation Meeting is held ANNUALLY at the end of the Winter semester with referrals from the SON Evaluation Committee if SON expected outcomes/ benchmarks (as identified in the SON Evaluation Plan) are not met.

Section 4:

CURRICULUM & INSTRUCTION

Instruction in the SON

Instruction (teaching) includes all activities that contribute directly and indirectly to student learning in any academic setting (e.g. classroom, online, laboratory, or clinical). Teaching assignments are made by the SON Associate Dean who consults with the Undergraduate and/or Graduate program Directors, and Graduate Track Directors, as necessary. Faculty are referred to the Undergraduate/Graduate Program Directors for information and/or assistance related to teaching-learning strategies and course evaluation methods. Faculty are responsible for reading and understanding the content in the SON Undergraduate, Master's, DNP, and PhD Student Handbooks, the SON Faculty Handbook, and on the SON website.

Online Learning

Information about online course management (e.g. Moodle, WebEx) can be found on the OU website under Information Technology/e-Learning & Instructional support: http://www2.oakland.edu/elis/index.cfm?ID=5103

Class Schedules

Courses are scheduled according to parameters provided by the OU Office of the Registrar. ***One credit is defined as the equivalent of 50 minutes of classroom instruction per week.*** Classes are run according to scheduled times. Laboratory experiences are allocated credit on a 1 credit = 2 hours per week ratio; undergraduate clinical is on a 1 credit = 3 hours per week ratio, and most graduate clinical experiences are on a 1 credit = 5 hours per week ratio.

The Academic Calendar available on the OU website highlights important dates during the academic year, e.g. withdrawal dates, holidays, semester breaks, etc. and can be accessed at: https://www.oakland.edu/registrar/important-dates/

Final Exam Schedule

University Senate legislation prohibits scheduling any test during the last week of classes in any fall or winter semester or the last three days of spring or summer sessions. Take-home finals should not be due on or prior to the last day of classes. SON final examinations are held during the OU final examination designated period; dates for SON final exams are distributed to students as soon when they become available. The final exam period is preceded by a study day. No activity with students can be scheduled on the study day, including clinical evaluation conferences.

Faculty Office Hours

SON full-time faculty members are expected to keep regular office hours at times beneficial to students. Office hours are to be described in all SON syllabi (Part A) and on the course website.

Faculty of Record Responsibilities – Didactic Course

Didactic faculty of record (FOR) in the SON report to the Undergraduate Program Director or the Graduate Program Director, and/or the NA/NP Track Directors, regarding all curricular, course, and student issues. FOR responsibilities include, but are not limited to:

1. Develop course syllabus and submit to SON faculty secretary by SON deadline date.
2. Select and submit textbook order to SON faculty secretary by SON deadline date.
3. Deliver course content in a manner consistent with course syllabus.
4. Serve as mentor/role model/resource for students related to the course and nursing profession.
5. Maintain office hours that are consistent with student availability, and meet with students related to course issues, as necessary.
6. Grade all course assignments and enter student grades into the course grade book in MOODLE in a timely manner.
7. At the end of the semester, enter students' final course grades into Sail (Banner).
8. Provide data/reports/documents/etc. regarding the course to the Associate Dean/Program Director(s)/NA/NP Track Directors/ and/or at Faculty Assembly, as requested.

Faculty of Record Responsibilities – Clinical Course

Clinical faculty of record (FOR) in the SON report to the Undergraduate Program Director or the Graduate Program Director, and/or the NA/NP Track Directors, regarding all curricular, course, and student issues. FOR responsibilities include, but are not limited to:

1. Develop course syllabus and submit to SON faculty secretary by SON deadline date.
2. Select and submit textbook order to SON faculty secretary by SON deadline date.
3. Deliver course content in a manner consistent with course syllabus.
4. Serve as mentor and resource for students related to the course and nursing profession.
5. Maintain office hours that are consistent with student availability, and meet with students related to course issues, as necessary.
6. Collect course assignment grades from clinical faculty along with the clinical evaluation tool.
7. At the end of the semester, enter students' final course grades into Sail (Banner).
8. Provide data/reports/documents/etc. regarding the course to the Associate Dean/Program Director(s)/NA/NP Track Directors/ and/or at Faculty Assembly, as requested.

Clinical FOR responsibilities also include:

1. Communicate with all of the clinical faculty/clinical instructors prior to the semester.
2. Exchange contact information and emergency contact information for all clinical instructors, clinical FOR, and SON.
3. Assure that clinical faculty/clinical instructors are oriented to the course/clinical, including:
    a. Clinical faculty/clinical instructor role related to being a teacher/mentor in the clinical setting;

b. Documentation (forms used, appropriate language, etc.) related to student progression in the course/meeting the course objectives;
c. Importance of identifying clinical issues early and communicating them to student(s), clinical FOR, Undergraduate or Graduate Program Director, the NA/NP Track Director and/or the Director of Clinical Services.
d. Mid-term and Final evaluation documentation (e.g. the SON clinical evaluation tool);
e. SON policies/procedures related to mid-term and final evaluation conferences, and how to/to whom clinical instructors submit clinical evaluation tools;
f. Availability for meetings/conferences/appointments/etc. related to the clinical experience/student progression issues, etc., as needed.

4. Serve as resource for clinical faculty/clinical instructors and students in the course.
5. Visit each clinical group a minimum of one time per semester and at other times, as needed.
6. Monitor clinical faculty/clinical instructor attendance at scheduled clinical experiences/activities/meetings and communicate with the Director of Clinical Services and the respective program directors.
7. Be available for meetings/conferences/appointments/etc. related to the clinical experience/student progression issues, etc., as needed.
8. Coordinate student/clinical instructor evaluation of the clinical site/preceptors, etc.
9. Ensure all student final evaluation conferences are conducted according to SON procedures.
10. Collect all students' clinical evaluation tools from clinical faculty/clinical instructors after final evaluation conferences have been conducted; adjust grade after deducting tardy/absence points, as needed, per SON policy.
11. Provide evaluation regarding clinical instructor performance to the Director of Clinical Services and respective program directors.

Clinical Faculty/Clinical Instructor Responsibilities

Clinical faculty/clinical instructors who teach SON undergraduate clinical courses are assigned by the SON Associate Dean in collaboration with the Director of Clinical Services and the Undergraduate Program Director. Clinical faculty/clinical instructors who teach SON graduate level clinical courses are assigned by the SON Associate Dean in collaboration with the Graduate Program Director and/or the Graduate Track Directors.

Clinical faculty/clinical instructor responsibilities include, but are not limited to:

1. Serve as teacher/mentor/role model/resource for students related to the clinical course and the nursing profession.
2. Attend all scheduled clinical experiences/activities/meetings/etc. (e.g., agency orientation)
3. Adhere to all SON policies and procedures described in the SON Undergraduate, Graduate, DNP, and faculty handbooks related to clinical courses.
4. Supervise/teach students in the clinical and/or simulation settings in a manner consistent with level of the curriculum, professional nursing/accrediting agency standards, course objectives, and the nursing role for which the student is preparing.

5. Inform student(s), course FOR, and Undergraduate or Graduate Program Director of student/clinical issues affecting student progression and/or attainment of course objectives.
6. Document student progression toward attainment of course objectives and provide student with appropriate written documentation, as needed.
7. Meet with student, course FOR, the Director of Clinical Services, and Undergraduate or Graduate Program Director as necessary to discuss and/or resolve student/clinical issues affecting student progression and/or attainment of course objectives.
8. Prepare student mid-term and final clinical evaluations using approved SON document(s).
9. Conduct student clinical evaluation conferences (mid-term, final, others) in accordance with SON policies and accrediting agency standards.
10. Submit students' clinical grades/evaluation tools to course FOR after all student final evaluation conferences have been conducted.
11. Provide evaluation data regarding clinical experience/site to course FOR, Undergraduate/Graduate Program Director, the Director of Clinical Services, and/or Graduate Track Directors, each semester, as requested.

OU SON Workload Policy

The Faculty of the School of Nursing (SON) is committed to delivering high quality educational programs to our students and to achieving excellence in teaching, scholarship, and service. Faculty workload at the SON is viewed as encompassing a range of professional duties and responsibilities including: teaching; mentoring/advising students; engaging in research and scholarly activities; participating in school and university service; engaging in professional and community service; and performing administrative duties.

While each faculty member may not be actively involved in all of these areas, the shared participation of the faculty in all areas is essential to effectively meet the goals of Oakland University and the SON. The different requirements for each program in the SON as well as the unique interests, abilities, and qualifications of each faculty member require a workload policy that includes a flexible system for determining faculty assignments. This workload policy encompasses all facets of faculty responsibilities recognizing that teaching is only one aspect of the total expected workload.

The minimum teaching workload for all tenured and tenure-track faculty members in the School of Nursing is 16 - 20 workload credits (WLCs) per academic year (45% - 55% of the total workload). The recommended scholarship workload for all tenured and tenure-track faculty members in the School of Nursing is 13 – 16 WLCs (35 – 45% of the total workload) and the recommended service workload for all tenured and tenure-track faculty members in the School of Nursing is 4 - 8 WLCs (10 – 20% of the total workload). Tenured faculty may elect to redistribute non-teaching hours to accommodate unique scholarship or service commitments.

The minimum teaching workload for full-time visiting and adjunct instructors in the School of Nursing is 25 WLCs per academic year (70% of the total workload). The recommended service workload for full-time visiting and adjunct instructors is 10 WLCs per academic year (30% of the total workload).

By March 15 of each academic year, every full-time faculty member will submit their completed workload table to the Associate Dean which reflects their anticipated teaching, scholarship, and service workload for the following academic year.

In addition, at the end of the winter semester, each faculty member will submit their workload table along with their annual report. The workload table will reflect their actual teaching, scholarship, and service workload covering the same time frame as the annual report.

Faculty Assembly approved 4/26/07
Provost approved 12/11/07

Required Teaching Workload

Tenured & tenure-track faculty	45 – 55%	16 – 20 WLCs	18 – 22 hrs/wk
FT visiting & adjunct instructors	70%	25 WLCs	28 hrs/wk

Teaching	WLC
Lecture (per credit)	1
Clinical (per credit)	1.5
Precepted clinical (based on number of students)	1 - 5
Adjustment for lecture class size	0.3 – 1.8
First time development of new course (per credit)	1
First time teaching previously developed course (per credit)	0.5
First time developing an online course (per credit)	1.5
Master's project supervision	1
DNP project supervision	2

Recommended Scholarship Workload

Tenured & tenure-track faculty	35 – 45%	13 – 16 WLCs	14 - 18 hrs/wk

Scholarship	WLC
Proposals	
Submission for internal funding	2 – 4
Submission for external funding	4 - 8
Awarded funding	WLC to be determined per grant release time
Publications	
Manuscript	2 – 3
Book	8
Book Chapter	2 – 4
Book editor	2 – 4
Presentations	2 – 3

Faculty Assembly approved 4/26/07
Provost approved 12/11/07

Recommended Service Workload

Tenured & tenure-track faculty	10 – 20%	4 – 8 WLCs	4 – 8 hrs/wk
FT visiting & adjunct instructors	30%	10 WLCs	12 hrs/wk

Service	WLC
SON Major Committees (+1 if chair)	2 (+1)
SON Minor Committee (+1 if chair)	1 (+1)
SNAOU Advisor	3
Task Force	0.5
University Major Committees (+1 if chair)	2 (+1)
University Minor Committees (+1 if chair)	1 (+1)
University Marshall	0.5
Professional Practice for Certification	1
Professional Organization (office, chair, board)	1 – 2
Community Service (one event)	0.5
Reviewer (article, book , chapter)	1 – 4
Administrative (Director, Program Facilitator, Clinical FOR, Assessment Coordinator, Program Review or Accreditation)	2

Faculty Assembly approved 4/26/07
Provost approved 12/11/07

Assessment Technology Institute (ATI)

The SON uses ATI Nursing Education for all pre-licensure (Basic-BSN and ASD) students. ATI Nursing Education is designed to facilitate student academic success. ATI Nursing Education provides resources that, when used effectively by pre-licensure nursing students, help them to be successful in the nursing courses, and prepares them for the NCLEX-RN.

Students first beginning NRS courses in Fall 2018, including 2017 Direct Admit students will receive account and payment information for ATI Nursing Education as part of SON orientation. The ATI Nursing Education Learning System is mandatory for all students in the SON.

The following chart outlines the ATI Assessments that pre-licensure (Basic-BSN and ASD) students take during the nursing curriculum. Additional resources are available on the ATI website, and SON faculty may assign their use. Students must achieve a score on each ATI Proctored Assessment that places them at or above Proficiency Level 2 (does not apply to the Critical Thinking Assessments). If a student does not achieve a score that is at or above Proficiency Level 2 the first time they take an Assessment, remediation will be required.

ATI Content Mastery Assessment	Basic-BSN Course	ASD Course
ATI Student Orientation	NRS 2012 2017 Direct Admit Students enrolled in NRS 3900	NRS 2311
Critical Thinking (Entrance)	NRS 2012 2017 Direct Admit Students enrolled in NRS 3900	NRS 2311
Pharmacology Practice Assessments	NRS 2020 NRS 3041	NRS 2411
RN Fundamentals Practice Assessments RN Fundamentals Proctored Assessment	NRS 2024 NRS 2143	NRS 2313
RN Nutrition Practice Assessments RN Nutrition Proctored Assessments	NRS 3015	
RN Mental Health Practice Assessments RN Mental Health Proctored Assessment	NRS 3016 NRS 4111	NRS 4345
RN Adult Medical Surgical Practice Assessments RN Adult Medical Surgical Proctored Assessment	NRS 3025 NRS 4111	NRS 3311
RN Maternal Newborn Practice Assessments RN Maternal Newborn Proctored Assessment	NRS 3026 NRS 3271	NRS 3321
RN Leadership Practice Assessments RN Leadership Proctored Assessment	NRS 3281 NRS 4012	NRS 4321
RN Community Health Practice Assessments RN Community Health Proctored Assessment	NRS 4015 NRS 4061	NRS 4061
RN Nursing Care of Children Practice Assessments RN Nursing Care of Children Proctored Assessment	NRS 3261 NRS 4016	NRS 3331
Critical Thinking Assessment (Exit)	NRS 4026 NRS 4121	NRS 4331
RN Pharmacology Proctored Assessment	NRS 4026 NRS 4121	NRS 4331
RN Practice Assessments RN Comprehensive Assessment RN Comprehensive Predictor	NRS 4026 NRS 4121	NRS 4331

ATI Comprehensive Predictor Assessment Requirement

Approved by the SON Faculty Assembly on April 24, 2014; Amended October 22, 2015

The ATI Comprehensive Predictor Assessment (CPA) is a SON graduation requirement. All pre-licensure students (Basic-BSN and ASD) take the CPA during the semester in which they are enrolled in NRS 4026 or 4121: Nursing Synthesis (Basic-BSN) or NRS 4331: Nursing Synthesis (ASD). Students must achieve a score of 89% or higher on the "predicted probability of success" to satisfy the SON benchmark. Each student will take/re-take the CPA until they achieve the SON benchmark. The SON Associate Dean's office oversees administration of the CPA; it will be administered at least three times each semester. **After the initial three attempts, any student who has not achieved the SON benchmark will be responsible for paying the cost of additional CPA attempts**. When students successfully achieve the SON benchmark, they will be eligible to graduate (at the end of the semester in which they achieve the benchmark). Students need to apply to graduate and adhere to the OU Office of the Registrar's deadline dates.

Faculty Responsibility Related To ATI

Faculty assigned to courses in which ATI tests are required are responsible for:

1. Assuring all students in the course take the appropriate exam in accordance with the policies on examinations provided by the registrar's office.
2. Obtaining the students' scores on the exam from the ATI website.
3. Assess which students, if any, did not achieve the required benchmark on the exam, provide a form of remediation.
4. Review exam composite scores to assess whether course/curriculum content may need to be revised.

Grade Posting Policy and Procedure

OU is subject to the provisions of the Federal Family Educational Rights and Privacy Act of 1974 which makes student records confidential. Accordingly, student grades may not be publicly posted in any form that uses social security numbers or violates the confidentiality of student records. Student grades should be posted in the course grade book on the course website, and students have access to their final course grades through SAIL.

The procedures for posting grades in Banner are distributed by the Associate Registrar each semester and include deadlines for submission. Detailed information can be found online at: https://www.oakland.edu/registrar/resources/grading-information/

Non-Numeric Grading or Grade Changes

I. **Incomplete: "I" Grade**
The "I" (Incomplete) grade is temporary and may be given only by student request and instructor consent, and only after the cut-off date for use of the "W" (withdrawal) grade. It is used in the case of *severe hardship beyond the control of a student that prevents completion of course requirements.* Refer to the OU undergraduate and graduate catalogs for specifics.

II. **SP or NP Progress Grades for NRS 8998**
In the SON, "SP" (Satisfactory Progress) or "NP" (Unsatisfactory Progress) grades are assigned in NRS 8998: Doctoral Research Course. The "SP" grade is only given for course work that is satisfactory. "NP" (Unsatisfactory Progress) grades are given when satisfactory progress is not made. Refer to OU Graduate Catalogue for specifics.

III. **Satisfactory, Unsatisfactory, or Incomplete Grade**
Final grades are assigned in the **last** enrolled semester for **NRS 6998**. Refer to OU Graduate Catalog for specifics.

IV. **Grade Change**
Grade Change information can be accessed online via:
https://www.oakland.edu/registrar/resources/grade-change-information

Required Syllabus Components - Undergraduate

A course syllabus is provided for every SON course. Syllabi are prepared by the course FOR and must be available to students on the course website. Due dates for syllabi are determined by the Associate Dean in collaboration with the faculty secretary and will be communicated via email to FOR by the faculty secretary. Course syllabi are divided into two sections, Part A and Part B. Part A is "write-protected" and may not be altered by faculty. Part A contains the following information:

1. Course Number
2. Credit and Hours Allocation
3. Course Title
4. Class Time and Location
5. Faculty of Record
6. General Education Requirements Table (if appropriate)
7. Course Overview
8. Course Objectives
9. Essential Content
10. Technical Requirements (Skills and Technology)
11. Academic Conduct
12. Americans with Disabilities Act (1990)
13. Student Perception of Classroom/Clinical/Nursing Lab Faculty Effectiveness
14. Grade Conversion Chart
15. Safety Guidelines (if a clinical or laboratory course)
16. Required ATI Information (*see inserted information under ATI Tests*)

Part B of the course syllabus is not 'write protected', and faculty **are** responsible for its content. Part B of the syllabus should contain sections related to required textbooks, and/or readings, course requirements and evaluation techniques/methods. Aspects of ATI that fall within the faculty domain should also go in Part B (see paragraph below):

ATI Language for Part B of Syllabus

Suggested ATI Language for Syllabi

> To receive a grade for this course, you must complete the following ATI Content Mastery Assessment***: Insert Name of Test***. This assessment will be administered electronically after approximately 2/3 or more of the course content has been delivered. You will sign up for a day and time to take the assessment; tentative dates for sign-up are **INSERT DATES**. Sign-up information will be provided by the Pre-Licensure Coordinator by **INSERT DATE**. Please see the 2018 – 2019 SON Student Handbook for additional details about your expected performance on the ATI Assessment."

Required Syllabus Components - Graduate

The required components of Part A of the graduate syllabi are "write protected", and include the following:

1. Cover Page
2. Course Number
3. Credit and Hours Allocation
4. Course Title
5. Class Time and Location
6. Faculty of Record
7. Course Overview
8. Course Objectives
9. Topical Outline
10. Technical Requirements (Skills and technology)
11. Academic Conduct
12. Americans with Disabilities Act (1990)
13. Student Perception of Classroom/Clinical /Nursing Lab Faculty Effectiveness

Medication Administration Examination Policy and Procedure

Approved by the SON Faculty Assembly on April 24, 2014; Amended November 17, 2016

All students in the SON undergraduate program's pre-licensure tracks (Basic-BSN and ASD) must successfully pass a medication administration examination (MAE) with a score of 90% or greater at each level of the nursing curriculum. Students will be allowed two attempts to successfully pass the MAE each semester that it is administered. Both MAE attempts will be administered prior to the OU specified date for 100% tuition refund.

Basic-BSN students will take the MAE **a minimum of three times**, when they are enrolled in NRS 2143 (210), NRS 3251 (329), and NRS 4111 (470).

ASD students will take the MAE **a minimum of three times**, when they are enrolled in NRS 2311 (280), NRS 3321 (382) and/or NRS 3331 (384), and NRS 4331 (486).

Basic-BSN and ASD students who are off-track **for any reason** will be required to take the MAE when they are enrolled in any of the above named courses, **any time that they are enrolled in the course.**

Any student who does not successfully pass the MAE on the second attempt in a given semester, regardless of level in the curriculum, will be required to withdraw from any clinical/laboratory courses scheduled for that specific semester, and the corresponding didactic course(s), as well.

Students who are not successful on the MAE (receive <90% on both attempts in one semester), and who wish to remain a student in the SON, are required to take the SON medication administration remediation course (MARC) (e.g. NRS 0011). NRS 0011 is graded satisfactory/unsatisfactory (S/U), and students must receive a grade of S before they will be eligible to return to nursing coursework. Students who receive an S grade in NRS 0011 will be allowed to return to SON coursework on a space available basis, and must re-take the MAE during the semester in which they return.

Any student who is unsuccessful on the MAE (receive a score <90% on both attempts in one semester) and who takes the MARC/NRS 0011 in order to progress in the SON and who receives a final course grade of **U will be placed on academic probation in the SON or he/she will be dismissed from the SON** (refer to the Policies and Procedures for Progression, Retention, and Dismissal in the SON Undergraduate Program Student Handbook).

Any student may electively enroll in NRS 0011 with faculty permission. NRS 0011 does not count as credit toward degree requirements, nor does it satisfy OU financial aid requirements.

FA Approved 11/17/16

Syllabi and Textbook Deadline Dates

Materials	Fall Deadline	Winter Deadline	Summer Deadline
The Faculty of Record (FOR) assigned to a course orders course textbooks through Faculty Enlight.	Mid June	Mid October	Mid February
FOR submits updated syllabi to faculty secretary for final formatting and to create a PDF file for faculty to upload on course website.	1st week of August	1st week of December	1st Week of April

Textbook Orders

- FOR is required to order all course textbooks through Faculty Enlight.
- Book orders need to be placed using the schedule above in order to allow time for books to be available for student purchase prior to the beginning of courses.

Desk Copies

Faculty in the School of Nursing may request desk copies of required textbooks from publishers. Desk copies for part-time faculty should be handled through the FOR and ordered directly from the publisher. Here is the list of the current representatives along with their contact information to order desk copies.

Company	Rep name	Phone	Email
Elsevier (also Saunders)	Katie Kropp	(262) 617-5191	k.kropp@elsevier.com
FA Davis	Carol Holm	763-309-1047 612-308-6993 (cell)	crh@fadavis.com or www.fadavis.com
Jones and Bartlett Learning	Dana Kurpit	800-832-0034	Dkurpit@jblearning.com
McGraw Hill	Dustin Zernec	248-303-9403	Dustin.zernec@mheducation.com
Pearson	Chris Mick		chris.mick@pearson.com
Springer Publishing	Jill Ferguson		jferguson@springerpub.com
Wolters Kluwer-Lippincott	Dan Smigell	313-720-2106	Dan.Smigell@wolterskluwer.com

Bookstore Purchases

No textbooks or other academic resources can be ordered or charged at the OU Bookstore to the SON without prior approval from the Dean's office.

Student Perception of Classroom/Clinical/Lab Faculty Effectiveness

Students are provided the opportunity to evaluate all SON courses and faculty effectiveness at the end of each semester. Students will receive notice from OU when they may complete the course/faculty evaluations. Faculty will be notified when their evaluations can be accessed (https://www2.oakland.edu/nursing/eval/manager/).

Academic Conduct Regulations

All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means the student is claiming credit for ideas or work not actually his or her own and is thereby seeking a grade that is not actually earned. All academic misconduct allegations are forwarded to the Dean of Students Office and adhere to the **student judicial system**.

Faculty Standards

Faculty members are expected to maintain the following standards in the context of academic conduct:

1. To inform and instruct students about the procedures and standards of research and documentation required to complete work in a particular course or in the context of a particular discipline.

2. To take practical steps to prevent and detect cheating.

3. To report suspected academic misconduct to the Dean of Students, 144 Oakland Center, for consideration by the Academic Conduct Committee of the University Senate.

4. To present evidence of plagiarism, cheating on exams or lab reports, falsification of records, or other forms of academic misconduct before the Academic Conduct Committee.

Student Standards

Students are expected to abide by the following standards in the context of academic conduct:

1. To be aware of and practice the standards of honest scholarship.

2. To follow faculty instructions regarding exams and assignments (including group assignments) to avoid inadvertent misrepresentation of work.

3. To be certain that special rules regarding documentation of term papers, examination procedures, use of computer-based information and programs, etc., are clearly understood.

4. If a student believes that practices by a faculty member are conducive to cheating, he or she may convey this information to the faculty member, to the chairperson of the department, or to any member of the Academic Conduct Committee (either directly or through the Dean of Students Office).

Following are some examples of academic dishonesty:

1. Cheating on assignments and examinations. This includes, but is not limited to, the following when not authorized by the instructor: the use of any assistance or materials such as books and/or notes, acquiring exams or any other academic materials, the use of any other sources in writing drafts, papers, preparing reports, solving problems, works completed for a past or concurrent course, completing homework or carrying out other assignments. No student shall copy from someone else's work or help someone else copy work or substitute another's work as one's own. No student shall engage in any behavior specifically prohibited by an instructor in the course syllabus or class discussion.

2. Plagiarizing the work of others. Plagiarism is using someone else's work or ideas without giving that person credit. By doing this, a student is, in effect, claiming credit for someone else's thinking. This can occur in drafts, papers and oral presentations. Whether the student has read or heard the information used, the student must document the source of information. When dealing with written sources, a clear distinction should be made between quotations, which reproduce information from the source word-for-word within quotation marks, and paraphrases, which digest the source of information and produce it in the student's own words. Both direct quotations and paraphrases must be documented. Even if a student rephrases, condenses or selects from another person's work, the ideas are still the other person's and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the Internet without attribution and handing it in as one's own work is **plagiarism.**

3. Cheating on lab reports by falsifying data or submitting data not based on the student's own work.

4. Falsifying records or providing misinformation regarding one's credentials.

5. Unauthorized collaboration on assignments. This is unauthorized interaction with anyone in the fulfillment of academic requirements and applies to in-class or take-home coursework. Individual (unaided) work on exams, lab reports, homework, computer assignments and documentation of sources is expected unless the instructor specifically states in the syllabus or verbally that it is not necessary. Collaboration can also include calculating homework problems with another person, having another help to rewrite a paper, sharing information/sources with others and checking coursework with others.

6. Completion of original work. When an instructor assigns coursework, the instructor intends that work to be completed for his/her course only. Work students may have completed for a course taken in the past, or may be completing for a concurrent course, must not be submitted in both courses unless they receive permission to do so from both faculty members.

Classroom Support and Instructional Technical Services (CSITS)

All General Purpose Classrooms are equipped with a classroom computer, document camera, monitoring speaker, audio switching device, Hitachi StarBoard digital whiteboard display device or Wacom monitor, and an overhead data projector --all connected to an easy- to-operate Extron or Crestron switching controller. To see exactly how a specific room is configured, you may use the Classroom Resources tool: http://www2.oakland.edu/csits/classroomresources.cfm

SON Guidelines:

- All orders must be in the CSITS office **before** 1 p.m. the business day before the scheduled use date (e.g., by 1 p.m. Friday for any Monday class).
- Changes made to a work/equipment request must fall within the lead time (1 p.m. the business day before you need it delivered). The lead time is necessary in order to schedule and secure all delivery resources. Changes (except cancellations) are considered new orders and will be accommodated as available
- E-mail and phone orders are not accepted. CSITS accepts work orders by mail (CSITS, 116 Varner Hall) and, when time is short, by fax (248-370-4203). The following information must be included on **EVERY** work order.
  NOTE: Please do not fax in orders and then mail the originals.
  - Use Date (use one work order for each class session or program date)
  - Time: Start and End
  - Specify delivery or will-call
  - Building and room to which an item is to be delivered
  - Your name, phone number, fund number and department
  - The course or program name
  - All equipment and media that is needed
    Add any special instructions
- Each classroom requires a separate Equipment Request Form to be completed.
- State time equipment is needed on request. CSITS will allow adequate setup time.
- An instructional technology/audio visual (IT/AV) key (Z4) is required to gain access to any general purpose classroom. To obtain a "Z4" key, stop by 116 Varner Hall, between 7:30 a.m. and 4:30 p.m. Monday – Friday completed the necessary paperwork. Faculty must bring their "*Faculty ID*" with them for identification.
- Remote controls and accessory items are located in the instructor's desk drawer. For complete information visit: **http://www2.oakland.edu/csits/files/sfh3.pdf.**

Recommended Safety Guidelines for Clinical Experiences

These guidelines have been developed for the safety of students in clinical experiences and are not intended to be all inclusive:

1. Maintain car in good condition.

2. Carry and learn to use a map and/or street guide, a computer search for directions or a GPS navigation system to obtain directions to clinical locations.

3. Know the location of gas stations within the neighborhood where you are working.

4. It is recommended students have a cell phone available; however, cell phones should be turned off during clinical experiences.

5. When making home visits or visiting alternate agencies, leave schedule and agency information with instructor and notify the instructor of any changes in schedule. Call the instructor if you have any suspicions that community site is unsafe.

6. Carry phone numbers to call the agency and/or faculty member in case of difficulty.

7. Keep car doors locked at all times.

8. All valuables should be left in a safe place or preferably not carried at all during clinical rotations.

9. All field visits or other learning activities are to be scheduled during designated days and hours unless approved by the clinical instructor in advance.

10. A visible and unobstructed Oakland University name badge is to be worn at all times by every student.

11. Any concerns that the student has about safety, security or client assignment should be discussed with the faculty member.

12. At no time shall a student transport clients and/or family members in their personal vehicle.

13. All absences and/or anticipated tardiness are to be reported to the clinical faculty personally in a timely manner.

14. Clothing accessories (e.g., ties), jewelry (earrings) etc. should not be of the type that can be utilized by clients to cause injury to the client or student.

15. When arriving or leaving a clinical site, be alert and aware of your surroundings.

16. Be familiar agency safety policies where you are working.

SON Laboratory Safety Policies

1. All students, faculty, and staff are required to attend a laboratory orientation presented the first day of a laboratory course or by appointment with the SON Laboratory Director prior to the use of laboratory resources.

2. SON faculty, staff and students are responsible for following the OU Health and Safety Guidelines, including the Blood Borne Pathogens procedures and Standard Precautions based upon OSHA and MIOSHA standards. These guidelines may be found in the SON Faculty Handbook, all student handbooks, and at the OU Occupational Health and Safety website. Personal Protective Equipment (PPE) is available in the laboratory, including gloves, gowns, and masks.

3. Only non-invasive procedures may be practiced using student partners with verbal permission of the student. All information obtained is confidential. Invasive procedures, including but not limited to injections, glucose testing using lancets, phlebotomy, and IV insertion, may not be performed on human subjects in the SON laboratory setting.

4. Needles, syringes, IV catheters, glucose testing equipment, and related supplies are provided ONLY for supervised laboratory practice and may not be removed from the SON laboratory. All sharps, including needles, IV catheters, syringes, and glass, must be disposed of in the Red Sharps containers located in each practice and simulation laboratory.

5. Disposable supplies are provided for laboratory use only: Clinical faculty will arrange to have needed disposables provided by the affiliating agency.

6. Mechanical and electronic equipment must be used for the purpose for which it was designed and within the directions and safety precautions provided by the manufacturer. Equipment should be turned off after use and returned by the user to a secure location. High fidelity simulators may only be used/moved with the supervision of faculty and staff who have completed simulation equipment training.

7. Limited equipment may be borrowed from the laboratory for a maximum of 24 hours and loan is subject to availability. Per OU policies, equipment is not insured off campus and the individual borrowing the equipment will be held liable for the cost of replacement. Individuals borrowing equipment must complete a “Borrowed Equipment Form” that can be obtained from the SON Laboratory Director.

8. “Practi-meds” (e.g., placebo tablets, capsules) or saline solutions are for simulated medication administration practice with mannequins, have no therapeutic effect, and should not be ingested by or injected into humans.

9. Food, beverages, and gum are not permitted in the SON Simulation laboratories, at computer desks, or at the bedsides at any time.

10. In order to maintain a professional/academic atmosphere, children, visitors, or pets may not attend laboratory classes unless there is a specific activity designed for them.

11. Any broken equipment, unsafe conditions, hazardous, or potentially hazardous situation, such as spills, should be reported to the SON Laboratory Director or laboratory course faculty as soon as possible.

12. Laboratory course syllabi contain specific academic policies, laboratory requirements, and skill validation procedures and should be referred to by faculty and students for further information

Faculty Absence

- Faculty are responsible for teaching during all scheduled class, laboratory, simulation, and clinical experiences. If faculty will be absent from their teaching responsibilities for any reason, the faculty member is responsible for notifying the Associate Dean's Office (248-364-8716), course FOR, students, and, if clinical, the clinical agency. For classroom absences, the faculty must also notify the SON to have a notice posted at the classroom and to inform students how scheduled classroom lecture/activities will be made up.
- If a faculty chooses to have a "phone tree" it is the faculty's responsibility to obtain phone numbers from their students and to initiate the calling system. Clerical support staff will not call students in the event of an unexpected absence.
- In the case of a planned absence from scheduled teaching responsibilities, faculty should arrange for an alternate experience after they receive approval for the absence from the Associate Dean. Please discuss any alternate experiences with the course FOR or Director of Graduate/Undergraduate Programs.

Emergency Weather Closing

An emergency closing is defined as an unanticipated official closing of OU. Scheduled classes/clinicals/etc. (regardless of venue, e.g. on campus or off campus) are canceled and all university offices are closed. An emergency closing will generally occur when the university is unable to function because of utility failure, inability to clear campus roadways and/or parking lots because of excessive snowfall, or when a snow emergency has been declared by the Michigan State Police.

If there is any doubt about sending students home from a clinical agency, contact the SON Associate Dean (248-364-8716). **Under no circumstances are faculty to independently cancel classes/clinical experiences based on weather service projections or other reasons.** Official University closing information can be heard at: (248) 370-2000.

REQUEST FOR CHANGE* FROM SCHEDULED CLASS, CLINICAL OR LAB SCHEDULE

Today's Date:

Faculty name: _____

Change: _____

_____

Reason for change: _____

_____

If the above change involves an absence on your part from a regularly scheduled class, clinical or laboratory session, please explain the arrangements you have made to cover the session:

_____

_____

_____

_____

Other comments: _____

_____

_____

Signature: _____ **Date:**

_____ **Faculty**

- - - -

Clinical Courses

Faculty Orientation to Clinical Agency

Clinical faculty are responsible for arranging an orientation to the clinical agency/unit to which they have been assigned. The course FOR, Undergraduate Program Director, and SON Director of Clinical Services serve as liaisons to the various agencies and can assist clinical faculty as needed.

Clinical/Health Requirements

Students must submit all of the SON clinical/health requirements by the designated deadline date to enroll in clinical courses.

Undergraduate Clinical Experiences

Clinical faculty are expected to ensure that students attend clinical for the appropriate number of hours. Student lunch breaks are 30 minutes and are not counted as clinical time (e.g. 12 hour clinical is from 7:00 a.m. until 7:30 p.m.). Clinical courses end when the number of required clinical hours have been satisfied. Clinical experiences may not be performed when OU is closed (e.g. holidays).

1 cr.	=	1 cr. x 3 hrs. x 14 weeks	= 42 hr.	or average of 3 hr./wk.
2 cr.	=	2 cr. x 3 hrs. x 14 weeks	= 84 hr.	or average of 6 hr./wk.
3 cr.	=	3 cr. x 3 hrs. x 14 weeks	= 126 hr.	or average of 9 hr./wk.
4 cr.	=	4 cr. x 3 hrs. x 14 weeks	= 168 hr.	or average of 12 hr./wk.
5 cr.	=	5 cr. x 3 hrs. x 14 weeks	= 210 hr.	or average of 15 hr./wk.

Clinical Absence and Tardiness Policy (Undergraduate)

Student clinical absences will be weighted as a percentage of the total hours of the clinical experience. Points will be deducted from the clinical evaluation tool score for each clinical absence. A student missing more than 20% of any clinical experience will fail the clinical, except in the case of extenuating circumstances as determined by the faculty of record for the clinical course and the Undergraduate Program Director.

Clinical tardiness is defined as being late at the beginning of a clinical day as defined by the clinical faculty. For each 15 minutes a student is tardy, 1 (one) point will be deducted from the clinical evaluation tool final score.

Graduate Hours Required in Clinical Courses

Most graduate clinical hours are computed on a 1 credit to 5 hour ratio. A 3-credit graduate clinical course involves 15 hours per week of clinical, (The number of clinical hours for nurse anesthesia students and forensic nursing students is not based this ratio.)

Clinical Evaluations - Undergraduate

Final clinical evaluation conferences are scheduled as part of every clinical experience, and are to be held with every student. Clinical conferences (mid-term and final) are expected to be conducted on the OU campus at the Human Health Building or at the Anton Frankel building location; they may not be conducted during the clinical experience or at the clinical agency. Each student's mid-term and final evaluation conference should last approximately 15 minutes.

Clinical Assignments - Undergraduate
SON pre-licensure students are placed in a variety of settings throughout the undergraduate program. The SON provides students with a range of experiences with diverse populations, organizations, and agencies. Cooperating agencies are located in both urban and suburban settings throughout metropolitan Detroit and southeastern Michigan. The SON Associate Dean is responsible for securing an appropriate variety of clinical sites and assigning students to clinical agencies.

Requests for Senior Precepted Clinical Experiences
Senior level nursing students must submit their own requests for NRS 4125 : Nursing Synthesis Clinical and NRS 4325: Nursing Synthesis Clinical which the School of Nursing Director of Clinical Services will use as a guide for clinical placement. There is no guarantee that institution or unit-type requested will be where a student is placed. Requests for clinical placements/preceptors cannot be made by employers/health care institutions on behalf of any student (unless previously stipulated by contractual agreement). Students may not have a NRS 4125/NRS 4325 precepted experience on a unit where they are employed.

Clinical Assignment of Students – Graduate
Clinical educators serve as resource persons to students and assist them to design and implement advanced practice clinical experiences commensurate with the goals of the SON and its accrediting bodies (e.g. CCNE), as well as the student's personal goals and objectives. SON faculty are responsible for evaluation of all student clinical performance and will make several site visits to assess the students' progress toward meeting the course objectives. NP track clinical sites are visited per NONPF standards. In the NA track, clinical coordinators, who are program faculty, evaluate students. Nurse Anesthesia clinical sites are visited annually per COA standards.

Grade Conversion – Graduate
The OU Office of Graduate Study and Life Long Learning has determined that a grade of 80% or B, is the minimum grade accepted for graduate students to successfully pass a SON graduate-level course. Individual SON faculty will determine the grade conversion scale, but the standard of 80% = B will be maintained in any conversion scale designed.

Grade Conversion – Undergraduate
On February 15, 2018, the Faculty Assembly approved the motion that "Beginning Fall 2018 students will need to achieve a minimum of 75% in a course which is equivalent to 2.7 & B- letter grade in the newly adopted grading scale in order to successfully pass the course."

Oakland University School of Nursing

Grade Conversion Scale

Approved by the SON Faculty Assembly on March 30, 2017

PERCENTAGE	GPA
95.00-100.00	A
90.00-94.99	A-
85.00-89.99	B+
80.00-84.99	B
75.00-79.99	B-
70.00-74.99	C+
65.00-69.99	C
60.00-64.99	C-
55.00-59.99	D+
50.00-54.99	D
0.00-49.99	F

Faculty Advisement Form

The Faculty Advisement Form (example below) provides documentation of faculty interaction with students for either advisement and/or evaluative purposes and is generally used when a student is at risk for not meeting course objectives. Upon completion of the form, the student is asked to sign the bottom of the form indicating that he/she has had an opportunity to meet with the faculty and is aware of the comments on the form. Faculty Advisement Forms are a mode of documenting due process for students encountering difficulties. Faculty Advisement Forms need to include identification of:

1. the critical incident,
2. needed remediation, and
3. when re-evaluation will occur.

A copy of the Faculty Advisement should be given to the student, faculty involved, course FOR, and Director of Undergraduate Programs within 3 days after it is presented to the student.

FACULTY ADVISEMENT FORM

Student:_____ Course: _____

Faculty:_____ Date: _____

ADVISE _____

_____

_____

_____

_____

_____

_____

_____

Faculty Signature: _____

Student Signature: _____

DISTRIBUTION: Student
Faculty
FOR

Online Student Evaluation of Teaching Effectiveness

Online student evaluations of teaching effectiveness are generated each semester for every SON faculty member via the **Nursing Courses Evaluation Manager**. Course FOR's are notified when the site is available for students to evaluate a faculty member's teaching effectiveness. When analysis of the students' evaluations is completed by OU, the SON Associate Dean receives the data and student comments. After review by the Associate Dean, faculty are given access to their respective reports. The data are intended for summative evaluation and are also an integral part of the SON faculty review process. Survey samples include:

- Classroom Faculty Effectiveness
- Clinical Faculty Effectiveness
- Nursing Lab Faculty Effectiveness
- Faculty Effectiveness for the Precepted Clinical

Source Survey Details

Survey Name: Classroom
Description: **Classroom Faculty Effectiveness**
Number of Questions: 23
Questions:

1. The course objectives were stated clearly.
2. Directions for assignments were understandable.
3. Assignments were relevant to course objectives.
4. Readings enhanced what was presented in class.
5. Textbook(s) made a valuable contribution to the course.
6. Examination(s) covered course content.
7. The system for grading was specified.
8. The instructor facilitated attainment of the course objectives.
9. The instructor was available to students during posted office hours and by appointment.
10. The instructor was an effective communicator.
11. The instructor incorporated prior learning into this course.
12. The instructor was enthusiastic about subject matter.
13. The instructor demonstrated expertise in the subject matter.
14. The instructor treated students with respect.
15. The instructor was organized in the classroom and course management.
16. Overall the instructor was an effective teacher.
17. In this course, I met the objectives.
18. In this course, I learned essential concepts and principles.
19. In this course, I learned to apply principles to nursing practice.
20. In this course, I developed competencies needed by professional nurses.
21. In terms of your own learning needs, what did you find most helpful?
22. What could have been added to the course to meet your expectations?
23. Please feel free to add any other comments which would help to improve this course.

Source Survey Details

Survey Name: Clinical

Description: **Clinical Faculty Effectiveness**
Number of Questions: 15
Questions:

1. This faculty member facilitated my ability to think critically.
2. This faculty member facilitated conference discussions.
3. This faculty member facilitated the development of needed skills and competencies.
4. This faculty member facilitated my professional development.
5. This faculty member provided clear expectations of clinical performance.
6. This faculty member demonstrated thorough knowledge of the subject.
7. This faculty member was accessible to confer with students.
8. This faculty member was timely in keeping student informed of progress toward achievement of clinical objectives.
9. This faculty member facilitated my ability to analyze and evaluate clinical practice.
10. This faculty member was a professional role model.
11. This faculty member facilitated my integration of theoretical content into practice.
12. This faculty member overall was an effective clinical faculty.
13. In terms of your own learning needs, what did you find most helpful?
14. What could have been added to the course to meet your expectations?
15. Please feel free to add any other comments which would help to improve the course.

Source Survey Details

Survey Name: labfaculty

Description: **Nursing Lab Faculty Effectiveness**
Number of Questions: 15
Questions:

1. This faculty member facilitated my ability to think critically.
2. This faculty member facilitated student adaptation to the laboratory setting.
3. This faculty member facilitated the development of needed skills and competencies.
4. This faculty member used audio-visual materials effectively.
5. This faculty member provided clear expectations of lab performance.
6. This faculty member demonstrated thorough knowledge of the subject.
7. This faculty member was accessible to confer with students.
8. This faculty member was timely in keeping student informed of progress toward achievement of lab objectives.
9. This faculty member stimulated interest in providing quality nursing care.
10. This faculty member was a professional role model.
11. This faculty member facilitated my integration of theoretical content into practice.
12. This faculty member overall was an effective lab faculty.
13. In terms of your own learning needs, what did you find most helpful?
14. What could have been added to the course to meet your expectations?
15. Please feel free to add any other comments which would help to improve this course.

Source Survey Details

Survey Name: preceptor

Description: **Faculty Effectiveness for the Precepted Clinical**
Number of Questions: 12
Questions:

1. This faculty member was accessible to confer with me in a timely fashion (i.e., telephone, page, e-mail, appointments).
2. This faculty member held conferences with me and my preceptor as defined in the course syllabus.
3. This faculty member facilitated my achievement of course objectives.
4. This faculty member facilitated my professional development.
5. This faculty member was timely in keeping student informed of progress toward achievement of clinical objectives.
6. This faculty member facilitated my ability to think critically.
7. This faculty member facilitated my ability to analyze and evaluate clinical practice.
8. This faculty member provided clear expectations of clinical performance.
9. Overall, this faculty member was effective in facilitating this clinical experience.
10. In terms of your own learning needs, what did you find most helpful?
11. What could have been added to the course to meet your expectations?
12. Please feel free to add any other comments which would help to improve this course.

OAKLAND UNIVERSITY
SCHOOL OF NURSING

TO BE COMPLETED BY FACULTY

CLINICAL AGENCY EVALUATION
BSN PROGRAM

Course #_____ Agency _____
Semester_____ City_____
Unit_____

Clinical agencies being used by OU SON students are evaluated each semester. The faculty and administration of the School of Nursing appreciate your completing this evaluation form to the fullest extent possible. Thank you!

Use the rating scale below to evaluate your CLINICAL AGENCY:

5 = strongly agree	**4 = agree**	**3 = disagree**	**2 = strongly disagree**	**1 = not applicable**

THIS CLINICAL AGENCY PROVIDED:

1.	____	Experiences to manage patients with diverse health care needs
2.	____	Access to vulnerable populations (e.g., children, elders, homeless, poor)
3.	____	Opportunities to develop my cultural competencies
4.	____	Opportunities to exercise critical thinking and clinical judgment
5.	____	A collegial atmosphere
6.	____	Adequate client availability
7.	____	Nurses who are professional role models
8.	____	Opportunities for experiences consistent with quality nursing care and based on sound scientific principles
9.	____	I was satisfied with this clinical site

Briefly explain your reasons if a score was 3 or less:

Comments/Suggestions:_____
_____
_____

OAKLAND UNIVERSITY
SCHOOL OF NURSING

TO BE COMPLETED BY STUDENT

CLINICAL AGENCY EVALUATION
BSN PROGRAM

Course #_____ Agency _____
Semester_____ City_____
Unit_____

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3.	____	Opportunities to develop my cultural competencies
4.	____	Opportunities to exercise critical thinking and clinical judgment
5.	____	A collegial atmosphere
6.	____	Adequate client availability
7.	____	Nurses who are professional role models
8.	____	Opportunities for experiences consistent with quality nursing care and based on sound scientific principles
9.	____	I was satisfied with this clinical site

Briefly explain your reasons if a score was 3 or less:

Comments/Suggestions: _____
_____
_____

OAKLAND UNIVERSITY
SCHOOL OF NURSING

TO BE COMPLETED BY FACULTY

CLINICAL AGENCY EVALUATION
MSN PROGRAM

Course #_____ Agency _____
Semester_____ City_____
Unit_____

Clinical agencies being used by OU SON students are evaluated each semester. The faculty and administration of the School of Nursing appreciate your completing this evaluation form to the fullest extent possible. Thank you!

Use the rating scale below to evaluate the CLINICAL AGENCY:

5 = strongly agree	**4 = agree**	**3 = disagree**	**2 = strongly disagree**	**1 = not applicable**

THIS CLINICAL AGENCY PROVIDED:

1.	____	Experiences to manage patients with diverse health care needs
2.	____	Access to vulnerable populations (e.g., children, elders, homeless, poor)
3.	____	Opportunities for application of evidence based practice
4.	____	Opportunities to develop cultural competencies
5.	____	Opportunities to develop in role as Advanced Practice Nurse
6.	____	Opportunities to exercise critical thinking and clinical judgment
7.	____	A collegial atmosphere
8.	____	Adequate client availability
9.	____	Opportunities to observe professional role models
10.	____	Opportunities for experiences consistent with quality health care and based on sound scientific principles
11.	____	Support in the development of autonomy
12.	____	I was satisfied with this clinical site

Briefly explain your reasons if a score was 3 or less:

Comments/Suggestions: _____
_____
_____

OAKLAND UNIVERSITY
SCHOOL OF NURSING

TO BE COMPLETED BY STUDENT

CLINICAL AGENCY EVALUATION
MSN PROGRAM

Course #_____ Agency _____
Semester_____ City_____
Unit_____

Clinical agencies being used by OU SON students are evaluated each semester. The faculty and administration of the School of Nursing appreciate your completing this evaluation form to the fullest extent possible. Thank you!

Use the rating scale below to evaluate your CLINICAL AGENCY:

5 = strongly agree	**4 = agree**	**3 = disagree**	**2 = strongly disagree**	**1 = not applicable**

THIS CLINICAL AGENCY PROVIDED:

1.	____	Experiences to manage patients with diverse health care needs
2.	____	Access to vulnerable populations (e.g., children, elders, homeless, poor)
3.	____	Opportunities for application of evidence based practice
4.	____	Opportunities to develop my cultural competencies
5.	____	Opportunities to develop in my role as Advanced Practice Nurse
6.	____	Opportunities to exercise critical thinking and clinical judgment
7.	____	A collegial atmosphere
8.	____	Adequate client availability
9.	____	Opportunities to observe professional role models
10.	____	Opportunities for experiences consistent with quality health care and based on sound scientific principles
11.	____	Support in the development of my autonomy
12.	____	I was satisfied with this clinical site

Briefly explain your reasons if a score was 3 or less:

Comments/Suggestions: _____
_____
_____

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10/8/02

OAKLAND UNIVERSITY
SCHOOL OF NURSING

To Be Completed BY FACULTY

EVALUATION OF CLINICAL PRECEPTOR

Please complete the following information that will be used by the School of Nursing faculty and administrators to plan/recommend clinical preceptors for future students. This information will be kept confidential and no one other than SON faculty and administrators will see it.

Course # _____ Semester _____

Preceptor's Name _
Agency/Unit _____ City _____

Use the rating scale below to evaluate your PRECEPTOR:

5 = strongly agree	**4 = agree**	**3 = disagree**	**2 = strongly disagree**	**1 = not applicable**

THIS PRECEPTOR:

_____1. Was available to the student to schedule required clinical hours
_____2. Demonstrated commitment to planned clinical hours
_____3. Was a professional role model
_____4. Communicated effectively with the student
_____5. Collaborated effectively with supervising faculty
_____6. Promoted development of the student's knowledge and strengths
_____7. Encouraged the student to assume increasing responsibility
_____8. Assisted the student to meet clinical objectives
_____9. Provided constructive feedback to the student on performance
_____10. Overall, was an effective preceptor

Comments: _____
_____
_____

Suggestions: _____
_____
_____

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OAKLAND UNIVERSITY **To Be Completed BY STUDENT**
SCHOOL OF NURSING

EVALUATION OF CLINICAL PRECEPTOR

Please complete the following information that will be used by the School of Nursing faculty and administrators to plan/recommend clinical preceptors for future students. This information will be kept confidential and no one other than SON faculty and administrators will see it.

Course # _____ Semester _____

Preceptor's Name _
Agency/Unit_____ City _____

Use the rating scale below to evaluate your PRECEPTOR:

5 = strongly agree	4 = agree	3 = disagree	2 = strongly disagree	1 = not applicable

THIS PRECEPTOR:

_____1. Was available to me to schedule required clinical hours
_____2. Demonstrated commitment to planned clinical hours
_____3. Provided sufficient time to facilitate my learning
_____4. Enhanced my ability to think critically
_____5. Facilitated the development of needed skills and competencies
_____6. Facilitated my professional development
_____7. Assisted me to meet course objectives
_____8. Demonstrated expertise in caring for a specific patient population
_____9. Oriented me to the clinical site
_____10. Provided timely feedback regarding my clinical performance
_____11. Was a professional role model
_____12. Facilitated my integration of theoretical content into clinical practice
_____13. Stimulated interest in providing quality care
_____14. Overall, this preceptor was effective

Comments: _____
_____
_____

Suggestions: _____
_____
_____

H:\ClinEdEval\Forms\preceptor.student.doc

Section 5:

POLICIES & PROCEDURES

OU Policies and Procedures

SON faculty are responsible for being familiar with all policies and procedures outlined by OU. Available on the OU web site: https://wwwp.oakland.edu/policies/

OU Policies of Particular Interest

Smoking is prohibited on all OU owned or operated Campuses and Grounds, and in all OU owned or operated Buildings and vehicles.

Alcohol use is strictly prohibited on the OU campus. Clinical sites and off site classrooms are an extension of the university and therefore also covered under this policy.

Americans with Disabilities Act (1990)
Students with special needs are urged to identify themselves to the faculty and discuss their concerns. Office of Disability Support Services: http://www.oakland.edu/dss/

Code of Academic and Student Conduct and **Psychological Emergency Procedures**
https://oakland.edu/deanofstudents/psychological-emergency-procedures

Emergency Preparedness https://oupolice.com/em/#

Sign up for emergency alerts https://oupolice.com/em/alerts/

POLICIES AND PROCEDURES FOR PROGRESSION, RETENTION, AND DISMISSAL IN THE SON UNDERGRADUATE PROGRAM

Approved by the SON Faculty Assembly on April 24, 2014, Amended November 17, 2016

Once admitted to the SON undergraduate program, students are required to earn a minimum final course grade of B- in every required nursing course, and a minimum final course grade of B- or higher in PSY 2250: Introduction to Life-Span Developmental Psychology and BIO 3520: Introduction to Human Microbiology. In courses graded satisfactory/unsatisfactory, students are required to earn a final course grade of satisfactory (S).

A SON undergraduate student who does not meet the grading benchmark will be placed on **academic probation in the SON** with conditions imposed for retention **OR** they will be **dismissed**.

Probation: A SON undergraduate student will be placed on **academic** probation if the student:

1. receives one nursing final course grade below B- or a grade of Unsatisfactory (U); **OR**
2. receives a final course grade below B- in PSY 2250; **OR**
3. receives a final course grade below B- in BIO 3520; **OR**
4. fails the MARC/NRS 0011 (when the course is required for progression in the SON). Students who take NRS 0011 as an elective course and who receive a grade of Unsatisfactory (U), will not be placed on academic probation in the SON.

A SON undergraduate student placed on academic probation will be sent written notification of his/her probationary status, including the conditions of probation that must be satisfied for the student to progress in the nursing curriculum **and for the student to be removed from academic probationary status.** A copy of the written notice will be placed in the student's academic file. The conditions of probation that apply to all SON undergraduate students are:

1. the student must repeat the course in which a final course grade less than B- or Unsatisfactory (U) was received;
2. the student must re-take the same course; an independent study course or a competency exam cannot be used as a substitute;
3. the student may only repeat the SON course one time; and
4. the student must develop a written Plan for Success stating how he/she will meet the conditions of academic probation. The Plan for Success is sent to the Undergraduate Program Director, and a copy placed in the student's academic file.

Dismissal: A SON undergraduate student will be dismissed from the SON if he/she:

1. receives two nursing final course grades below B- or Unsatisfactory (U) in one semester; **OR**
2. receives a second nursing final course grade below B- or Unsatisfactory (U) during any semester of the undergraduate curriculum; **OR**
3. receives a final course grade below B- in both PSY 2250 and BIO 3520; **OR**
4. receives one nursing final course grade below B- or Unsatisfactory (U), **AND** receives a final course grade below B- in either PSY 2250 or BIO 3520; **OR**
5. fails to fulfill the conditions of academic probation; **OR**
6. exhibits unsafe, unethical, or unprofessional behavior in any academic setting regardless of the student's academic standing in the SON.

An undergraduate student who is dismissed from the SON will be sent written notification of his/her dismissal. A copy of the written notice will be placed in the student's academic file.

An undergraduate student who has been dismissed from the SON may not continue in or register for any nursing courses. It is the student's responsibility to dis-enroll from all nursing courses in which he/she is enrolled.

Resolution of an Issue with the Evaluation/Grading Process:
Faculty members are expected to evaluate student work according to academic standards. It is faculty prerogative to assign student grades utilizing his/her academic/professional judgment. The only person who can change a grade is the faculty member who initially assigns the grade. Grades cannot be grieved, only the process by which they were assigned.

If a SON student believes he/she has been graded in an arbitrary or capricious manner, or not afforded due process, he/she should discuss the issue with the faculty who assigned the grade. Capricious grading is defined as the following:

1. the assignment of a grade to a particular student on the basis of something other than performance in the course.
2. the assignment of a grade based on a substantial departure from the instructor's stated criteria as described in the course syllabus.

In order to attempt a resolution of the grading issue, the student must first meet in person on campus with the faculty who assigned the grade. If the issue remains unresolved after meeting with the faculty who assigned the grade, the student may choose to meet with the Faculty of Record (FOR) for the course. If the student chooses not to meet with the course FOR, the grading issue is considered resolved and no further action is taken. If the student meets with the course FOR, and the issue is unresolved the student may request a Grievance Hearing.

Grievance Procedure Step 1: Initial Notification of Intent to File a Grievance
The Grievance procedure is to be initiated by the student within 2 business days of receipt of grade. Receipt of grade is defined as when grades are available for student viewing on the Oakland University SAIL system. It is the student's responsibility to check her/his grades. In the case of a 1/2 semester course, receipt of grade is defined as when the grade is reported to the student by the SON faculty member. The student (Grievant) must submit the SON Student Grievance form at: (http://www.oakland.edu/nursing/forms), including a statement with rationale for the grievance, within two (2) business days of receipt of the grade to the SON faculty member who assigned the grade and a copy sent to the course Faculty of Record (if a different SON faculty member) and the SON Associate Dean.

Grievant's Statement
The *Grievant's Statement* must include the course name and number, the student, and SON faculty member(s) involved, and a summary that states the specific policy, procedure, or due process violated. Further, the statement must include the specific actions upon which the violations are based and what actions were taken to resolve them. The *Grievant's Statement* must be kept to one double-spaced typewritten page. Additional supplementary materials relevant to the complaint may be attached to support the grievance.

The student assumes the burden of proof in the grievance procedure.

A student who initiates the grievance procedure may continue with his/her SON Plan of Study, assuming all pre-requisites have been satisfied until the process is resolved.

Any additional information over and above the initial formal statement submitted by the Grievant must be submitted to the Associate Dean's office by the end of the third business day after receipt of the grade.

Faculty Advocate
The student may request a SON faculty member to act as his/her advocate to assist with understanding the grievance process/procedure. At the student's request, the SON faculty member acting as the advocate may attend the Grievance Hearing. The faculty advocate may make a statement on behalf of the student before the panel makes its final decision.

Grievance Procedure Step 2: Preparation for Grievance Hearing
The SON Associate Dean will inform the faculty of concern and Faculty of Record about a student's request for a grievance hearing and request submission of any supporting documentation for the case. The student's file with all materials associated with the grievance will be held in the Associate Dean's office for review by members of the Grievance Hearing Panel (Panel).

Grievance Procedure Step 3: Grievance Hearing
The Panel will convene on the assigned grievance day. The Panel will review all materials submitted by the grievant and faculty. The Panel will meet separately with the grievant and the faculty involved with the grievance.

Grievance Hearing Panel Statement
The Grievance Panel will submit a written one page recommendation regarding the student's grievance to the SON Dean within two business days after completion of the hearings. The written recommendation will include the course name and number, the student and faculty member(s) involved, and a summary of the evidence and the policies and procedures upon which the Panel based its recommendation. Supplementary materials relevant to the recommendation may be attached.

Final Grievance Recommendation
The SON Dean shall act upon the Grievance Hearing Panel's recommendation within 24 clock hours of receipt of the materials. **The decision of the SON Dean is final**. The student will be notified of the Dean's decision in writing by Certified Mail.

Faculty involved in the grievance will be notified of the Dean's decision by OU email.

If the grievance results in a student being placed on probation or dismissed from the SON, the student must withdraw from all nursing courses in which he/she is enrolled. .

Withdrawal of Grievance
A student initiating the grievance procedure may withdraw the grievance at any time by writing the SON Associate Dean via OU email.

Creation of Grievance Panel
At the beginning of each academic year, the SON Associate Dean will appoint three faculty members and one student representative from each undergraduate track (Basic-BSN, ASD, and RN-BSN), as well as three faculty alternates and a student alternate from each undergraduate track who will serve as the Grievance Hearing Panel for the period of one academic year. Each Panel will consist of four voting members, three faculty members and one student. The student member must be from the same undergraduate track as the grievant. At no time will a faculty member or student serve on a Grievance Hearing Panel if he/she is the faculty of concern, the course Faculty of Record, or in any way connected with the issue of concern, or think it is inappropriate for them to serve on the Panel.

Non-Academic Grievance

The *Judicial Handbook* represents the essence of the judicial system at OU. If you find yourself involved in an incident of a disciplinary nature, those defined as a non-academic violation of Oakland regulations and/or local, state, or federal laws, you will find the *Judicial Handbook* useful in describing the judiciary process. Any questions may be directed to the OU Office of the Dean for Student Life. [144 Oakland Center, (248) 370-3352]

Procedure for the Resolution of a Non-Academic Complaint

1. The complaint procedure is to be initiated within five (5) working days of the situation of concern.
2. The cause for the complaint must be submitted in writing by the student to the employee of concern (administrator, faculty, or staff) with a copy to the SON Associate Dean and SON Dean.
3. The student must meet on campus at the Human Health Building with the employee of concern and attempt a resolution.
4. If the complaint cannot be resolved, the student may, within five (5) working days of the meeting with the employee of concern, meet with the employee's immediate supervisor.
5. If the complaint is still not resolved, the student may, within two (2) working days of the meeting with the employee's supervisor, meet with the SON Dean or the Dean's designee.
6. The SON Dean will make the final decision for all SON employees and will notify the student by certified mail with copies to the employee, the employee's supervisor, and the Associate Dean.
7. Documentation of all meetings between the student and persons involved with the complaint will be placed in the student's academic file.
8. The student initiating the complaint may discontinue the process by submitting his/her request in writing to the SON Associate Dean.

Procedure to Appeal a Dismissal from the SON Undergraduate Program

Students may appeal their dismissal from the SON, and such appeals will be considered on a case-by-case basis. A student must appeal of his/her dismissal from the SON within 12 months of the date of dismissal. A student may not appeal a second dismissal.

Each semester the SON Associate Dean will appoint a *Dismissal Appeal Panel* (DAP), designate a chairperson, and inform the appropriate COI Chair. The DAP will be composed of three faculty members not directly involved in the dismissal and two non-voting representatives, one each from Administration and Advising.

1. The student must complete the *Academic Performance Dismissal Appeal* (*APDA*) form (available on the SON website under *Important Forms*). The *APDA* must be submitted to the SON Associate Dean within 12 months of the date of the dismissal and at least six weeks prior to the start of the semester in which the student wishes to return. In addition, the former SON student must submit a formal letter stating the reasons why he/she is appealing the dismissal, the reason for the original dismissal, and documentation of steps taken by the former student to support future success in the SON undergraduate program.
2. Within five (5) working days of receipt of an APDA, the student's academic file with all materials associated with the appeal will be held in the SON Associate Dean's office for review by the DAP members.
3. Within ten (10) working days of receipt of the student's materials, the DAP will meet.
4. Within three (3) working days of the meeting, the DAP will submit its recommendation to the SON Dean to either uphold the dismissal or reinstate the student.

5. The SON Dean may accept or reject the DAP's recommendation. A letter notifying the student of the Dean's decision will be sent to the student via Certified Mail within five (5) working days of receipt of the DAP's recommendation. **The decision of the Dean is final**.
6. If the appeal is approved, the student is reinstated and the dismissal is deferred.
7. If reinstated, the student remains on probation in the SON and will return to nursing coursework on a space available basis. Prior to enrolling in any nursing courses, the student must meet with his/her SON Academic Adviser to develop a new POS. Minimally, the student must repeat the course(s) in which he/she received a failing grade. All SON progression policies will apply (Refer to Policies and Procedures for Progression, Retention, and Dismissal in the School of Nursing Undergraduate Program).

Procedure for Readmission to the SON following Dismissal from the Undergraduate Program

Approved by School of Nursing Faculty Assembly on October 25, 2012

Students who have been dismissed from the SON and who wish to apply for readmission will be considered for readmission on a case by case basis. Dismissed students may **apply only one time for readmission** to the SON. Application for readmission must be made within 12 months of the date of dismissal. Readmission applications will be reviewed by the SON Admission Committee with a recommendation to the SON Dean. **The decision of the Dean is final**. If a student's application for readmission is approved, the student will be placed on the SON return wait list, remain on probation in the SON, and will return to nursing coursework on a space available basis. When return to nursing coursework is granted, the student must meet with his/her SON Academic Adviser to develop a new POS. The student must repeat the course(s) in which he/she received a failing grade. All SON progression policies in affect at the time of reinstatement will apply (Refer to Policies and Procedures for Progression, Retention, and Dismissal in the School of Nursing Undergraduate Program Handbook).

Graduate Policies and Procedures for Progression, Retention and Dismissal in the School of Nursing

Approved by the School of Nursing FA on April 30, 2009

Minimum Requirements for Continuing in the Graduate Programs of the School of Nursing

Once admitted to the School of Nursing (SON), graduate nursing students are required to earn a minimum grade of 3.0 or higher in each course. In courses graded satisfactory/unsatisfactory progress, students are required to earn a course grade of "satisfactory progress" (SP) to progress in program. SON courses may be repeated only one time.

SON graduate students who do not meet these standards will be placed on **probation** with conditions imposed for retention in the program or they may be **dismissed** from the program.

Probation: An OU SON graduate student will be placed on probation if the student receives one (1) nursing course grade below 3.0 or a grade of Unsatisfactory progress (NP). Upon written receipt of notification of placement on probation, the student will also be notified of the conditions necessary for him/her to continue in the graduate nursing program by the Associate Dean with a copy of the notice placed in the student's file.
At a minimum the conditions of probation will include: the student must repeat the same OU SON course in which a grade less than 3.0 or Unsatisfactory progress was received. An independent study course or a competency exam cannot be used as a substitute for a failed course.

The student must also develop a written plan for success in meeting the conditions of probation and a copy will be placed in the student's file.

Dismissal: A graduate student will be dismissed from the SON if he/she:

1. receives two graduate nursing course grades below 3.0 or Unsatisfactory progress (NP)

2. fails to fulfill the conditions of probation, or

3. exhibits unsafe, unethical or unprofessional behavior in any academic or clinical setting.

Resolution of an Issue with the Evaluation/Grading Process

Faculty are expected to evaluate student work according to academic standards. It is faculty prerogative to assign student grades utilizing his/her academic/professional judgment. The only person who can change a grade is the faculty member who initially assigns the grade. Grades cannot be grieved, only the process by which they were assigned.

If an OU SON student believes he/she has been graded in an arbitrary or capricious manner, or not afforded due process, he/she may discuss the issue with the faculty who assigned the grade. Capricious grading is defined as the following:

1. the assignment of a grade to a particular student on the basis of something other than performance in the course.

2. the assignment of a grade based on a substantial departure from the instructor's stated criteria as described in the course syllabus.

In order to attempt a resolution of the grading issue, the student must first meet in person with the faculty who assigned the grade. If the issue remains unresolved after meeting with the faculty who assigned the grade, the student may choose to meet with the Faculty of Record (FOR) for the course. If the student chooses not to meet with the course FOR, the grading issue is considered resolved and no further action is taken. If the student meets with the course FOR, and the issue is unresolved the student may request a Grievance Hearing

Grievance Procedure

Grievance Process Step 1: Initial Notification of Intent to File a Grievance

The Grievance procedure is to be initiated by the student within 2 business days of receipt of grade. Receipt of grade is defined as when grades are available for student viewing on the Oakland University SAIL system. It is the student's responsibility to check her/his grades. In the case of partial semester courses, receipt of grade is defined as when the grade is reported to the student by the faculty member. A grievant's statement must be submitted in writing by the student through OU email to all of the following simultaneously; the faculty who assigned the grade, the course Faculty of Record, and the Associate Dean.

Grievant's Statement

The *Grievant's Statement* must include the course name and number, the student's name, and faculty member(s) involved, and a summary stating the specific policies, procedures, or due process violated. Further, the statement must include the specific actions upon which the violations are based and what actions were taken to resolve them. The *Grievant's Statement* must be kept to one typewritten page. Supplementary materials relevant to the complaint may be attached to support the grievance. The student assumes the burden of proof in the grievance procedure. A student who initiates the grievance process may continue with his/her *Plan of Study* assuming all pre-requisites have been met until the process is resolved.

Faculty Advocate

The student may request a School of Nursing faculty member act as an advocate to assist with understanding the grievance process and procedure. At the student's request the School of Nursing faculty member, acting as an advocate, may attend the Grievance Hearing meeting. The faculty advocate may make a statement on behalf of the student before the panel makes its final decision.

Grievance Process Step 2: Preparation for Grievance Hearing

Submission of any supporting documentation for the grievance must be submitted to the Associate Dean's office within two business days. The student's file with all materials associated with the grievance will be held in the Associate Dean's office for review by members of the *Grievance Panel*.

Grievance Process Step 3: Grievance Hearing

The *Grievance Panel* will convene on the third assigned grievance day. The *Grievance Panel* will review all materials submitted by the grievant and faculty. The Panel will meet separately with the grievant and the faculty involved with the grievance.

Grievance Panel Statement

The *Grievance Panel* will submit a written one page recommendation regarding the student's grievance to the Dean within two business days after completion of the hearings. The written recommendation will include the course name and number, the student and faculty member(s) involved, and a summary of the evidence and the policies and procedures upon which the Panel based its recommendation. Supplementary materials relevant to the recommendation may be attached. The Dean shall act upon the *Grievance Panel's* recommendation within 24 clock hours of receipt of the materials. The decision of the Dean is final. The student will be notified of the Dean's decision in writing via the student's OU email and by Certified Mail. Faculty involved in the grievance will be notified of the Dean's decision by OU email.

Withdrawal of Grievance

A student initiating the grievance procedure may withdraw the grievance at any time by writing the Associate Dean via OU email.

Procedures to Support Student Grievance Process

Creation of Grievance Panel

At the beginning of each academic year, the Associate Dean will appoint three faculty members who are currently teaching courses in the graduate programs (FNP, A/GNP,CRNA,DNP), who will serve as the *Grievance Panel* for the period of one academic year. The Associate Dean will appoint one graduate student representative from each program who will serve as the *Grievance Panel* for the period of one academic year. Each *Grievance Panel* will consist of four voting members, three faculty and one student. For an individual grievance, a student representative from the same program as the grievant can serve as representative if possible. At no time will a faculty member or student serve on a *Grievance Panel* if they are the faculty of concern, the course Faculty of Record or in any way connected with the issue of concern or think it is inappropriate for them to serve on the panel.

Procedure to Appeal a Dismissal from a SON Graduate Track

Students may appeal their dismissal from the SON, and such appeals will be considered on a case-by-case basis. A dismissal appeal must be made within 3 months of the date of dismissal from the graduate program. A student may not appeal a second dismissal.

Step 1: Notification of Dismissal Appeal

Following receipt of a letter of dismissal from Graduate Study and Lifelong Learning, the student has three months to appeal the dismissal. If the student wishes to appeal, the student must write a letter to the Dean of Graduate Education, with a corresponding copy to the chair of the relevant graduate program or department. The appeal must cite an appropriate cause for consideration of the appeal, providing information on the reason(s) for reinstatement and substantial evidence or extenuating circumstances in support of reinstatement. Disagreements over evaluation of academic quality or the decision of a graduate program unit to remove a student from an internship, practicum, clinical site, or service-learning placement must be appealed within the academic graduate program.

Step 2: Preparation for Dismissal Appeal Hearing

Within thirty (30) calendar days of receipt of a student's appeal, the Dean of Graduate Education will seek written input from the Chair or Program Coordinator of the relevant graduate program or department. The graduate program or department has fourteen (14) calendar days to send written input to the Dean of Graduate Education. The Dean of Graduate Education will review the case, based upon the appeal and written input from the graduate program and/or department.

The Dean of Graduate Education may either: 1) uphold the dismissal status or 2) reverse the decision of the graduate program and/or department.

If the Dean of Graduate Education is satisfied that there is no valued basis for reinstatement and that the proceedings regarding the student have met the stated procedure and requirements, the appeal for reinstatement will be denied. If there is a reason to overturn the dismissal, the student will be reinstated on academic probation until such time as the student meets all academic requirements and standards or is returned to good academic standing.

The decision of the Dean of Graduate Education is final.

OU Judicial Process

The Dean of Students Office administers the University student judicial process and insures that student rights are protected. The judicial system provides for the timely and orderly investigation and adjudication of alleged nonacademic and academic conduct violations of community standards. Any person who is aware of possible *Student Code of Conduct* violations of a non-

academic nature is requested to report the alleged misconduct to the Dean of Students Office. Criminal violations should be reported to the Oakland University Police Department.

Oakland University School of Nursing

Procedure for Handling Health Emergency

When an OU School of Nursing student (undergraduate, graduate, or DNP), faculty member, or staff experiences a health emergency, the procedure to follow is:

1) If the incident occurs on the OU main campus, call the OU Police 911 (from a campus phone) or (248) 370-3333 (from a cell phone) and give the dispatcher the exact location and nature of the health emergency. **OU employees/School of Nursing faculty, and students are not allowed to apply first aid (unless they work for the Graham Health Center) or transport the ill/injured person.**

2) If the incident occurs at an off-campus venue (e.g. the Anton Frankel Center), call 911 affiliated with the local jurisdiction.

3) If the incident occurs at a clinical agency, follow the emergency procedure directed by the agency.

4) If a **student is seriously injured or ill**, immediately contact the School of Nursing Dean who will contact Academic Affairs and the Provost.

5) If an **OU employee/faculty member is seriously injured or ill**, the employee's supervisor should be contacted immediately who will report the incident to the vice president of the division in which the employee works.

EXPOSURE INCIDENT REPORT FORM

Date of Incident_____ Time of Incident

Job site/location: _____ Name of Employee_____

_____

Job Description (Description of General Duties): _____

Potentially Infectious Material Involved (e.g. blood etc.) _____

Source of Potentially Infectious Material (e.g. needle-stick, cut, bite etc.)_____

Circumstances Surrounding Exposure Incident (e.g. work being performed etc.)_____

_____

Route of Exposure (e.g. under-the-skin, unprotected skin, eyes, nose, mouth)

_____

How Exposure Occurred (e.g. equipment malfunction, human error, etc.) _____

_____

_____

Personal Protection Equipment Worn at Time of Incident _____

_____

_____

Actions Taken at Time of Incident (e.g. soap/water clean-up, reporting to supervisor etc.)

_____

_____

_____

Recommendations for Avoiding Repetition = _____

_____

_____

sharps injury log

Please complete a log for each exposure incident involving a sharp.

Name: Phone:

Address: Oty: State: Zip:

ClassHcatton (clrde one): Fa<:Uty Post Doe Grad Student Undergrad Student Othet:

Department: LabcnlO!V supetylsor.

Date filled OUl: Date of Inlurv: Time of nlurv: a.m. p.m.

Where injurv took place: Building: Room #:

Cescription of the exposure incident:

Procedure:

Draw venous blood ___ Not pplicabJe

___ Draw arterial blood ___ Ulknown

hjectc:n

___ Other

Did the exposure occur: (Chedc all that awtf)

During use of sharp _____ Disassembhg _____

Between steps of a multistep prooecbre

After use and before dspol of sharp ————

While putting sharp into cisposal container

Sharp left in an inappropriate pboe_____

Other _____

Body part:

(dW!di:au mat awty)

___ Fmger ___ Face/head

___ Hand ___ Torso

___ Arm ___ Leg

___ Other _____

Identify sharp

hvdved:(if known)

Type: _____

B<and: _____

Model: _____

ieJ..l8gnee<lc/ABC Medic»'

'no !Jtic*

Did the device being used have engineered sharps injury protection?

yes no ___ don't know ___

Was the protective medianism activated?

yes fully ___ yes-partially ___ no ___

Did the exposure incident occur:

befcf"e cbi— after activation

Fumed 'X'11Qp;f stl•p had no en!}noered st'Orps ii)Jiy, do you h;ive .1n opinion th.olt such a mechanism couldhave prevented the injury? Yes No ____

Ilq:lain;

_____

_____

_____

IxQCVd oosnn; Do you have an Qpinion that arty other' l\ilve p-twnted tht injury? y,._____ • • •

tngnottting, administnu.ivc, or wcwt practice oontrol todd

Expliin:

POST-EXPOSURE INCIDENT CHECKLIST

The following steps must be taken, and information provided, in the event of an employee's exposure to blood or other potentially infectious material.

Date of Exposure Incident_____

ACTIVITY	COMPLETION DATE
• Contaminated area was washed with soap and water (or eyewash if the eye) for at least 15 minutes	_____
• Employee transported to emergency room w/i 2 hours of incident for anti-viral drugs (following washing/flushing described above)	_____
• Employee Furnished with Documentation Regarding Exposure Incident	_____
• Following Documentation Forwarded to Health-care Professional Who is Evaluating Employee Bloodborne Pathogens Standard Exposure Incident Report Employee's medical records	_____
• Source Individual:	_____
• Identified OR it was Determined that ID was not Feasible (circle one)	_____
• Authorization to Collect Blood Requested	_____
• Blood Tested OR Authorization Refused (circle one)	_____
• Source Individual's Blood Results Given to Exposed Employee	_____
• Employee informed that any/all follow up care shall be at no cost to him/her	_____

FACULTY INJURY, ILLNESS or EXPOSURE TO BBP (Blood-Borne Pathogens)
OAKLAND UNIVERSITY

Reporting Occupational Injuries and Illnesses

Work-related accidents and injuries must be reported to a department supervisor **immediately**. Supervisors must report the injury in accordance with **University Policy #715 Employee Injuries and Compensation Claims**.

These injuries must be reported in a timely fashion to ensure that unsafe situations or conditions are addressed immediately and that employees receive the appropriate care and treatment without any delay. In addition, timely reporting of injuries and illnesses ensures compliance with **OSHA** 29 **CFR Part 1904 Recording and Reporting Occupational Injuries and Illnesses**.
Work-related injuries and/or illnesses are caused by an event or exposure in the work environment that either causes or contributes to the resulting condition or significantly aggravates a pre-existing injury or illness.

FORMS	
Injury	**Exposure to a bloodborne pathogen:**
1) Authorization for Employee to Seek Medical Treatment 2) Occupational Accident Report	1) Authorization for Employee to Seek Medical Treatment 2) Occupational Accident Report 3) Exposure incident Report Form 4) Sharps Injury Log – if incident involves a sharp 5) Post-Exposure Incident Checklist 6) Authorization to Have Blood Drawn and Analyzed for Presence of Viral Infection (if needed)

1. Ensure that the employee receives appropriate and prompt medical care and treatment.
    - If an employee is seriously injured, contact the Oakland University Police Department at ext. 3331 or 248-370-3331.

Take with you:

2. Supervisor OR Head Nurse should complete and sign an **Authorization to Seek Medical Treatment Form** and send it with the employee seeking medical treatment.

***On Campus:**

- Employees can be seen at Graham Health Center M-F from 8 a.m. to 5 p.m., contact **Graham Health Center** at ext. 2341 or 248-370-2341.
- Outside of normal business hours, employees can be seen at **Crittenton Hospital's Occupational Medicine Department**, contact Crittenton Occupational Medicine at 248-652-5000.
- After hours services for Occupational Medicine are available through the Crittenton Hospital Emergency Room.

***OFF Campus (Clinical site)**
If you seek emergency care elsewhere, billing is to be sent to:

Oakland University Benefits office
401 Wilson Hall
Rochester, MI 48309
Phone: (248) 370-4207
Fax: (248) 370-4212

3. Immediately report unsafe situations or conditions to Environmental Health and Safety at ext. 4196 or 248-370-4196 or Work Control Center at ext. 2381 or 248-370-2381.

4. **Occupational Accident Report** must be completed **within 24 hours** of the reported injury by the Head Nurse (Associate Dean of the School of Nursing can complete the form if no supervisor is available).

5. Fax all forms and other medical documents to the Associate Dean (248) 370-4279. Provide originals as soon as possible.

   a. Associate Dean's secretary makes 2 copies: a) Assoc. Dean b) Faculty file.
   b. The Associate Dean secretary will immediately call Staff Benefits: Corey Brittingham @ Ext 3484 to alert him that an incident report is being faxed to ext. 4212. Mail interdepartmental mail or hand delivered to UHR c/o Benefits and Compensation Services, 401 Wilson Hall and forms and documentation of the incident.

      *Staff Benefits will generate a Workers' Compensation Claim Number.

   Faculty will be provided a complete packet of all required forms to be kept with your clinical materials in case of an event . Bloodborne pathogen exposure forms can be found in Section 7.

Authorization to seek medical treatment form can be found at
http://www.oakland.edu/upload/docs/EHS/Authorization_Medical%20Treatment.pdf

Occupational Injury form can be found at
http://www.oakland.edu/upload/docs/EHS/Occupational_Accident_Form.pdf

Section 6:

SCHOOL OF NURSING AND UNIVERSITY RESOURCES

School of Nursing Resources

Office Hours
The administrative and academic offices are open from 8:00 a.m. to 5:00 p.m. Monday through Friday. Exceptions will be posted. The SON fax machine is on 24 hours a day, 7 days a week. In the summer, the office may have employee flex time. Check before you come to campus.

Paychecks
Paychecks are received on the last working day of each month.

Grizzcards
All registered students, faculty, staff and recreation center members may obtain their GrizzCards by visiting the ID Card Office at 112 Oakland Center. We are open Monday, Tuesday, Thursday and Friday from 8 a.m. to 5 p.m., Wednesday from 8 a.m. to 7 p.m., and extended hours during the first week of fall and winter semesters. Your first GrizzCard is free, replacement cards cost $10.

To get a Grizzcard:

- **Students** must show a picture ID (driver's license, passport, state ID) and must be registered for classes.

- **Faculty and staff** must show a picture ID (driver's license, passport, state ID) and Verification of Employment Form, available from University Human Resources.

- **Community members** must show a picture ID (driver's license, passport, state ID) and Recreation Center membership validation slip.week of fall and winter semesters. Your first GrizzCard is free, replacement cards cost $10.

Keys
Full-time faculty members are issued keys to the Human Health Building, their offices, and the copy center. Part-time faculty receive keys to their respective offices. **Faculty are expected to return their keys at the end of the contract period or when they resign.** There is a $5.00 charge to replace any lost key in addition to any cost incurred in changing lock cores if deemed necessary.

Copies
As a general rule, faculty who need 50 or more copies of a document, must use the OU print shop. Check with the faculty secretary for the most economical method for timely and quality reproduction.

Personnel files
A personnel file is maintained for each SON faculty member. This file contains copies of all personnel forms, supporting materials and copies of such other documents related primarily to the individual. If any of these documents fall into any of the following categories, a second file folder marked "confidential" shall be created and such documents shall be maintained in that folder. This file contains:

1. Any letters of recommendation received as part of the initial employment process, and student evaluation materials.

2. Confidential materials placed in the personnel files prior to August 15, 1979.

3. All materials generated as part of the tenure-review process subject to confidentiality under the current Faculty Agreement between Oakland University and the Oakland University Chapter, American Association of University Professors.

Access to Files
OU's obligation is to provide an individual with access to their personnel file as defined by the current Faculty Agreement and by the Michigan Freedom of Information Act. The following procedures will govern the School of Nursing:

On giving reasonable written notice, an individual shall have access to their non-confidential personnel file during normal business hours. Copies of materials in that file may be provided to the individual (a charge for the cost of reproduction may be made in the case of large numbers of copies). In permitting review of the file by the individual, a member of the dean's office staff will be in attendance to insure that materials are not altered or removed from the file. If an individual wishes access to materials in the confidential file, the matter shall be referred to the dean. In this case, the confidential file should be reviewed page by page and the following rules shall govern:

1. Any personal recommendations or evaluations that predate August 15, 1979, shall not be revealed to the individual.
2. Materials created subsequent to August 15, 1979, which are covered by a valid waiver executed by the individual shall not be revealed to the individual. Materials on which a waiver has not been executed may be shown to the individual.
3. Occasionally, materials which 1) involve more than the individual, 2) are of a general policy nature, or 3) reflect emotional release on the part of staff may have been filed in the individual's personnel file. If so, these materials should be removed with the understanding that they will be filed in a subject file or destroyed, and they should not be shown to the individual.

Elimination of Files
Files will be maintained in the SON for 7 years and indefinitely in Academic Affairs. I n the case of former faculty, review materials except for formal notice of review result, will be discarded after seven years.

School of Nursing Website
Many additional resources can be found on the School of Nursing website
http://www.oakland.edu/nursing

Faculty Travel and Reimbursement

SON has three different travel forms faculty may be required to complete. These forms are located on the shared drive titled "nursedocs".

1. **Travel Authorization Form (no reimbursement)** This form must be completed prior to any travel when paid for by an outside source (e.g. grants, organizations other than Oakland University). A copy of the grant letter, a copy of the completed registration form, and a copy of the brochure or flyer must be submitted at the time form is submitted for Assistant Dean and Dean's signatures.

2. **Supplement to Oakland University Travel Authorization-Reimbursement Form**
   This form must be completed **prior** to all faculty travel that Oakland University/SON will pay for expenses. A copy of the completed registration form must be attached at the time the form is submitted to the Assistant Dean of Finance and Dean.

   Please note the forms listed above require the signature of the Associate Dean and they are then submitted to Jennifer Fuller. Jennifer will obtain the approval and signatures of the Assistant Dean of Finance and the Dean.

3. **Travel Expense Summary Form**
   This form is to be completed by faculty after traveling to receive reimbursement; email Bonnie Koch for processing. All ***original receipts*** must accompany this form. After emailing the completed form to Bonnie, place all original receipts/documents in an envelope or folder with your name on it and submit to Bonnie. Bonnie will verified all expenses, have faculty sign form, and make one copy of all documents for faculty. She will submit to Jennifer Fuller for processing. Jennifer will submit to Accounts Payable once approved. ***All expenses must be submitted within thirty (30) days of traveling***.

   Registration Process for Conferences
   All faculty are required to complete the Travel Authorization Form or the Supplemental Travel Authorization form.

   a. Jennifer Fuller will register faculty who present her with a signed copy of the Travel Authorization form/Supplemental Travel Authorization form, a completed registration form, and copy of the brochure/flyer. Once Jennifer has registered faculty, she will provide one complete set of copies to the faculty secretary.
   b. Faculty may register themselves online for conference; pay with personal credit card or check the box "*pay by check"*. Print one copy of the confirmation/registration and attach to the travel form along with copy of brochure/flyer. Submit all documents to Jennifer Fuller for processing. Jennifer will provide the faculty secretary with a complete set of copies.

Airfare
Faculty is responsible for arranging and booking all of their own travel. SON offers faculty two (2) options.

a. Suburban Travel (OU preferred vendor). Call (248) 651-8878; Suburban Travel will invoice SON.
b. Airlines Company (directly) or Online. Faculty will need to pay with personal credit card and submit receipt upon completing the Travel Expense Summary form. If travel arrangements are made thirty days or more prior to travel, submit original receipt to Bonnie with title of event for reimbursement.

Hotel Accommodations
Faculty is responsible for booking hotel accommodations. Faculty will pay for hotel accommodations and submit original receipt for reimbursement after travel. Enter all travel expenses on the Travel Expense Summary form and email form to the faculty secretary Once she has received all original receipts to verify expenses, The faculty secretary will process and obtain faculty signature and make one copy for faculty. She will submit to the Assistant to the Assistant Dean for signatures and forwarding to Accounts Payable.

Reimbursement Payment to Employee
Direct Deposit – Everyone must complete a *"Direct Deposit Reimbursement* form available on the "nursedocs" shared drive under Forms Folder.

University Resources

ACADEMIC SKILLS CENTER is located in Room 103 N. Foundation Hall and provides students with free peer tutoring in writing, mathematics, and other study skills. [PHONE: 248-370-4215]

CAREER SERVICES AND PLACEMENT provides individual career counseling to students and alumni, sponsors an annual job fair, and hosts employers who interview and recruit seniors on campus. Special seminars are conducted by staff members to assist students in developing job search skills (resume writing, interviewing, etc.). [PHONE: 248-370-3250]

GRADUATE OFFICE is responsible for the admission of all graduate students. In addition, this office makes the final format check of all dissertation and theses and is responsible for setting the guidelines for typing and submission of theses. [PHONE: 248-370-3167]

GRAHAM HEALTH CENTER Comprehensive health center equipped to handle minor trauma and give initial treatment of more serious emergencies and psychological counseling. Staff are available to assist with personal counseling, crisis counseling, on-going therapy, and career counseling. [PHONE: 248-370-3465] http://www.oakland.edu/ghc/

KRESGE LIBRARY Services provided by the KL staff include reference services, computerized database searches, library instruction programs and an interlibrary loan service that obtains materials from other libraries. Special facilities in the library include the documents unit, which contains federal and Michigan government publications, a university archives/rare book and special collections room, a microform reading room and photocopying machines. Special holdings in the KL include the Matilda R. Wilson Collection of reference works, one of the largest collections in the Midwest of underground newspapers and the Hicks Collection of books by and about women. [PHONE: 248-370- 2471]

E-LEARNING AND INSTRUCTIONAL SUPPORT (e-LIS) is located in Room 430 KL and offers support to faculty, staff, and students in teaching and learning online and the development of custom web solutions for academic needs. [PHONE: 248-370-4566] http://www2.oakland.edu/elis/

OFFICE OF DISABILITY SUPPORT SERVICES is located in Room 106 N. Foundation Hall and provides advocacy and support services. Services include, but are not limited to, priority registration, special testing arrangements, assistive technology, referals to outside service agencies, assistance in identifying volunteer note takers and volunteer readers, assistance with sign language interpreter services and with any general needs or concerns. [PHONE: 248-370-3266 (voice) or 248-370-3268 (TDD)] http://www.oakland.edu/dss/

OFFICE OF GRANTS, CONTRACTS AND SPONSORED RESEARCH supports research on campus. OU faculty can obtain funding through competition for grants, fellowships, and conference awards. Undergraduate and graduate research grant awards are made possible from the OU Alumni Association fund through the University Research Committee. [PHONE: 248-370-3223] http://www.oakland.edu/research/

O'RENA is a 250,000 square foot facility featuring a 3,000 seat arena for basketball, volleyball and special events. Other recreational features include a 50-meter pool, whirlpool, 3-court recreation gym, four-lane running/walking track, three racquetball/walleyball courts, squash court, exercise equipment, aerobics, locker rooms, a classroom, vending machines, large screen TV area and snack bar. [PHONE: 248-370-3190]

THE WRITING CENTER The OU Writing Center's peer and faculty consultants offer free support in all stages of the writing process for undergraduate and graduate students, faculty, and staff. While walk-ins are welcome, appointments are encouraged and can be made via the online scheduler at http://www2.oakland.edu/writingcenter/services.cfm or by calling (248) 370-3120

Section 7:

BLOODBORNE PATHOGENS TRAINING REQUIREMENTS

School of Nursing
Bloodborne Pathogens Training Requirements

In adherence to the OU policy on Bloodborne Pathogens (BBPs) training, all newly hired and returning faculty who have the "potential to be clinical or lab faculty" and may risk exposure to BBPs are required to review the OU BBPs Exposure Control Plan available online at: **http://www4.oakland.edu/upload/docs/ehs/ecp.pdf** and take a written BBPs test.

This BBPs training will be accomplished by:

1) All newly hired faculty will:
   a) be given the BBPs test with additional pre-employment forms, and the tests must be completed and returned to the Associate Dean's office by the designated due date,
   b) complete a "Declaration" and "Declination" form at time of contract, and
   c) Both the BBPs test and the Declaration/Declination forms will be forwarded to the office of Environmental Health and Safety (EHS).

2) For annual retesting of returning faculty, tests will be emailed to faculty by EHS by August 15

3) Correction of the BBPs tests and records related to BBPs will be kept confidential and maintained by the Associate Dean's Office.

Additional EHS forms

The following BBP related forms are distributed to faculty with additional emergency preparedness materials, and are included in clinical instructor packets. They can also be found at: **http://www4.oakland.edu/upload/docs/ehs/ecp.pdf**

- Hepatitis B Declaration Form
- Hepatitis B Declination Form
- Exposure Incident Report Form
- Post-Exposure Checklist
- Sharps Injury Lob
- Source Individual Consent Form

HEPATITIS

What is Hepatitis?

- Swelling and tenderness of the liver

What causes Hepatitis?

- Alcohol, drugs, chemicals, liver diseases *and* BBPs such as the Hepatitis B (HBV) and Hepatitis C virus (HCV)

How can HBV and HCV be passed?

- Through breaks in the skin
- Through Mucous membranes
- Unprotected sexual contact (oral, anal or vaginal)
- Contaminated needles (accidental sticks or sharing)

When can HBV and HCV be passed?

- Both viruses can be transmitted to exposed individuals (approx 6 weeks after infection) long before any symptoms appear

HEPATITIS B (HBV)

Symptoms:

- Jaundice
- Fatigue
- Abdominal Pain
- Loss of Appetite
- Intermittent nausea
- Vomiting

After exposure, it can take from 6 weeks to 6 months for Hepatitis B to develop.
9 of 10 will recover without treatment within few months
6-100% will have chronic HBV for life
1% will die from chronic liver disease, including liver cancer.

HEPATITIS C (HCV)

Symptoms:

- Jaundice
- Fatigue
- Abdominal Pain
- Loss of Appetite
- Intermittent nausea
- Vomiting

Only 25% of those infected have ANY symptoms
> 85% of infected will have chronic HCV (with and without symptoms), and remain infectious, for life
> 70% of infected will suffer chronic liver disease
Approximately 27% of infected will die from chronic liver disease

HUMAN IMMUNODEFICIENCY VIRUS (HIV)

Human Immunodeficiency Virus (HIV) - Attacks cells of body's immune system; destroys body's ability to fight off infections

Initial Symptoms of HIV:

- ♦ fever, headache, tiredness, enlarged lymph nodes
- ♦ Symptoms either never appear or disappear w/i wks to month

Symptoms that appear months/years after HIV infection:

- ♦ Fatigue, weight loss, frequent fevers and sweats, persistent/frequent yeast infections, persistent skin rashes or flaky skin, PID (in women) that does not respond to treatment, short-term memory loss

Symptoms of AIDS (HIV persons with <200 T cells)

- ♦ Coughing, shortness of breath, seizures, lack of coordination, difficult/painful swallowing, confusion, forgetfulness, severe/persistent diarrhea, fever, vision loss, nausea, abdominal cramps, vomiting, weight loss, weakness, severe headaches, coma, cancer, death

OTHER BBP DISEASES

syphilis
malaria
babesiosis
brucellosis
leptospirosis
arboviral infections
relapsing fever
Creutzfeldt-Jakob disease
viral hemorrhagic fever

"ENVIRONMENTAL" TRANSMISSION

Transmission of BBPs occurs when infected blood from a source individual comes into contact with the exposed individual's blood or mucous membranes (i.e., eyes, nose, mouth, genitals). HIV has been found to live only milliseconds outside the body. HBV, however, has been shown to survive for at LEAST a week in dried blood on environmental surfaces or contaminated needles and instruments.

OVERVIEW OF OU BBP EXPOSURE CONTROL PLAN

Purpose:

- Satisfy OSHA Requirements.
- Assist supervisors interpret the regulations, and establish guidelines and procedures for their employees, to reduce risk associated with exposure to blood or other body fluids.
- Serve as training mechanism and future reference guide.
- Provide record-keeping forms

Section 8

School of Nursing Criteria and Procedures for Re-employment, Tenure and Promotion

Oakland University School of Nursing
Review Statement

Consisting of the
University Standards for Re-employment, Promotion and Tenure
and
School of Nursing Criteria and Procedures for
Re-employment, Promotion and Tenure

Approved by the School of Nursing Committee on Appointment and Promotion

March 13, 2015

Approved by the School of Nursing Faculty Assembly

March 26, 2015

Approved by Oakland University Faculty Re-employment and Promotion Committee

April 24, 2015

Approved by Oakland University

November 9, 2015

Effective

Fall 2016

University Standards for Re-employment, Promotion and Tenure

In all reviews for tenure and promotion Oakland will consider the candidate's entire record, emphasizing efforts and accomplishments since attainment of current rank. The candidate's record at Oakland University generally will be of particular importance. Oakland's evaluation of the candidate will consider:

- the programmatic and institutional setting of the candidate's work at Oakland and the nature of the candidate's assignments and responsibilities;
- the quality of the candidate's accomplishments;
- the relation of all these factors to the objectives of the area or department, the goals of the college or school or institute, and the mission and long range vision of the university.

Oakland's evaluation focuses on the candidate's efforts and accomplishments in three areas:

- teaching or performance as a university librarian, as appropriate to the appointment;
- intellectual contributions such as scholarship, research, and creative activities;
- service.

Teaching and University Librarianship

The term "teaching" refers to all instruction and advising activities that affect or support the academic progress of students. These activities include classroom, laboratory, studio, field, and clinical teaching and evaluation; the supervision of research, writing, independent study, practica, and performance; individual and group advising and mentoring; preparation of courses; development of curricular and instructional materials; instructional innovations; and application of new educational technologies.

The phrase "performance as a university librarian" refers to initiating, planning, organizing, and implementing library programs, including application of technology and effective communication with and service to library users.

A candidate for tenure must show substantial evidence of achievement in teaching and/or performance as a university librarian. Such evidence must be obtained through use of systematic procedures for student and peer review. Evidence may include, but is not limited to, assessments of the instructor's preparation through peer review of syllabi, reading lists, class and library handouts, tests, examinations, and other course and library materials in all formats; student appraisals such as course evaluations and solicited and unsolicited letters; evidence of student achievement; and success in sharing teaching philosophies and methodologies and in obtaining grant support relating to teaching and/or university librarianship.

Intellectual Contributions – Scholarship, Research and Creative Endeavors

Because of the comprehensive and diverse nature of Oakland University's mission, Oakland recognizes in its reviews a broad range of intellectual contributions. Such contributions improve theory and practice and support the present and future quality of instruction at Oakland University.

Scholarship and research include:

- basic, theoretical or applied research;
- scholarship that applies the research to the betterment of society, institutions, groups, and individuals;
- peer recognition of the above as reflected in publications in refereed journals, other peer-reviewed publications, and critical reviews as appropriate to the discipline;
- successful efforts in securing competitive or professionally significant external funding in disciplines where research is traditionally supported by grants;
- scholarship that interprets, draws together, and brings new insights to bear on original research, gives meaning to isolated facts and puts them in perspective, or creates connections across disciplinary lines;
- scholarship that involves not only transmitting knowledge but transforming and extending it as well through carefully planned and continuously examined pedagogical procedures that stimulate active learning and encourage students to be critical and creative thinkers with the capacity to go on learning after their college days are over.

"Creative activities" refers to works of artistic expression, production, or performance, and includes such activities as composing, writing, directing, performing, and conducting.

The most important evidence of scholarship, research, and creative activities is that authorities in the discipline(s) or field(s), including authorities outside the institution, have critically evaluated the work as meeting high standards (e.g., publications in refereed journals, grants and other funded research proposals). A candidate for tenure is expected to have made substantial progress toward maturity as a scholar or creative artist and to have established the presumption of continued growth in these areas.

Service

The term "service" refers to the following activities:

- public, institutional, and professional service through work that grows out of the university's programs and mission and has the potential for substantial and positive effects on a community, profession, or external perceptions of the university, and that draws upon the candidate's professional competence. Such service includes not only contributions to

the organizational work of academic professional associations and societies at all levels but also activities that extend Oakland's scholarly and instructional capabilities into various external agencies and communities.

- university service through committee work or governance activities in the area, department, school, institute, college, or the university; for faculty, university service includes service as a role model and mentor for colleagues and students.

Documentation of the candidate's service should recognize these distinctions and, particularly in the case of public, institutional, and professional service, should indicate the relationship of the candidate's service activities to the programs and mission of the university and to the candidate's instruction, intellectual contributions, and professional responsibilities. A candidate's involvement in university service should reflect an appropriate sharing of general faculty obligations in university governance.

Evidence of service should speak to its magnitude, complexity, and duration and may be derived from the testimony of those served; from evaluations provided by others involved in service work; from reports, articles, instructional materials and other documents produced through service; and from grants and funded projects, honors, and awards received in recognition of service.

Oakland regards teaching or performance as a university librarian and intellectual contributions as the most crucial areas of development for candidates for non-tenured reemployment or for tenure. Oakland normally will expect the record of candidates for tenure to show some accomplishments in service.

Candidacy for Promotion to Full Professor

Beyond their achievements at the time of tenure all candidates for professor are expected to have continued their development in teaching or performance as a university librarian and in intellectual contributions and service. In addition, candidates for professor are expected to have demonstrated excellence and creativity in teaching or performance as a university librarian including application of technology, or to have achieved wide recognition beyond the institution as authorities or leaders in intellectual contributions or wide recognition in public, institutional, and professional service. In disciplines where research is traditionally supported by grant support, external funding is desirable for consideration of promotion to professor. In addition, candidates for professor must demonstrate potential for sustained involvement in teaching, research, and service.

School of Nursing Criteria and Procedures for Re-employment, Promotion and Tenure

Approved by the School of Nursing Committee on Appointment and Promotion

March 13, 2015

Approved by the School of Nursing Faculty Assembly

March 26, 2015

Approved by Faculty Re-employment and Promotion Committee

April 24, 2015

Approved by Oakland University

November 9, 2015

Effective

Fall 2016

Constitutional Foundation for Nursing Committee on Appointment and Promotion

Article IV of the School of Nursing (SON) Constitution (Approved by SON Faculty Assembly October 30, 2008, University Senate November 13, 2008, and the Oakland University Board of Trustees February 4, 2009) states that:

xv. The Faculty Assembly shall have a Nursing Committee on Appointment and Promotion (NCAP) composed of three tenured and two non-tenured tenure-track members of the SON faculty and the Dean (ex-officio and non-voting). Should a faculty member filling the non-tenured seat receive notification that tenure will be awarded, then the seat shall be declared vacant at the beginning of the fall semester succeeding notification and an election to fill the seat for the remainder of the term shall be held at this time. Since a person granted tenure cannot serve as the non-tenured representative on NCAP, that person shall be eligible to serve as a tenured representative.

Terms of office shall be staggered and continue for three years. Elections shall be held in the winter semester for service in the subsequent academic year. Those faculty members eligible to vote for members of this committee shall hold the ranks of Special Instructor, Instructor, Assistant Professor, Associate Professor and Professor, not including visiting or adjunct ranks. The chairperson of the NCAP shall be elected by and from the voting members of the committee for a term of one year. The Chairperson position may only be held by a returning tenured NCAP member who is, preferably, in the third year of his/her term on the committee.

xvi. The NCAP shall:

1. be informed of all appointments to the SON faculty;
2. advise the Dean on all recommendations for initial appointment with tenure, reappointment, promotion and tenure of full-time faculty in the SON;
3. advise the Dean on appointment, promotion and tenure procedures within the SON and recommend to the Faculty Assembly changes in such procedures;
4. advise the Oakland University Faculty Re-employment and Promotion Committee (FRPC) on all appropriate personnel actions.
5. conduct its business in accordance with the OU-AAUP collective bargaining agreement.

AAUP Agreement

The SON adheres to all policies and procedures related to employment, promotion and tenure addressed in the agreement between Oakland University and the Oakland University Chapter, American Association of University Professors (OU-AAUP).

Criteria

Introduction

A. The purpose of this document is to outline the criteria for faculty re-employment, promotion and tenure in the SON. Personnel decisions are not considered competitive and are determined on the basis of the criteria established by the SON.

Assistant (41.c.(4)) and Associate professor (41.d) candidates for tenure and Associate professors with tenure who are candidates for the rank of Professor (41.i) are reviewed in the three component areas: Scholarship, Teaching, and Service. Scholarship is the primary consideration for a faculty candidate to attain tenure (41.c.(4) and 41.d) and to attain the rank of Professor (41.i). It is each faculty candidate's responsibility to explain how his/her work constitutes teaching, scholarship, or service. Faculty candidates for tenure should show substantial progress toward maturity as a scholar, substantial achievement in teaching, and a record of commitment to service. Faculty candidates for the rank of Professor should show maturity as a scholar, sustained substantial achievement in teaching, and sustained active involvement and leadership providing service to the SON, the University, and the nursing profession. SON faculty candidates for non-tenure track full-time faculty positions (Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor and Special Instructor) are reviewed on the basis of their teaching, service, and clinical practice.

1. In the SON it is recognized that the approach to scholarly activities is diverse. A wide range of activities, including both funded and non-funded research, that contributes to the scholarly growth of the individual and to the discipline of nursing are recognized. The SON endorses the description of scholarship presented in the *University Standards for Re-employment, Promotion and Tenure* under the section *Intellectual Contributions*. A faculty candidate for tenure is expected to present a record of scholarship that indicates substantial progress toward maturity as a scholar and potential for continued growth. Faculty candidates for promotion to the rank of Professor must demonstrate maturity as a scholar with a sustained record of peer reviewed publications, presentations, and internal/external funding since obtaining tenure. The following may constitute grounds for a negative recommendation by the NCAP regarding scholarship: failure to publish in scholarly journal(s) or comparable publication(s), or failure to meet other criteria required by their rank.
2. Demonstration of substantial achievement in teaching is a requisite for favorable re-employment, promotion, and tenure in the SON. Internal and/or external peer and student evaluations should show a positive record in all teaching activities routinely performed. Consistent deficiencies or no effort to remedy deficiencies in teaching may constitute grounds for a negative recommendation by the NCAP.
3. In the SON, at all levels of review, the faculty candidate is expected to show evidence of service to the SON, the University, and to the nursing profession. Lack of service to the SON, University, and/or the nursing profession or a record of minimal participation in SON and/or University service activities may constitute grounds for a negative recommendation by the NCAP.

B. Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor and Special Instructor candidates for contract renewal are reviewed in three component areas: teaching, service, and clinical practice. Refer to Tables 4-8.

C. The criteria applied by NCAP in the review process will take into account the level and type of review and will reflect established criteria (refer to Tables 1-11).

D. A candidate who meets the criteria for 41.c.(3) shall be reviewed according to the contractual agreement of 38b.(4). For promotion to Associate Professor with tenure this

candidate must provide evidence that he/she satisfies the criteria for a 41.c.(4) review in the areas of scholarship, teaching, and service.

E. A candidate who voluntarily wishes to be reviewed early for re-employment and promotion to Associate Professor with tenure must provide evidence that he/she exceeds the criteria for a 41.c.(4) review in the areas of scholarship and teaching, and meets the criteria for service.

General Statements about Scholarship, Teaching, Service, and Clinical Practice

Scholarship

Scholarship refers to intellectual contributions to the discipline of nursing and includes research, disciplinary writing, and potentially other activities related to academic or professional endeavors. While it is recognized that a wide range of endeavors contribute to the scholarly growth of individuals and the nursing profession, the SON considers the most important evidence of scholarship to be publications that have been critically evaluated. Successful critical evaluation requires scholarly activities to reflect high standards of scholarship as determined by nursing experts who are external to the University. Collaborative scholarly activities are recognized as scholarship. A candidate for tenure is expected to have made substantial progress toward maturity as a scholar and to have established the presumption of continued growth in this area. A SON faculty candidate being reviewed for tenure (41.c.(3), 41.c.(4), and 41.d) must have, at a minimum, a record of publications showing that the candidate has contributed to the creation of new knowledge or the expansion of an established scholarly area beyond completion of the doctoral degree. A candidate for tenure must also provide evidence of internal/external funding for his/her scholarly activities.

1. Evaluation of scholarship is based on a record of critically evaluated publications. In addition, the following may also be considered evidence of scholarship:

    a. Presentations or posters (refereed or invited).
    b. Books that have been critically evaluated.
    c. Successfully securing funding to support scholarly activities. (Reviewers' comments and the priority score should be included, when available.)
    d. Manuscripts submitted to refereed journals.

    * This list is not all-inclusive or intended to indicate a priority order.

2. When the outcome of a student project results in a manuscript submitted for publication and a faculty candidate is a co-author on the manuscript, the manuscript can count as a scholarly product for the faculty candidate. However, this type of publication, alone, is insufficient for a faculty candidate to meet the SON promotion and tenure criteria.

Refer to Table 1 and Table 9 regarding the criteria for scholarship.

Teaching

Teaching (didactic, clinical, laboratory, web-enhanced, etc.) is an important component of the SON faculty role. Each type of teaching requires qualitatively different knowledge and skills. All faculty candidates seeking re-employment, promotion, and tenure are expected to demonstrate substantial achievement in teaching, and potential for continued growth as a teacher. By the (41.c.(1)) review, faculty candidates should be able to demonstrate competence as a beginning level teacher, including a firm command of the subject matter they have been assigned to teach, positive interpersonal interactions with students and colleagues, and the ability to articulate the theoretical or philosophical underpinnings of their teaching. Faculty members should also demonstrate a willingness to take corrective steps regarding deficiencies in their teaching performance, and demonstrate professional responsibility toward the teaching role.

As a faculty candidate in the SON moves toward the (41.c.(2)) review, he/she needs to show evidence of achievement in teaching, including taking the initiative to develop new course materials, modes of teaching, as well as acknowledge and respond to feedback from students and colleagues regarding their teaching.

At the time of review for re-employment and promotion to Associate Professor with tenure (41.c.(3), 41.c.(4), and 41.d), the faculty candidate must show evidence of substantial achievement in teaching, including participating in the process of curriculum development and evaluation, developing course materials independently, and guiding graduate/doctoral student research projects.

Evaluation of faculty teaching should draw upon a variety of measures that reflect different instructional components. However, student evaluations of teaching effectiveness and peer review of course and curricular materials are mandatory. In addition, the following may be considered evidence of teaching:

1. Videos, blogs, and/or other technology created for teaching purposes.
2. Graduate/doctoral student research mentoring.
3. Academic presentations (e.g., continuing education offerings, visiting professor, etc.).
4. Pilot programs to test and evaluate innovative teaching strategies.

Refer to Tables 2 and 4-11 regarding the criteria for teaching.

Service

Service to the SON, the University, and the nursing profession is expected and recognized. As it would be impossible for any academic unit to function effectively without the active participation of its faculty, the service responsibility in the SON is shared by all full-time faculty members. Evaluation of service will be based on the following evidence:

1. A list of committees served on in the SON with the dates of service; office held, if any; whether membership was appointed, elected, or voluntary; and a letter from the

committee chair documenting the faculty candidate's contributions, is highly desirable. For an *ad hoc* committee, the charge to the committee must be included.

2. A list of committees served on at Oakland University with the dates of service; office held, if any; whether membership was appointed, elected, or voluntary; and a letter from the committee chair documenting the faculty candidate's contributions, is highly desirable. For an *ad hoc* committee, the charge to the committee must be included.
3. A list of contributions to professional nursing organizations; dates of service; office held, if any; and whether membership was appointed, elected, or voluntary. A letter from the organization documenting the faculty candidate's contributions is highly desirable, especially if the faculty candidate held an office in the organization.

Refer to Tables 3-10 regarding the criteria for service.

Clinical Practice

Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor and Special Instructors in the SON are hired for their specific nursing expertise. Evidence of nursing expertise is based on the following criteria:

Adjunct Instructor:

Ongoing certification in a clinical nursing area and evaluation of clinical practice outcomes by professional colleagues (does not include SON teaching).

Adjunct Assistant Professor, Adjunct Associate Professor, and Adjunct Professor:

Ongoing certification in a clinical nursing area; evaluation of clinical practice outcomes by professional colleagues (does not include SON teaching); dissemination of clinically-relevant products/manuscripts to nursing and/or advanced practice nursing journals/websites/professional nursing organizations/etc.; and presentation of paper and/or poster presentations at nursing/advanced practice nursing conferences.

Special Instructor

Ongoing certification in a nursing specialty that is relevant to the faculty member's SON role.

Refer to Tables 4-8 regarding the criteria for clinical practice.

Dossier Preparation and Format

Faculty Candidate Responsibilities

SON faculty members are advised to maintain ongoing files that document their Scholarship, Teaching, Service, and clinical practice, as appropriate. All faculty candidates will indicate his/her activities, classify items as scholarship, teaching, service, or clinical practice, and briefly describe each activity as indicated by the SON criteria. Tenured and tenure-track faculty candidates for re-employment, promotion, and tenure must also adhere to the guidelines set forth by the FRPC.

The faculty candidate's documents will consist of two major components: the dossier and a file of supplemental materials. Sample dossiers will be made available to faculty candidates upon request. Dossier pagination will be performed by the assigned SON support person.

Dossier

Minimally, the contents of the dossier should include:

a. Table of Contents.

b. Letter from the Dean initiating the review. This is included in the dossier so that NCAP and the FRPC can see that the faculty candidate was properly informed regarding the impending review and the deadline dates to be met.

c. The NCAP letter of recommendation from any previous reviews.

d. A copy of the candidate's most current curriculum vitae (CV). The format for the CV is available from the Dean's office.

e. The candidate's self-statement . The self-statement should be a maximum length of **15 pages**, written in **12-point Times New Roman** font, **double-spaced** with one-inch margins all around.

    i. The self-statement of a tenured or tenure-track faculty candidate undergoing a 41.c(1), 41.c(2), 41.c.(3), 41.c.(4), 41.d., or 41.i review consists of three sections: the candidate's teaching philosophy, discussion of his/her scholarly activities, and an explanation of his/her SON, University, and professional nursing service. In the section related to the faculty candidate's teaching philosophy, the candidate should provide an analysis and discussion of his/her student evaluations, course syllabi, future teaching plans, etc. In the scholarship section, the faculty candidate should discuss his/her scholarly interests, accomplishments, and future plans. In the service section, the faculty candidate should discuss his/her service activities to the SON, University, and to the nursing profession.

    ii. The self-statement of a non-tenure-track faculty candidate (Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor or Special Instructor) undergoing review for re-employment consists of three sections: the candidate's teaching philosophy, an explanation of his/her SON, University, and professional nursing service, and a description of his/her clinical practice and/or clinical expertise, as appropriate. In the section related to the faculty candidate's teaching philosophy, the candidate should provide an analysis and discussion of his/her student evaluations, course syllabi, future teaching plans, etc. In the service section, the faculty candidate should discuss his/her service activities to the SON, University, and to the nursing profession. The clinical practice criteria for the Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor or Special Instructor roles are specified on p. 10 and in Tables 4-8.

f. Teaching evaluation procedures employed, including a copy of the sample letter sent soliciting evaluations of teaching, data regarding students' evaluations of teaching effectiveness, and the letter(s) of evaluation received from peers/professional colleagues.

g. Scholarship evaluation procedures employed (for 41.c(1), 41.c(2), 41.c.(3), 41.c(4), 41.d, and 41.i reviews), including a copy of the sample letter sent to internal/external reviewers soliciting evaluations of a faculty candidate's scholarship. Evaluations received from external reviewers for reviews 41.c.(3), 41.c(4), 41.d, and 41.i, should include a brief version of the external reviewers' CVs.

h. Service evaluation procedures employed, including a copy of the sample letter sent soliciting evaluations of service, and the letter(s) of evaluation received from each committee chair/organization.

i. Clinical evaluation procedures employed, including a copy of the sample letter sent soliciting evaluations of clinical practice outcomes and the letter(s) of evaluation received from professional colleagues.

j. Previous NCAP and FRPC recommendations and/or memoranda.

k. Letter of initial appointment and re-appointment from the SON and NCAP are required to see the conditions and expectations that were placed on the candidate at the time of his/her initial appointment and/or re-employment.

l. The SON *Criteria and Procedures for Reemployment, Promotion and Tenure*.

Note: Other documents or information that the faculty candidate feels are appropriate for the review process should be placed in the file of supplemental materials.

File of Supplemental Materials

All information discussed and/or described in the faculty candidate's dossier should be supported by evidence in the file of supplemental materials. The supplemental materials should be organized in a way that will allow NCAP and the FRPC (when appropriate) to examine the materials with relative ease (e.g. they should be arranged in an orderly manner, and **not** simply a box with material placed inside).

a. Teaching Materials: The following evidence should be included to support the candidate's teaching effectiveness (most recent activities first).

    1) List of courses taught at Oakland University, and class enrollments.

    2) A minimum of three years of statistical summaries of students' evaluations of teaching effectiveness.

    3) Representative course syllabi, handouts, examinations, etc.

    4) Documentation of new SON courses developed.

    5) Documentation of graduate/doctoral student research mentorship.

    6) Other documentation, as appropriate.

b. Scholarship Materials: The following evidence should be included to support the faculty candidate's scholarship (most recent activities first).

    1) Copies of all published articles.

    2) Submitted manuscripts with documentation from journal regarding review status.

    3) Original versions or copies of books or book chapters.

    4) Copies of grant proposals with documentation from granting source.

    5) Documentation of refereed or invited presentations (e.g. abstracts, proceedings, or other evidence of presentation).

6) Documentation of contributions as co-investigator or co-author of all scholarly activities.

7) Other evidence of scholarly work, as appropriate

c. Service Materials: The following evidence should be included to support the faculty candidate's service (most recent activities first).

1) List of all SON committees, University committees, and professional nursing organizations served on with the name of the chair, dates of service, office held, if any, whether membership was appointed, elected, or voluntary, and documentation of the faculty candidate's contributions. For an *ad hoc* committee, the charge to the committee must also be included.

2) Letter from the chair of each committee/organization specifying the faculty candidate's contributions.
3) Other documentation, as appropriate.

d. Clinical Practice Materials: The following evidence should be included to support the faculty candidate's clinical practice and/or clinical expertise.

1) A copy of certification in a nursing specialty or clinical nursing area consistent with the candidate's job classification.
2) A written evaluation of clinical practice outcomes by professional colleagues (not related to the teaching role) for Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor and Special Instructor faculty candidates.
3) Other documentation as described in Tables 5-7 for the Adjunct Assistant Professor, Adjunct Associate Professor, and Adjunct Professor job classifications..

Table 1. ***Summary of Scholarship criteria for tenured/tenure-track faculty*****.**

41.c.(1) (Assistant)	**41.c.(2) (Assistant)**	**41.c.(4) (Associate with Tenure)**	**41.i. (Professor)**
The candidate demonstrates that the process of development as a scholar has begun by: a. Developing a research plan or focus, and identifying necessary resources and sources of data. b. Striving to submit: manuscripts for peer-review publication/s, abstracts for conference presentation/s, and applications for internal/external funding for scholarly activities.	The candidate demonstrates progression as a scholar by: a. Publishing work/s in peer-reviewed journals or books. b. Presenting evidence of on-going efforts in securing internal/external funding for scholarly activities. c. Showing on-going efforts in presenting empirically-based papers and/or posters at conferences.	The candidate demonstrates substantial progress toward maturity as a scholar by: a. Having a record of peer-reviewed publications. b. Presenting evidence of a record of securing internal/external funding for scholarly activities. c. Showing a record of presenting empirically-based papers and/or posters at conferences.	The candidate demonstrates maturity as a scholar through substantial achievements by: a. Having a sustained record of peer-reviewed publications. b. Having a sustained record securing internal/external funding for scholarly activities. c. Having a sustained record presenting empirically-based papers and/or posters at conferences.
Refer to General Statement about Scholarship			

Table 2. ***Summary of Teaching criteria for tenured/tenure-track faculty*****.**

41.c.(1) (Assistant)	**41.c.(2) (Assistant)**	**41.c.(4) (Associate with Tenure)**	**41.i. (Professor)**
Candidate presents evidence of competence as a beginning level teacher by: a. Demonstrating command of the subject matter taught. b. Organizing course content and/or student clinical experiences effectively. c. Expressing thoughts clearly and articulately in course materials and course presentations. d. Acknowledging and responding to student and colleague feedback. e. Applying technology to enhance the educational experience. f. Beginning to fulfill the duties as Faculty of Record (FOR)	Candidate presents evidence of achievement in teaching by: a. Continuing to display competencies listed under 41.c.(1) review. b. Revising course materials or initiating new materials and or teaching modes to meet student-learning needs. c. Consistently fulfilling the duties as FOR.	Candidate presents evidence of substantial achievement in teaching by: a. Continuing to display competencies listed under 41.c.(1) and 41.c.(2) reviews. b. Participating in and/or having a leadership role in curriculum development and evaluation. c. Initiating new courses and/or making major revisions to existing courses.	Candidate presents evidence of sustained substantial achievement in teaching by: a. Continuing to display competencies listed under 41.c.(1) through 41.c.(4) reviews.
Refer to General Statement about Teaching			

Table 3. ***Summary of Service criteria for tenured/tenure-track faculty*****.**

41.c.(1) (Assistant)	**41.c.(2) (Assistant)**	**41.c.(4) (Associate with Tenure)**	**41.i. (Professor)**
The candidate's role in service is one of participation and beginning involvement in SON and University service. Service to the nursing profession may also be at a beginning stage. Service should be evident by: a. A record of involvement in SON standing and/or *ad hoc* committees. b. A record of involvement in University committees and/or *ad hoc* task forces.	The candidate's role in service is one of active involvement and early leadership in SON, University, and to the nursing profession. Service should be evident by: a. A record of contributions in SON standing and/or *ad hoc* committees. b. A record of contributions in University committees and/or *ad hoc* task forces. c. A record of contributions to professional nursing organizations.	The candidate's role in service is one of commitment to the SON, University, and the nursing profession. Service should be evident by: a. A consistent record of contributions to and chairing SON standing and/or *ad hoc* committees. b. A consistent record of contributions to University committees and/or *ad hoc* task forces. c. A consistent record of contributions to and/or leadership in professional nursing organizations.	The candidate's role in service is one of sustained active involvement and leadership and should be evident by: a. A sustained record of leadership on SON standing and/or *ad hoc* committees. b. A sustained record of leadership to University committees and/or *ad hoc* task forces. c. A sustained record of accomplishment serving the profession of nursing.
Refer to General Statement about Service			

Table 4. ***Summary of criteria for Adjunct Instructor*****.**

Teaching	**Service**	**Clinical Practice**
The candidate demonstrates teaching skills and expertise by being able to: a. Communicate content in area of clinical expertise using a variety of creative instructional methodologies. b. Create and/or revise syllabi, course assignments, and course materials. c. Provide evidence of activities as FOR, when appropriate. d. Supervise students in clinical settings. e. Serve as a resource to students and faculty. f. Respond to colleague and student feedback.	The candidate demonstrates service by providing evidence of: a. Contributions to SON and University committees. b. Involvement in professional nursing organizations.	The candidate demonstrates nursing expertise by providing evidence of: a. Ongoing certification in a clinical nursing area. b. Evaluations of clinical practice outcomes by professional colleagues.
Refer to General Statements about Teaching, Service, and Clinical Practice		

Table 5. ***Summary of criteria for Adjunct Assistant Professor*****.**

Teaching	**Service**	**Clinical Practice**
The candidate demonstrates teaching expertise by being able to: a. Continue to display all of the competencies listed under Teaching for Adjunct Instructor b. Demonstrate command of the subject matter taught. c. Fulfill the duties as Faculty of Record (FOR) d. Organize course content and/or student clinical experiences effectively. e. Express thoughts clearly and articulately in course materials and course presentations. f. Acknowledge and respond to student and colleague feedback. g. Apply technology to enhance the educational experience. h. Initiate new courses and/or make major revisions to existing courses.	The candidate demonstrates service by providing evidence of: a. A record of contributions to and chairing SON standing and/or *ad hoc* committees/task forces. b. A record of contributions to University committees and/or *ad hoc* committees/task forces. c. A record of contributions to and/or leadership in professional nursing organizations.	The candidate demonstrates nursing expertise by providing evidence of: a. Ongoing certification in a clinical nursing area. b. Positive evaluations of clinical practice outcomes by professional colleagues. c. Disseminating clinically-relevant products/manuscripts to nursing and/or advanced practice nursing journals/websites/professional nursing organizations/etc. d. Presenting paper and/or poster presentations at nursing/advanced practice nursing conferences,
Refer to General Statements about Teaching, Service, and Clinical Practice		

Table 6. ***Summary of criteria for Adjunct Associate Professor*****.**

Teaching	Service	Clinical Practice
The candidate demonstrates teaching expertise by being able to: a. Continue to display all of the competencies for Teaching listed under Adjunct Assistant Professor. b. Consistently fulfill the duties as FOR c. Participate in and/or have a leadership role in curriculum development and evaluation.	The candidate demonstrates service by providing evidence of: a. A consistent record of contributions to and chairing SON standing and/or *ad hoc* committees/task forces. b. A consistent record of contributions to University committees and/or *ad hoc* committees/task forces. c. A consistent record of contributions to and/or leadership in professional nursing organizations.	The candidate demonstrates nursing expertise by providing evidence of: a. Ongoing certification in a clinical nursing area. b. Consistently positive evaluations of clinical practice outcomes by professional colleagues. c. A consistent record of disseminating clinically-relevant products/manuscripts to nursing and/or advanced practice nursing journals/websites/professional nursing organizations/etc. d. A consistent record of presenting paper and/or poster presentations at nursing/advanced practice nursing conferences.
Refer to General Statements about Teaching, Service, and Clinical Practice		

Table 7. ***Summary of criteria for Adjunct Professor*****.**

Teaching	**Service**	**Clinical Practice**
The candidate demonstrates teaching expertise by being able to: a. Continue to display all of the competencies for Teaching listed under Adjunct Associate Professor.	The candidate demonstrates service by providing evidence of: b. A sustained record of contributions to and chairing SON standing and/or *ad hoc* committees/task forces. c. A sustained record of contributions to University committees and/or *ad hoc* committees/task forces. d. A sustained record of contributions to and/or leadership in professional nursing organizations.	The candidate demonstrates nursing expertise by providing evidence of: a. Ongoing certification in a clinical nursing area. b. Consistently positive evaluations of clinical practice outcomes by professional colleagues. c. A sustained record of disseminating clinically-relevant products/manuscripts to nursing and/or advanced practice nursing journals/websites/professional nursing organizations/etc. d. A sustained record of presenting paper and/or poster presentations at nursing/advanced practice nursing conferences.
Refer to General Statements about Teaching, Service, and Clinical Practice		

Table 8. ***Summary of criteria for Special Instructor*****.**

Teaching	**Service**	**Clinical Practice**
The candidate demonstrates teaching skills and expertise by being able to: a. Communicate content in area of clinical expertise using a variety of creative instructional methodologies. b. Create and/or revise syllabi, course assignments, and course materials. c. Provide evidence of activities as FOR, when appropriate. d. Supervise students in clinical settings. e. Serve as a resource to students and faculty. f. Respond to colleague and student feedback.	The candidate demonstrates service by providing evidence of: a. Contributions to SON and University committees. b. Involvement in professional nursing organizations.	The candidate demonstrates nursing expertise by providing evidence of: a. Ongoing certification in a nursing specialty.
Refer to General Statements about Teaching, Service, and Clinical Practice		

Table 9. ***Summary of criteria for Associate Professor without tenure to Associate Professor with tenure (41.d. review).***

Teaching	**Scholarship**	**Service**
Candidate presents evidence of substantial achievement in teaching by: a. Displaying competencies listed under 41.c.(1) and 41.c.(2) reviews. b. Participating in and/or having a leadership role in curriculum development and evaluation. c. Initiating new courses and/or making major revisions to existing courses.	The candidate demonstrates substantial progress toward maturity as a scholar by: a. Having a record of peer-reviewed publications. b. Presenting evidence of a record securing internal/external funding for scholarly activities. c. Showing a record of presenting empirically based papers and/or posters at conferences.	The candidate's role in service is one of commitment to the SON, University, and the nursing profession. Service should be evident by: a. A consistent record of contributions to and chairing SON standing and/or *ad hoc* committees. b. A consistent record of contributions to University committees and/or *ad hoc* task forces. c. A consistent record of contributions to and/or leadership in professional nursing organizations.
Refer to General Statements about Teaching, Scholarship, and Service		

Table 10. ***Summary of criteria for Visiting Instructor***

Teaching	**Service**	**Clinical Practice**
The candidate demonstrates teaching skills and expertise by being able to: a. Communicate content in area of clinical expertise using a variety of creative instructional methodologies. b. Create and/or revise syllabi, course assignments, and course materials. c. Provide evidence of activities as FOR, when appropriate. d. Supervise students in clinical settings. e. Serve as a resource to students and faculty. f. Respond to colleague and student feedback.	The candidate demonstrates service by providing evidence of: a. Contributions to SON and University committees. b. Involvement in professional nursing organizations.	The candidate provides evidence of: a. Evaluation of clinical practice outcomes.
Refer to General Statements about Teaching, Service, and Clinical Practice		

Table 11. ***Summary of teaching criteria for part time Special Lecturer, part time Lecturer***

The candidate demonstrates teaching skills and expertise by being able to: a. Communicate content in area of clinical expertise using a variety of creative instructional methodologies. b. Supervise students in clinical settings. c. Serve as a resource to students and faculty. d. Respond to colleague and student feedback.
Refer to General Statement about Teaching

NCAP Procedures

This section of the Review Statement is subject to review by Oakland on a yearly basis. If such review results in modification, the revised document takes precedence.

Review Committee

1. Article IV of the SON Constitution delineates the charge, composition, and length of term for NCAP membership.
2. The NCAP is the SON committee that reviews faculty candidates.
3. The NCAP is composed of five (5) SON faculty members; three (3) tenured and two (2) non-tenured tenure-track. In the case that there is an insufficient number of non-tenured tenure track SON faculty members, the committee will be completed with tenured faculty members. The NCAP Chair will be elected from the returning tenured faculty serving in their second or third year of a three-year term.
4. In the event that a member of the NCAP is under review, that member will be replaced for the review semester with an appropriate tenured or non-tenured faculty. The replacement will be the faculty member who received the next highest number of votes cast on the most recent NCAP election ballot. Should the NCAP Chair be the candidate for review or promotion, a new Chair will be elected from the tenured faculty serving in their second or third year on the committee and serving during the review semester.
5. The quorum requirement for the NCAP shall be four of five members. Votes on re-appointment, promotion and tenure will be cast by secret ballot. Re-appointment, promotion and tenure decisions must have the support of a simple majority of the members of the NCAP making up the quorum. In the event of a tie vote, the issue will be tabled until all five members can vote. NCAP's recommendation to the Dean will reflect the majority vote.

Notification of Review Process

1. The Dean will notify faculty members who are eligible for re-employment, promotion, and tenure during the next review year.
2. Faculty candidates who wish to be reviewed early for re-employment and promotion to Associate Professor with tenure will notify the Dean of their intent prior to September 1 of the review year.
3. A promotion review to the rank of Professor (41.i) for a tenured SON Associate Professor may be initiated by the SON or by the University. The review shall be initiated on or before September 1 of the review year. NCAP will conduct the review of the faculty candidate in accordance with its approved procedures, and shall forward their decision to the Dean and FRPC on or before November 15 of the review year.
4. Deadlines for completion of each step of the review process will be communicated to the faculty candidate by the NCAP so the review can be completed within the timeframe specified by the AAUP Agreement

Procedures for Review of Tenured and Tenure-track faculty

1. All business of the NCAP regarding personnel actions is confidential.

2. The criteria used will be those specified in the SON *Review Statement* which has been approved by the NCAP, the SON Faculty Assembly, FRPC, and Oakland University.
3. NCAP will ensure that all FRPC communications regarding dossier preparation and review procedures are distributed to SON faculty candidates.
4. NCAP will inform the SON Faculty Assembly which faculty are being reviewed and encourage faculty to provide written input.
5. The NCAP will assign a faculty mentor to assist each faculty candidate with the review process.
6. NCAP will request the faculty candidate to submit a list of names of SON faculty, university/professional colleagues, and persons/professional nursing organizations who can speak to the faculty candidate's accomplishments in scholarship, teaching, and service.
7. A letter will be sent to each person/organization provided by the faculty candidate that includes information about the nature of the review and the specific area to be addressed in the response.
8. The faculty candidate prepares his/her dossier and supplemental materials, and submits them to the NCAP.
9. The NCAP reviews the faculty candidate's dossier and supplemental materials. The NCAP may collect additional information about a faculty candidate, as needed, to assist with its deliberations. Such action(s) will be taken with the full knowledge of the faculty candidate.
10. After consideration of the faculty candidate's dossier and supplemental materials, the NCAP members vote by secret ballot to determine whether the faculty candidate meets the SON review criteria. The NCAP Chair will summarize the committee's evaluation of each faculty candidate in specific terms and write a letter of recommendation. All members of the NCAP are expected to review the final letter of recommendation. The NCAP chair will forward the letter and vote distribution to the SON Dean and the faculty candidate. In the case of a negative recommendation, a copy of the NCAP letter of recommendation will also be sent to the Executive Director of the OU-AAUP.
11. Tenured/tenure track faculty candidate dossiers, supplemental materials, and letters of recommendation that involve tenure and/or promotion decisions are forwarded to the FRPC.

Procedures for Review of Non-Tenure-track full-time faculty

1. All business of the NCAP regarding personnel actions is confidential.
2. The criteria used will be those specified in the SON *Review Statement* which has been approved by the NCAP, the SON Faculty Assembly, FRPC, and Oakland University.
3. NCAP will ensure that faculty candidates receive appropriate communications regarding dossier preparation and the review procedures..
4. NCAP will inform the SON Faculty Assembly which faculty are being reviewed and encourage faculty to provide written input.

5. The NCAP will assign a faculty mentor to assist each faculty candidate with the review process.

6. NCAP requests the faculty candidate to submit a list of names of SON faculty, university/professional colleagues, and persons/professional nursing organizations who can speak to the faculty candidate's accomplishments in teaching, service, and clinical practice.

7. A letter will be sent to each person/organization provided by the faculty candidate that includes information about the nature of the review and the specific area to be addressed in the response.

8. The faculty candidate prepares his/her dossier and supplemental materials, and submits them to the NCAP.

9. The NCAP reviews the faculty candidate's dossier and supplemental materials. The NCAP may collect additional information about a faculty candidate, as needed, to assist with its deliberations. Such action(s) will be taken with the full knowledge of the faculty candidate.

10. After consideration of the faculty candidate's dossier and supplemental materials, the NCAP members vote by secret ballot to determine whether the faculty candidate meets the SON review criteria. The NCAP Chair will summarize the committee's evaluation of each faculty candidate in specific terms and write a letter of recommendation. All members of the NCAP are expected to review the final letter of recommendation. The NCAP chair will forward the letter and vote distribution to the SON Dean and the faculty candidate. In the case of a negative recommendation, a copy of the NCAP letter of recommendation will also be sent to the Executive Director of the OU-AAUP.

Procedures for Eliciting External Evaluations of Scholarship

1. Outside written evaluations of faculty candidates' scholarship for tenure reviews (41.c.(3), 41.c.(4), 41.d) and reviews for promotion to the rank of Professor (41.i) are required from at least three outside experts in the candidate's field of scholarship with whom the candidate has not had a direct working or personal relationship, i.e., who are not Oakland or former colleagues, research collaborators, co-authors, mentors, etc. If there is any question as to whether a reviewer falls into one of these excluded categories, the reviewer may not be used to meet this requirement for impartial external reviewers.

2. The faculty candidate and the NCAP each develop a list of at least two names of potential external reviewers capable of judging the faculty candidate's scholarship, thus creating a list of at least four names. The NCAP will select three of the named individuals who will be asked by the NCAP to review the faculty candidate's scholarship. In the event the same person is suggested as an external reviewer by both the faculty candidate and the NCAP, the NCAP will select additional names, as necessary.

3. A formal letter of solicitation on SON letterhead will be sent to each external reviewer outlining the nature of the SON review process. Outside reviewers will be asked to evaluate the faculty candidate's scholarship and not to provide an overall recommendation concerning the candidate's promotion and/or tenure. The letter sent to the external reviewers will indicate that the OU-AAUP Agreement prohibits the solicitation of a waiver of access to materials and excludes from the review process any

letters submitted under a condition of confidentiality. The faculty candidate's CV, copies of scholarly works selected by the candidate, and a copy of the SON review criteria will accompany the letter.

4. Each external reviewer will be asked to submit a copy of his/her CV and a description of affiliations he/she has had with the faculty candidate, if any, in addition to the letter evaluating the faculty candidate's scholarship. Copies of the letters sent to the external reviewers will be given to the faculty candidate for inclusion in the dossier.
5. A brief CV for each external reviewer should accompany the letter of evaluation in the candidate's dossier. Each external reviewer's full CV should be included in the supplemental materials.

Procedures for Eliciting Evaluations of Teaching Effectiveness

The faculty candidate's dossier will describe the procedures used to obtain evaluations of teaching effectiveness. SON student evaluations of teaching effectiveness are under the purview of the Associate Dean. At the close of the evaluation process each semester, faculty members receive an individualized report containing the following information:

1. A numerical analysis of student responses based on a Likert-type scale producing a mean value for each statement and an overall mean value for all of the statements.
2. A mean value for all individual faculty members who participated in the evaluation process, and a mean value for each level of the curriculum (undergraduate or graduate) and course category (clinical, didactic, or laboratory).
3. Student comments as written.

Procedures for Review of Visiting Faculty

In order for a Visiting Faculty to be re-employed by the SON for an additional term, the SON's established criteria and procedures will be followed to evaluate the candidate prior to making the re-employment recommendation. This process will not involve the NCAP. The SON Associate Dean will conduct the Visiting Faculty re-employment evaluation during the final months of their contract. The Visiting Faculty's teaching effectiveness must be rated as good or excellent by the Associate Dean for the candidate to be considered for re-employment. The Visiting Faculty's service and clinical practice will also be evaluated (refer to Table 10) and must be rated satisfactory or better for the faculty candidate to be considered for re-employment in the SON.

Procedures for Review of part-time Lectures/Special Lectures

SON part-time lecturers/special lectures are hired by the semester or on a yearly basis. For continuation as a SON part-time lecturer/special lecturer, the faculty candidate will be evaluated by the Associate Dean at the end of their contract. The lecturer/special lecturer will be evaluated solely on their teaching effectiveness, and he/she must be rated as good or excellent by the Associate Dean.

Appeal Process

In the case of a negative recommendation from NCAP, the faculty candidate may request in writing a reconsideration of the decision. The reconsideration request must be submitted to the NCAP chair within 10 working days from the date on the NCAP recommendation letter, and the faculty candidate must state the rationale for the reconsideration. Reconsideration of a negative

NCAP recommendation will only be based on a re-assessment of the materials submitted in the faculty candidate's dossier and/or supplemental materials, or when the faculty candidate believes a violation of an approved procedure has occurred. Within 10 working days from the date of the reconsideration request, NCAP will convene to consider the request. The NCAP chair will communicate the results of the reconsideration in writing to the faculty candidate and the SON Dean.