

Faculty Handbook

2018-2019



DENVER COLLEGE OF NURSING





Faculty Handbook

2018

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Welcome

We would like to take this opportunity to welcome you to the team of education professionals at Denver College of Nursing (DCN). At DCN, we believe that strong professional relationships that are student focused and quality driven provide for both positive educational outcomes and professional fulfillment. It is our hope that you join us in our quest to establish Denver College of Nursing as a respected and valued part of the community. This handbook is meant to provide guidelines and information to ensure that you, the faculty, can be integrated into our team and be successful in your role. It is not meant to replace the employee manual, Denver College of Nursing Catalog, or Student Handbook. It is recommended that you familiarize yourself with the catalog, employee manual and student handbook. In the event that there are discrepancies between this handbook and the previously mentioned documents, the other documents take precedent.

INTRODUCTION

Professional Education Corporation, d/b/a Denver College of Nursing (DCN), is a wholly owned entity of Education Affiliates, Inc. (EA), and is a private institution of higher education. Education Affiliates, Inc. is located at 5026-D Campbell Boulevard, Baltimore, Maryland 21236, phone: 410-633-2929 and fax: 410-633-1844. Duncan Anderson is the President/Chief Executive Officer, and Stephen Budosh is the Chief Financial Officer of Education Affiliates.

As part of its ownership agreement with EA, Denver College of Nursing is able to provide certain service to DCN employees (e.g., various benefits as outlined in the Benefits section of this Handbook). Such services are provided through the relationship with the corporate ownership. However, Denver College of Nursing is controlled by its governing Board of Trustees, and its operations are managed by the college.

HISTORY & OWNERSHIPS OF DENVER COLLEGE OF NURSING

Professional Education Corporation, doing business as the Denver College of Nursing (DCN), was incorporated in Colorado on July 1, 2003. On October 23, 2003, the College of Nursing was granted a license to operate by the Colorado Commission Higher Education, Division of Private Occupational Schools (DPOS).

In May 2004, the Colorado State Board of Nursing granted Phase I, II, and III approval for a Practical Nursing program, an Associate Degree program, and an Upper Division Baccalaureate program. Based on the Colorado State Board of Nursing approvals, these programs were also approved by the Colorado Commission on Higher Education, Division of Private Occupational Schools. In November 2004, the Colorado Commission on Higher Education, under the Colorado Degree Authorization Act, granted the College authority to award the Associate and Bachelor degrees.

Classes began in Practical Nursing in July 2004, in the Upper Division Baccalaureate program in September 2004, and in the Associate Degree program in July 2005. The first students graduated from the Practical Nursing program in July 2005, from the Upper Division Baccalaureate program in June 2006, and from the Associate Degree program in March 2006. The Practical Nursing program was discontinued in 2006.

In July 2007, Education Affiliates, Inc. took ownership of Professional Education Corporation. Since July 2007, significant changes have been made which have greatly improved the learning environment for students and faculty, and the workplace environment for administrative staff. Changes include the addition of a Learning Resource Center (LRC) with a full-time librarian; an upgraded computer lab; added classrooms, anatomy and physiology lab; new faculty offices and resource room; a remodeled skills laboratory, and pediatric simulation lab. In mid-2010, Denver College of Nursing added an annex located at 1875 Lawrence Street (approximately two blocks from the main campus).

In January 2015, the college was approved to offer distance education (online). In October 2015, DCN launched its first online program option, the RN to BSN program. In January 2018, DCN started its first graduate program, a Master's of Science in Nursing.

DENVER COLLEGE OF NURSING PROGRAMS

Associate Degree Program

Denver College of Nursing (DCN) offers an Associate Degree in Nursing program. Its current program option is a completion program.

Baccalaureate Degree Program

Denver College of Nursing offers a Bachelor of Science in Nursing program. There are two program options currently being offered at the College: a completion program option and a Registered Nurse to Baccalaureate degree program option (fully online).

Master's Degree Program

Denver College of Nursing offers a Master's of Science in Nursing program with a focus in educational leadership. The mode of delivery for this program is fully online.

Denver College of Nursing provides postsecondary career education to both traditional and nontraditional students - associate and baccalaureate programs that assist adult students in enhancing their career opportunities and improving problem-solving as well as critical thinking abilities. Denver College of Nursing strives to develop within its students the desire for lifelong and continued education. The faculty and staff at DCN believe that they make an important contribution to the economic growth and social well-being of the area. Denver College of Nursing educates its students to help meet the economic needs of their community in entry-level positions. The educational process is a change-oriented approach to education that provides the community with graduates who possess the skills and knowledge needed to succeed in existing and emerging professional nursing career opportunities.

In an effort to support lifelong learning and continued education, DCN began a graduate level program. This program allows the college to “grow its own” by offering students with a bachelor's degree in nursing to pursue a Master's degree in educational leadership. This offers practicing bedside nurses the opportunity to advance in their careers and become future nurse leaders and/or educators, which in turn allows DCN to continue to support the needs of the nursing community.

The following goals are integral to the mission of Denver College of Nursing:

- To offer sound degree programs.
- To develop each student's individual and professional growth, including written and interpersonal communication, critical thinking, and problem-solving competencies.
- To minimize economic disadvantages as a barrier to postsecondary education by providing financial aid services and by accepting students without regard to age, sex, religion, race, physical challenges, or economic or social background.
- To attract and retain qualified faculty who are effective in the classroom and familiar with appropriate current medical and/or technical practices.
- To maintain a dynamic organization that is responsible and responsive to its constituencies.
- To develop in students a professional attitude and an awareness of contemporary career practices through exposure to pragmatic course content and to faculty currently engaged in enterprise.
- To assist graduates in finding positions for which they are trained.

- To select faculty with professional experience who have the ability to motivate and develop students.
- To promote self-discipline and motivation so that students may enjoy success in their career and in society.

MISSION AND PHILOSOPHY

The Denver College of Nursing Board of Trustees has adopted statements of vision, mission, values, goals, and philosophy to guide the operation of the institution.

Vision

The vision of Denver College of Nursing is to prepare excellent health care providers and leaders to transform the lives of persons and communities through innovative education and health care.

Mission

Denver College of Nursing is a private institution of higher education dedicated exclusively to educating students for the diverse opportunities offered by careers in nursing and other health care fields.

Purpose

Denver College of Nursing serves students, the nursing profession, health care organizations, and clients receiving care, and the increasing needs of society for qualified nurses by offering programs for students who seek careers in nursing and other medical fields.

Denver College of Nursing devotes its resources to maintaining quality nursing programs in an environment that focuses on clinical competence across all scopes of practice, and that help develop the technical and thinking skills needed to foster successful careers and a lifetime of continued professional learning.

The programs build on foundations of general education common to nursing education, and all programs meet or exceed common standards for nursing education programs in Colorado.

The nursing programs explore a differentiated practice model that teaches students to maximize their own role development, to seek the opportunity to learn and collaborate effectively with other nurses of differing educational preparations. The programs integrate holistic health care values with traditional health care values so students can explore the understanding of “whole body wellness” in client care.

Programs are offered to adult students from the economically and ethnically diverse regional community served.

Philosophy

The philosophy of Denver College of Nursing flows from the mission of the college and supports the concepts of clinical competence, excellence in education, holistic care, professionalism, evidence-based practice, and lifelong learning.

The philosophy incorporates the conceptual framework that was developed by faculty to provide direction for the selection and organization of learning experiences to achieve program outcomes. The conceptual framework serves to unite these four constructs:

Nursing

Nursing is an art and science that identifies, mobilizes, and develops strengths of the client through acquired skill, professionalism, knowledge, and competence supported by evidence-based practice.

Person

Person is a unique, physical, psychosocial, spiritual, cultural, and holistic being or community with value, dignity, and worth possessing the capacity for growth, change, and choices for which they bear responsibility.

Environment

Environment is the dynamic subtotal of internal and external elements that impact an individual's perception of and adaptation to the community in which they exist.

Wellness

Wellness is defined as the individual's perception of his/her quality of life throughout the lifespan and his/her ability to adapt to restrictions of environment, disease, or disability.

Core Values

Integrity

We educate our students and operate our college with uncompromised integrity and transparency.

Student Focused Outcomes

All decisions align with our students' best interests regarding their education and careers. We continually strive to be innovative leaders in our industry.

Commitment

We are a passionate and driven team focused on outstanding results.

Service Excellence

We are service driven and respectful of all stakeholders (students, employees, employers, investors and community).

Respect

We are a diverse organization and respect every individual within our organization and our community.

The Denver College of Nursing Core Values, Mission, Vision, Purpose, and Philosophy are revisited periodically for currency and relevance through various planning processes. Recommendations for changes or edits are then reviewed/ approved by various stakeholders and sent to the Board of Trustees for final approval.

Denver College of Nursing faculty have developed and implemented a framework that integrates its four theoretical concepts of nursing, person, environment and wellness into the curriculum by incorporating the Quality and Safety Education for Nurses (QSEN) competencies into course objectives and content. The QSEN competencies include patient centered care, teamwork & collaboration, evidence-based practice, quality improvement, safety and informatics. The nursing process is also utilized throughout each program. Together QSEN competencies and the Nursing Process make-up the conceptual framework on which DCN curriculum is developed.

DENVER COLLEGE OF NURSING'S CONCEPTUAL FRAMEWORK

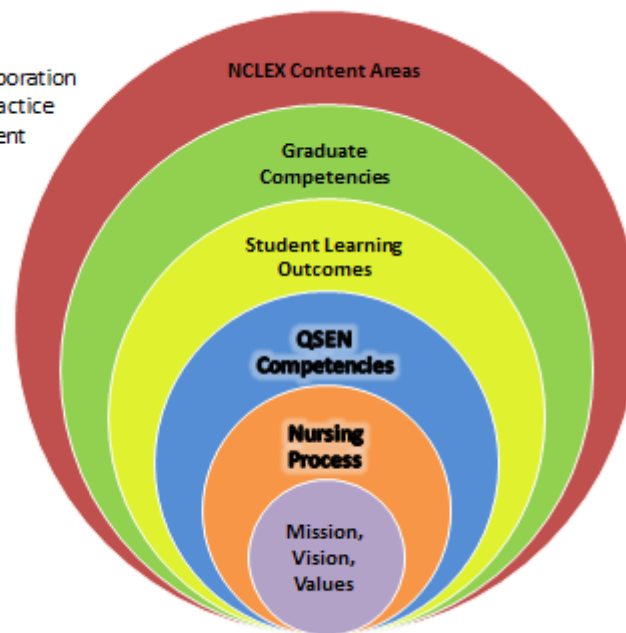
QSEN Competencies

1. Pt. centered care
2. Teamwork & Collaboration
3. Evidence-Based Practice
4. Quality Improvement
5. Safety
6. Informatics

Graduate

Competencies

1. Patient Advocate
2. Caregiver
3. Educator
4. Change Agent
5. Leader



STUDENT LEARNING OUTCOMES

Associate Degree Program

Upon completion of Denver College of Nursing's Associate Degree program, a student should be able to:

1. Apply clinical competence in the provision of patient-centered care.
2. Demonstrate an ability to use effective communication and collaboration skills with patients, families and colleagues.
3. Use effective decision-making skills to manage and coordinate nursing care, ensuring continued quality and safety.
4. Demonstrate accountability for the ethical, legal, and professional responsibilities related to the use of technology/informatics in nursing.
5. Integrate current nursing knowledge, theory and research into the care of all patients, including diverse and vulnerable populations.

Baccalaureate Degree Program

Upon completion, a student should be prepared to:

1. Synthesize knowledge from nursing and the arts and sciences in the holistic practice of professional nursing.
2. Design, manage, and coordinate nursing care to ensure quality and safety.
3. Base practice on current knowledge, theory and research.
4. Integrate effective inter-professional collaboration practice to enhance the health of all patients, including diverse and vulnerable populations.
5. Use patient care technologies and clinical information systems to facilitate decision making necessary for delivery of safe care.

Master's Degree Program

Upon completion, a student should be prepared to:

1. Apply research methods to evaluate current knowledge from nursing theory, nursing science and related disciplines to inform and/or initiate change in practice.
2. Demonstrate the use of scholarship inquiry to inform ethical practice decisions.
3. Analyze the effect of health policy, finance, technology, and organizational context on the development and implementation of quality programs.
4. Utilize inter-professional communication to improve practice outcomes.
5. Integrate advances in technology into practice.

FACILITIES

Denver College of Nursing occupies a 24,000 square foot facility located in downtown Denver at 1401 19th Street Denver, CO 80202. Denver College of Nursing's annex is located at 1875 Lawrence Street, Suite 450, two blocks from the main campus. The 7,611 square foot annex space includes a simulation lab with high fidelity simulation models, the business office, a computer lab, debriefing rooms, and additional staff offices.

Faculty are asked to help maintain a clean, neat, and professional environment by ensuring that classrooms are picked up and restored to order at the end of a class session. Laboratory equipment and supplies should be stored in proper locations and locked as indicated. Please notify the lab coordinator or the skills lab director if broken equipment or conditions requiring housekeeping is needed.

Building/Campus Access

Main Building (1401 19th Street)

The college's hours of operation at the main campus are between 7:00 a.m. and 6:00 p.m. Monday through Friday and from 7:00 a.m. to 3:00 p.m. on Saturday (unless otherwise announced as closed). The main campus building is closed on Sunday unless otherwise posted.

Annex (1875 Lawrence Street)

The college's hours of operation at the annex are between 7:00 a.m. and 6:00 p.m. Monday through Friday. The annex is accessible on Saturday only by arrangement; it is closed on Sunday.

Offices

Each full-time faculty person has office space with a desk, locking cabinets, phone and computer. Part-time faculty members have assigned shared office space. Facilities for printing and copying are located in the faculty work room. A student conference room is available for additional privacy.

Managing Personal Items

Denver College of Nursing is not responsible for theft, loss, or damage to faculty's personal property, and encourages everyone to carry appropriate insurance.

Parking

Parking may be available in the lot across the street from the main campus of Denver College of Nursing by permit for full time faculty. The Business Office will assist full-time employees with securing parking arrangements and discussing allowable parking reimbursement amounts. Adjunct faculty members may use the college parking lot on the west side of the main building. Full time employees who use public transportation can buy a monthly pass and submit the purchase receipt for reimbursement (see Business Office for allowable reimbursement amounts). Use of public transportation is encouraged.

Break Areas

Vending machines are available in the Student Lounge on the lower level of the main building. A refrigerator, microwave, and free coffee are available at both locations. Please be respectful of these shared spaces and clean up after use. Items placed in the refrigerator should be marked with name and date and removed after one week.

Mailboxes

Faculty mailboxes are located in Academic Support. Attendance rosters will be placed in mailboxes on a weekly basis. Please see the roster section for more details.

Non-Smoking Campus

Smoking is not allowed anywhere on campus or on the sidewalks around the building. As a healing institution and in keeping with the federally mandated Clean Air Act, DCN is committed to encouraging a non-smoking atmosphere for a safe and healthy environment.

Learning Resources Center (LRC)

Denver College of Nursing has a Learning Resource Center that includes a current collection of books, references, print journals, and multimedia holdings that support all areas of the curriculum.

The LRC staff is available to assist faculty and students with research projects and many other educational assignments or projects. New faculty members would benefit by spending time with the LRC manager and reviewing the online, electronic, book and periodical resources.

The LRC offers print journal subscriptions and provides access to numerous electronic periodical and resource indices that are full-text. In addition to the databases, the LRC has several NCLEX-RN preparation materials, supplemental materials related to the basic math skills required for dosage calculations, and access to the Elsevier/HESI Testing Remediation program. Many learning Library Resources can be accessed online from home.

The Nursing Resources website consists of Online Journals, Research and Associations and Organizations that are user friendly. The website is: <http://www.lrc-online.com>

Learning and Information Resources Network (LIRN) database is found under the research section on the Nursing Resources website. The website for LIRN is: <http://www.lirn.net/services>
Code: 57118. This code is for institutional use only and not to be shared with the general public.

Denver College of Nursing programs subscribe to the following databases found in LIRN:

Infotrack: Business, computer science, criminal justice, general academic, health and wellness, law, literature, newsletters, newspapers, opposing viewpoints, and reference with student resource center. Gale, Virtual Reference Library, and the InfoTrac OneFile

Proquest: Health, Medical, Nursing, Allied Health, Psychology Journals, and Newspapers.

E-Library: Selected periodicals, reference books, maps, pictures, and newspapers from around the world, along with transcripts of news and public affairs broadcasts.

Books in Print: Information on books and audio and video materials searchable by availability, author, title, keyword, publisher, language, and awards won, and series title, and sources where reviewed.

RCL Web: Resource guide for librarian's features recommended titles in 58 curriculum-specific subjects selected for academic libraries by subject specialists and bibliographers. Note: Does not include full text of listed titles.

Ebscohost: Free database from Ebscohost on key education topics such as Assessment, Continuing Education, Current Pedagogical Research, Curriculum Development, Instructional Media, Language Arts, Literacy Standards, Science and Mathematics, and more.

The direct link for Ebscohost is: <http://search.ebscohost.com> The current username is **dcn1401** and password is **nurse**. The username and password does change. This is managed by the LRC

manager. Faculty are encouraged to check with the LRC manager regarding username and password changes.

In addition, DCN also offers virtual library services. To access the virtual services go to <http://mydsn.net>. The homepage is the gateway to student and faculty support services for the Denver College of Nursing. It is recommended that faculty access the “Faculty” categorical area for information and tools needed. Please note the current LIRN Passcode is 5711. A hardcopy of all access codes is always printed out on the LRC manager’s desk in the LRC.

FACULTY SUPPORT, RESOURCES, AND INFORMATION

Copying

Copies can also be made using faculty copiers, which are located in both buildings. An access code, which is assigned to each faculty member upon hire, is required for use of faculty copiers. Without prior approval, the college will not reimburse instructors for costs of copying or preparing materials outside the college. We encourage posting documents on Blackboard whenever possible to decrease the volume of printing/copying.

Supplemental Materials

Many instructors have compiled packets of materials for use in class, which provide a valuable supplement to the course text. If instructors intend to hand out a packet of more than 20 pages of material, a request should be submitted to DCN’s contracted printer via a requisition form in Academic Support. Please deliver printer requests to the Academic Support Office no later than two weeks prior to the start of classes.

Copyright Laws

Federal law prohibits copying of copyrighted material. For example, you may not make single or multiple copies of textbooks or other materials which are copyright protected to distribute to students. Students are required to purchase their own textbooks. If you wish to use additional materials as handouts, you must have permission from the author (usually through the publisher) to do so, unless it has direct relevance to the program, and is a single use copy for a student. The law also applies to programs that you might have recorded from the radio or TV. If you have questions, please see the LRC Manager.

Audio Visual Equipment

All equipment is maintained in the classrooms. All AV equipment is to be returned to the same settings as they were when the class started, to include being left in clean and working condition. Report all audiovisual problems to the IT support person on campus via phone or email at dhelpdesk@edaff.com.

Blackboard

Denver College of Nursing uses Blackboard as its Learning Management System. There are many tools within Blackboard for Faculty to use to support student interaction outside of the classroom, and to provide supplemental learning materials for student use. Students submit all assignments and clinical packets via Blackboard dropbox for grading, and Blackboard is utilized for maintaining student grades throughout the quarter.

All course documents utilized, such as PowerPoints and handouts, should be accessible to students via Blackboard. Additionally, at the end of each quarter, faculty must upload all exams with answers to the Instructor Notes area on Blackboard. In addition, faculty must upload samples of any student work submitted for grading that was not uploaded via the Blackboard dropbox. Student work samples also get uploaded to Instructor Notes.

Campus (Faculty) Portal

Campus Portal is an electronic program utilized to record student grades. The Faculty Portal is accessed by going to <https://www.mycampuslink.com/>.

The Campus Portal provides Faculty the ability to:

- Access the Blackboard Learning Management System (Didactic Faculty Only)
- Post final grades for Pass/Fail course components (Lab, Clinical, Simulation) at the end of each quarter. Classroom grades are automatically sent to the Portal via Blackboard at the end of each quarter.
- Access your Denver College of Nursing email account through Webmail

For login assistance, please contact Academic Support at academicsupport@edaff.com

Class Cancellations

If the Campus President cancels scheduled classes due to inclement weather or other emergency, there will be an announcement on the DCN Snow Line at 720-833-3907. This will be the official notification; however, the Dean, or designee, will attempt to communicate with instructors via email as well. Missed instructional time will be made up via posted assignments and/or lectures on Blackboard.

If an instructor is unable to attend a class due to illness or other unplanned circumstances, he or she is required to contact the Dean or designee as far in advance as possible in order to make arrangements for a substitute instructor, if possible. Failure to attend class without proper notification is subject to disciplinary action.

For any planned absences, the faculty member must request time off in advance with the Dean, or designee. The faculty member is responsible for arranging a substitute instructor, or asking for assistance to find a substitute. The substitute must be a current employee of the college and approved by the Dean. If a substitute cannot be found, the Dean, or designee, must be notified as soon as possible.

All Blackboard assignments utilized to make up for missed classroom time must be created to take the same amount of time as the missed class hours. Additionally, the assignment must be due in the same week as the missed class. Blackboard assignments are necessary to document attendance for students. If any student does not complete the assignment, the student will be marked absent for that class day.

Initial Period of Employment

The faculty and staff at Denver College of Nursing are committed to assisting every student to reach his or her goals and to achieve the highest educational outcomes; therefore, every faculty

member must demonstrate a strong foundation in his/her specialty. A ***Faculty Orientation Checklist*** is available to assist in the process of becoming acquainted with the college and the program.

Every new employee goes through an initial period of adjustment while learning about Denver College of Nursing and the role of faculty. During the first 90 days, you will have finished your first quarter of teaching and will be evaluated using feedback from your peers, classroom assessments, and student evaluations. Adjustments may be valuable and necessary after the first 90 days in order to allow you to be successful in the faculty role. Please utilize your faculty mentor or designee to help you during this time of orientation.

Academic Freedom and Education Responsibility

Academic freedom is key to academic integrity and is a value that both students and faculty members should respect. The right to academic freedom includes the right to engage in civil debate and discussion in all academic settings and to question the judgment and views offered by others. The exercise of academic freedom does not excuse responsibility for learning the content of courses as presented or teaching the curriculum as it is designed. Academic Freedom is more about the ability to debate views, hear different views, critically assess the possibilities, and less about supporting a discriminating view, or showing a strong bias that affects learning and open dialogue. It can never condone support for violent actions against others or to dehumanize any person, culture, gender, race, or protected classes by Federal or State agencies.

Faculty members are expected to aspire to the same high level of ethics and professionalism that is demanded of licensed professionals in nursing. Faculty members are expected to conduct themselves as professionals and to provide students with an education in a professional environment of respect and fair treatment. Faculty academic integrity includes, but is not limited to:

- providing fair and objective evaluation of academic work,
- using a syllabus for each class outlining course outcomes, faculty expectations, and evaluation methods,
- treating students with respect and freedom from harassment, unfair treatment, or discipline not in compliance with college policies.

Academic Freedom and Educational Responsibility is available for download from www.aacu.org.

Catalog, Student Handbook, Employee Handbook

Every faculty member should read the Denver College of Nursing Catalog, and Student Handbook in order to become familiar with the policies and procedures that make up the teaching environment. These documents contain contractual obligations with students and each faculty member is responsible for adhering to and supporting their content. This information is important to preparing yourself to teach and advise students.

The DCN Employee Handbook contains personnel policies for all personnel. Faculty members should familiarize themselves with the information and policies contained within the Employee Handbook.

FACULTY CATAGORIES

Faculty at Denver College of Nursing fall into the following categories:

- Full-Time Exempt Faculty
- Part-Time Didactic or Lab Faculty
- Part-Time Clinical Faculty

Full-Time Exempt Faculty

All full-time faculty members are defined as an employee who is regularly scheduled to work approximately 40 hours per week. Exempt employees are classified as such if their job duties are exempt from the overtime provisions of the Federal and State Wage and Hour Laws. Such employees are not eligible for overtime pay and are expected to be meeting the job demands regardless of the time needed to be successful. These employees may also schedule their work on weekends, at home, or in other ways in order to meet all the needs of this role, recognizing that approval must be obtained in advance from the Dean, or designee, to work from home during normal business hours.

Full-time faculty members are expected to be a part of the academic structure and fabric by being on and chairing committees, attending faculty meetings, taking advantage of training programs for teaching development, involving themselves in scholarship, and advising cohorts of students on how to be successful in their academic endeavors. Teaching assignments may include day or evening didactic classes, clinicals, or labs; and/or weekday or weekend didactic classes, clinicals, or lab courses. All full-time faculty members are expected to lead or be engaged in clinical, skills or simulation lab experiences as appropriate for their specialty.

Part-Time Faculty

Part-time faculty are hired to perform various roles as faculty. Each quarter, part-time faculty will be given a teaching assignment from the appropriate department director(s). Teaching assignments can include classroom instruction (on-ground or online), skills lab or simulation lab instruction, or clinical instruction. Part-time faculty providing classroom instruction are to be available for student advisement at least 4 hours weekly.

DCN utilizes the ADP timekeeping system for tracking part-time faculty working hours, hence part-time faculty are expected to clock in and out using ADP for all hours worked and for any meeting attendance. Part-time faculty that teach solely online may not need to use the ADP system to track working hours as they are contracted specifically to teach online courses only. Part-time faculty attendance is expected at a minimum of one of the four All-Hands (all faculty) meetings held each year. Remote faculty may call in to these meetings. Arrangements for call in may be made with the online program director in advance.

Since most all clinical faculty are part-time, additional information regarding clinical faculty requirements and expectations will be covered in clinical orientation.

FACULTY & NURSING STAFF RANK CRITERIA

Clinical Scholar

A Clinical Scholar is **not** an employee of the DCN. A Clinical Scholar is a registered nurse employed by the clinical facility, who has been provided additional training about how to teach nursing students in the clinical environment. A contractual agreement is created by DCN with

the clinical site to provide a qualified nurse to be the instructor for clinical rotations that occur at that site. If a Clinical Scholar does not possess a master's degree in nursing, they are to be supervised within their organization by a master's prepared nurse. In addition, DCN identifies each Clinical Scholar being used for the term as a clinical instructor and assigns a MSN prepared clinical facilitator to provide clinical oversight for the Clinical Scholar, in addition to the oversight provided by the Clinical Scholar's employer. Because Clinical Scholars are not employed by DCN, only a very limited amount of employee-related information is retained by the college on these individuals. Their employer is required under the signed contract to ensure the Clinical Scholar is qualified to act as the clinical instructor. Clinical Scholars are only utilized in the clinical setting and they are the same Clinical Scholars utilized by other local colleges of nursing who send students to that site to obtain clinical experience.

Preceptor

The Preceptor is a registered nurse employed by the clinical facility, not DCN. The preceptor assumes joint teaching responsibility with a master's prepared DCN faculty member and should have a minimum of one (1) year of clinical experience relevant to the area(s) of responsibility. It is expected that the licensed nurse should be at or above the degree level of the student they are precepting.

Non-Faculty RN – Associate Nursing Instructional Personnel (ANIP)

In accordance with the Colorado State Board of Nursing, Chapter 2 Rules, 3 CCR 716-1, section 1.14 B. faculty includes the following:

Associate Nursing Instructional Personnel (ANIP): Licensed nurses working under the direction and supervision of nursing Faculty, who assist students in laboratory and/or clinical settings and environments to meet specific nursing goals.

Further in Section 3.14 B., these same rules state that the ANIP must have....

- An active unencumbered license to practice as a registered nurse in Colorado.
- A minimum of a bachelor's degree in nursing from a Nursing Education Program with national nursing accreditation.
- A minimum of two (2) years of full-time, or equivalent, professional practice.
- A minimum of one (1) year of clinical experience relevant to the area(s) of responsibility.

In accordance with the Chapter 2 Rules, DCN defines the ANIP as a non-faculty RN (BSN prepared professional nurse) who assumes joint teaching responsibility with a faculty member. The non-faculty RN/ ANIP must have a minimum of one (1) year of clinical experience relevant to the area(s) of responsibility. The non-faculty RN/ ANIP is a registered nurse who will enhance the student's preparation for the realities of nursing practice. In working with the

student, the non-faculty RN/ ANIP will act as a role model, resource and mentor. In accordance with the Colorado Board of Nursing rules the non-faculty RN must 1) be at or above the level of education of the student, and 2) assume joint teaching responsibility with a faculty member when a clinical faculty member is not present at the setting.

Assistant Professor

The Assistant Professor is a college graduate with two years of current clinical or work experience with a master's degree in nursing or the appropriate general education or science area. In addition, this may include any educator who is in the process of completing a doctorate degree.

Associate Professor

An Associate Professor is someone with a bachelor's degree, a master's degree in nursing or the appropriate general education or science degree, and also has a terminal doctorate degree. This person must also be active in supporting the mission of the institution through leadership in various roles at the institution.

Professor

A Professor is an educator with a master's degree in nursing (or a doctoral degree in nursing if the individual does not have an earned MSN degree), who holds a terminal degree which may include a PhD, EdD, DNP, PsyD or a related doctoral degree. A faculty member teaching general education courses who holds a terminal degree in their subject area may also qualify for the title of Professor. This person is active in supporting the mission of the institution through leadership in various roles at the institution. This person may be a published scholar in the profession or have implemented new programs for DCN.

Director

A Director is a member of the faculty who is responsible for a program or department within the college system such as the Online Programs, MSN Program, BSN Program, the ADN Program, the Clinical Facilitation Department, the Human Simulation Lab, or the Nursing Skills Lab. All of the Directors for the nursing programs must possess the minimum of a Master's in Nursing. Doctorate in nursing or related area is also required for some Director positions.

Rank Progression

Faculty may qualify for progression to the next level of rank only when (a) they meet the criteria for the appropriate category listed above and (b) after a minimum of two years cumulative teaching experience at DCN. For more information about rank progression, please contact the Dean of Nursing Education.

Additional Faculty Roles

Clinical Facilitator

The Clinical Facilitator coordinates all aspects of student clinical placement. This involves communicating and maintaining relationships with community healthcare agencies to arrange student clinical experiences to meet course clinical objectives. The Clinical Facilitator also contributes to the continuous improvement of scheduling and curriculum effectiveness, orients and mentors adjunct clinical faculty, maintains records of clinical requirements of faculty and students, and provides coverage of clinical experiences in the event of a clinical instructor absence. The Clinical Facilitator must have a Master of Science degree in nursing. The Clinical Facilitator may also have a teaching workload in the didactic, laboratory or clinical setting.

Coordinator for Student Evaluation and Advising/HESI Champion

The Coordinator for Student Evaluation and Advising/HESI Champion supports the implementation and evaluation of specialty testing that occurs in most courses at DCN. The HESI Champion is available to assist students in remediation for HESI examinations or to aid the student in test taking and study skills.

WORKLOAD

The academic year contains four (4) quarters each year. Each quarter is eleven (11) weeks in length and includes one (1) day during the last week for final examinations. There are two interim weeks between quarters where the emphasis is on assessment, program planning, curriculum development, and faculty development activities. Faculty members should attempt to schedule vacation during the interim weeks, whenever possible. Vacation taken during the quarter will be approved only when assigned courses have been covered.

The Dean, or designee, is responsible for faculty assignments. It is anticipated that a full-time faculty member works forty hours per week, but it is also recognized that as a professional and exempt faculty member, a weekly workload may exceed the typical forty-hour week when non-teaching duties are considered.

Teaching or platform hours are defined as any time spent in delivering didactic, clinical, simulation or skills lab face-to-face teaching time (contact time). Non-teaching hours are defined as time providing student advisement, preparing for assigned course(s), developing and grading of exams, completing clinical evaluation of students, grading care plans and other student evaluation activities, updating syllabi for the new academic term, maintaining grade books, posting final grades, holding office hours, attending faculty and committee meetings, participating in faculty in-service training.

Full-time didactic faculty members are assigned a teaching workload of a minimum of 24 platform hours per week. Non-teaching hours, as noted above, account for the remaining hours. Weekly schedules may fluctuate based on course or committee responsibilities. Additionally, it may be necessary for workloads to be higher during some quarters to meet the needs of the college. Full-time, non-didactic faculty (skills lab, simulation lab and clinical faculty) are also assigned a teaching workload of a minimum of 28-30 platform hours per week. Part-time faculty may be assigned up to a maximum of 28 hours per week (this includes teaching and non-teaching hours).

Faculty have the option to flex their work to include working outside the office, with written approval provided in advance by the Dean, or designee. Work outside the office may include clinical site visits or preparation from home when not scheduled for specific activities in the office or classroom. Faculty members are not allowed to have regularly scheduled time to be working at home without the approval of the Dean, or designee. Note that full time faculty may utilize up to 8 work at home days per year. Work at home must be approved by the Dean or designee at least two weeks.

Student Advisement, Office Hours, and Attendance

Office hours are scheduled to allow a minimum of 4 hours of student advising each week and these are regularly scheduled office hours that are convenient to students. Students are also expected to make reasonable accommodations to available hours when academic necessity dictates. Advising hours include, but is not limited to, hours for drop-in student advisement and hours for scheduled student appointments. Part-time faculty should schedule at least one hour per week before or after each class as student advisement office hours. Office hours are to be posted and scheduled at a time convenient for students.

All faculty are expected to work their scheduled hours each week (except holidays) unless otherwise arranged via Paid Time Off (PTO). During the college's breaks between quarters, full-time faculty members may seek permission from the Dean, or designee, to work from home on an as-needed basis by completing the college's request form, *Employee Request to Work from Home*. Any employee who works from home without obtaining appropriate approval to do so will automatically be charged a PTO day for his/her time off campus. Any faculty member who repeatedly works from home without approval is subject to disciplinary action, up to and including termination.

Course Scheduling

Faculty members should contact the Dean, or designee, if interested in teaching a specific class being offered in the upcoming term. Assignment of faculty to the courses scheduled to be taught each term is based on availability, fulltime status with the college, student feedback, and attention given to administrative procedure. A final schedule indicating course teaching assignments is issued about a month before the new term begins.

FACULTY EXPECTATIONS AND COMPETENCIES

Qualifications of Faculty – Please refer to your job description

Expectations

In addition to the qualifications listed in the job description, faculty must have the following documents on file. Please turn in original documents, or copies of original documents, to Human Resources and to the Clinical office if you teach clinical rotations. NOTE: This is not required for faculty who teach only online.

Immunizations

Records of *MMR (measles, mumps, and rubella)* immunizations, or positive titers, are required unless you were born before 1957. Immunization records must show two doses, or you can have a titer drawn if you do not have the immunization records. ***Do not get a new immunization if***

you think you may be pregnant or become pregnant within 4 weeks after receiving the immunization.

A **PPD** skin test must be completed **each year**. If you have had a positive PPD skin test in the past or if you have received the BCG vaccine, you need to provide a negative chest x-ray report. The chest X-ray report is valid for five years (5 years). However, the CDC requires **an annual screening form** to be completed by your health care provider to document that you show no symptoms of TB.

Hepatitis B vaccination can be documented via a positive titer, or record of receipt of the three-part immunization series. If you have received at least one immunization, you are able to teach clinicals but you will need to provide a report on the timely completion of the entire three-part series.

Varicella vaccination (chickenpox) is required for everyone born after 1966 that does not have evidence of immunity to varicella or a confirmed case of chickenpox. This immunity can be confirmed via a titer or by receiving the varicella vaccination. Adult vaccination to varicella is two doses administered at least 4 weeks apart. **Do not get a new immunization if you think you may be pregnant or become pregnant within 4 weeks after receiving the immunization.**

TDaP (tetanus/diphtheria/pertussis) needs to be renewed every 10 years. If you do not have a record of this immunization, you must get the immunization.

Influenza Vaccine is now **required annually** for all clinical instructors. All local hospitals and many sub-acute care settings are mandating this for all clinical instructors present in the facility for clinical rotations during flu season (October thru March).

Testing Requirements

AHA BLS CPR Cards for Health Care Providers expires every two years. You may have this renewal completed at any AHA site, listed on the web, or you can attend a training session offered at DCN.

Competencies

Faculty members perform a number of roles and functions, each of which reflects the core competencies of nursing faculty. These competencies and responsibilities are adapted from *The Scope of Practice for Academic Nurse Educators* (National League for Nursing, 2005). These competencies are listed in detail in the faculty job description.

FACULTY DEVELOPMENT

New Faculty Orientation

All new faculty members will receive an orientation to their roles and responsibilities at DCN. Items covered during the orientation are listed in the **Denver College of Nursing Faculty Orientation Checklist**, which will be made available to you. In addition, all new faculty members are required to attend Education Affiliate's (EA) Virtual Training Academy (VTA). VTA is an online training platform hosted on Blackboard. VTA courses are asynchronous in that they may be completed any time during the term and from any computer. The courses are facilitated by a qualified EA instructor. VTA courses are designed to take participants a total of

two hours to complete over a three-week period, so they are very flexible and easy to fit into busy schedules. You will receive information on how to access VTA during your orientation.

Curriculum sequence for each of DCN's programs can be found in the DCN Catalog. It is important for nursing faculty to become familiar with these curriculum basics prior to beginning the first day of class.

Professional Development

Professional Development requirements for faculty at DCN are:

- **FULL-TIME FACULTY** – a minimum of **16 hours** of professional development (PD) required per year. Attend a minimum of 3 of 4 All-Hands Meetings each year with PD activities at those events to count toward the 16.0-hour PD requirement. FT faculty may miss only one (1) All-Hands Meeting per year due to use of Paid-Time-Off (PTO) on the All-Hands date.
- **PART-TIME FACULTY** – a minimum of **4 hours** of PD required per year in the quarter in which the faculty member is actively teaching. Attend a minimum of one (1) All-Hands Meeting per year.

Virtual Training Academy: The corporate owner, Education Affiliates (EA), provides online, professional development programs designed to help faculty, staff, and leadership achieve excellence in their positions at DCN. Virtual Training Academy (VTA) courses are fully online and asynchronous fitting in with staff and faculty schedules. Each new faculty is required to participate in New Faculty Training. This is a six week course designed to help facilitate the onboarding process. There are a variety of other courses that faculty may use to fulfill the professional development requirement at DCN. **Each full time faculty member is required to complete a minimum of one (1) VTA course per quarter.** For more information and to register for classes, please visit: <http://inet.edaff.com/education/VTA/default.aspx>.

Nurse Tim: Another excellent opportunity to increase faculty development at Denver College of Nursing is available through NurseTim.com. This site provides many subjects via webinars, live sessions, and audio sessions. There are dozens of topics to choose from and each webinar lasts about one hour.

To use NurseTim.com, please follow the steps below for registering and getting into the site:

- <http://nursetim.com>
- Your username will be your DCN email address.
- The subscription code: **eadenver**
- You fill in the few questions and from then on you can use the direct sign in link: <http://NurseTim.com/member>

Each time you visit, sign in using your email address and the subscription code. After you sign in, you can start watching archived webinars or you can sign up to attend live webinars. **Each full time faculty member is expected to complete one (1) nurestim.com presentation each**

quarter.

Contact hours are included with your Nursetim.com subscription. To receive the contact hours for a webinar you have to do the following:

1. Sign in to the website.
2. Find the webinar on the website and choose one of the available options (Live, View Later, or View Now).
3. Participate/view the entire webinar.
4. Complete the evaluation within 60 days of viewing the webinar. Evaluation links are provided at the end of the webinar.

If you find you need assistance, you have an excellent support team available to you.

- Support email: workshops@nursetim.com
- Support phone: 866.861.2896

MSEC: Denver College of Nursing is a member of Mountain States Employers Council (MSEC). As a member of MSEC, DCN employees are eligible to attend any classes, seminars, or workshops offered by MSEC free of charge. If interested in taking advantage of these learning opportunities, contact HR.

VERY IMPORTANT: All faculty development documentation should be sent to HR for placement in your employee file.

Continuing Education

Denver College of Nursing offers continuing education funding to support faculty attending professional development events, such as workshops, seminars, and conferences. New or renewal of professional certifications are included in the professional development category. The expectation is that employees may attend a professional development event every other year, to allow for a fair opportunity for all employees to access the benefit of up to \$2000 per event. Faculty must complete the request form and submit it to the Dean or Program Director by April 15th each year. The Dean or Program Director will complete a worksheet to forecast expenses and track who is using the professional development funds. The worksheet will be presented to the Executive Committee for the vetting process, annually on May 1st. The Executive Committee will approve events for the next fiscal year (July 1 through June 30). Faculty will be notified of the Executive Committee's decision by the Dean or Program Director.

Denver College of Nursing also supports academic improvement and will provide tuition reimbursement to full time faculty interested in pursuing coursework leading to an advanced degree related to teaching responsibilities at DCN. Faculty who are interested in pursuing further education should contact the Dean. Reimbursement is subject to DCN guidelines for application, eligibility, types of degrees supported, scope of the program, and availability of funds. ***Tuition Reimbursement Form*** will be made available to you, if interested. A commitment to continued employment may apply. Denver College of Nursing encourages faculty to obtain a doctorate degree in nursing or a related field.

Part time faculty with a Bachelor's degree, who are interested in obtaining their Master's degree, may receive a \$2,000 scholarship toward tuition costs if they choose to enroll in the Master's Program at DCN.

Faculty Scholarship Activities

Background

The role of faculty has changed as a result of an increasingly complex learning environment, and scholarly inquiry must be applied to faculty practice. According to the American Association of Colleges of Nursing, scholarship in nursing can be defined as those activities that methodically advance the teaching, research, and practice of nursing through arduous investigation. Earnest Boyer (1990) noted that scholarship involves four areas that are critical to academia – discovery, teaching, application, and integration. At DCN, faculty members are encouraged to participate in professional scholarship activities.

Discovery involves primary empirical and historical research, theory development, methodological studies, and philosophical inquiry. The scholarship of discovery produces additional information that contributes to the current body of nursing knowledge. The scholarship of discovery can be accomplished by:

- Participation in seminars or workshops where there is collective new knowledge being generated,
- Classroom assessment and analysis strategies for the understanding of what has happened and why,
- Publishing articles, books, or delivering poster presentations at a conference.

Teaching is the translation of knowledge from the expert teacher to the novice student in an educational environment that supports various learning styles, and places the focus of education on the learner. Scholarship of teaching can be accomplished by:

- Preparing a new syllabus for a course,
- Developing examination questions requiring higher order thinking skills with a reflective assessment of the learning,
- Developing lectures, learning activities, or class plans for a new course,
- Publishing in peer-reviewed journals,
- Constructing a novel examination or testing process, and/or,
- Continuing education and training on teaching and classroom issues.

Application is maintaining competency in the discipline of nursing. Competence in practice is application of advanced knowledge. Practice roles for faculty may include direct care provider, educator, consultant, and administrator. The scholarship of practice application can be achieved by:

- Serving on academic program, accreditation, or curriculum committees,
- Serving on community committees and boards
- Participate in a study related to departmental problems, create a policy, or improve accreditation outcomes,
- Engaging in consultation off campus,
- Providing expert testimony,
- Developing an innovative technology,

- Developing a new process for improving systems outcomes.

Integration is the interconnection of ideas that will illuminate new insight on original concepts and research. Integration serves to bring together two or more disciplines that work together to combine knowledge to address intellectual questions and/or pressing human problems. The scholarship of integration can be carried out by:

- Providing a lecture on a current program to a local radio show, TV program, professional organization, or other type of organization,
- Connecting courses by content, or using guest speakers from a different discipline,
- Review of literature on a program or discipline topic,
- Using a book that crosses disciplines or is an umbrella concept to be used in several disciplines,
- Publishing articles on current discipline areas, and/or
- Looking for themes of meaning in what has been happening in the classroom.

For additional information on scholarship go to

<http://www.aacn.nche.edu/publications/position/defining-scholarship>

VERY IMPORTANT: Faculty are responsible for maintaining documentation of scholarship activities in their personnel file in HR.

TEACHING - LEARNING

The Learning Environment

Denver College of Nursing believes that learning environments are consciously planned and developed, spontaneously occur, and/or emerge through association with the overall college and clinical learning environments. Spontaneous learning environments comprise both formal and informal settings, may include any or all college constituencies, and often involve the idea of seizing the teachable moment. All learning, like nursing care, occurs within the context of relationships. The roles of teacher and student require mutual respect, honesty, hard work, and tolerance. Each brings something valuable and unique into a relationship that changes as the process of learning occurs. Students learn to communicate and interact appropriately with clients and health care team members first through the experiences within the interdisciplinary educational environment.

Faculty members are expected to arrive prepared to the classroom or clinical location BEFORE the learning activity is scheduled to begin. In the unexpected event that a faculty member will be late or unable to meet the commitment, the Dean, or designee is to be contacted as early as possible. In addition, it is mandatory that faculty keep students in the classroom and/or at the clinical facility for the allotted amount of time. Classes and/or clinicals cannot be dismissed early.

Nursing faculty serve as role models regarding professional dress and behavior for nursing students. As such, faculty members are to adhere to dress and behavior standards at both campus and clinical sites. In addition to the guidelines provided in the DCN Employee Handbook, faculty members are to comply with agency uniform standards and wear a lab coat or scrubs in the skills and simulation laboratories.

Faculty Rights and Responsibilities

Faculty have the right to expect the following:

- To be treated respectfully by students, fellow faculty members, staff, and administration.
- To be paid in accordance with the institutional employment policies.
- To be afforded the opportunity to provide input into the educational effectiveness of the institution.
- To be able to suggest improvements in and/or provide constructive criticism regarding current practices and policies by following the proper chain of command, in order to provide a better educational environment for all faculty, staff, and students.

Faculty have the responsibility to do the following:

- Treat students, fellow faculty members, staff, and administration with respect.
- Carefully prepare for all classes.
- Promptly attend all classes/clinicals/labs and required meetings.
- Maintain academic standards, policies and associated records of DCN as written in the College Catalog and Student Handbook.
- Deliver theoretical and clinical instruction to all enrolled students in accordance with the approved curriculum and professional standards.
- Supervise and grade student work according to evaluation criteria and fair standards.
- Contribute to the development, evaluation, and revision of program curriculum and policies.
- Assist the program directors, or other faculty members and staff, in order to facilitate the smooth educational operation of the program.
- Represent the program and the College in a positive manner.
- Maintain a current perspective on the subject matter being taught and on teaching-learning strategies.
- Obtain an Evolve account and password, take advantage of faculty development opportunities, and become familiar with resources on the Evolve student site.

Bullying and Incivility

Bullying in the workplace and experiencing incivility from students is unfortunately a more common occurrence in today's nursing schools. The demands of the nursing curriculum and a "culture of entitlement" potentially may create an environment in which bullying and incivility from both students and faculty may occur. Bullying and/or incivility will not be tolerated at DCN. Any uncivil behavior by students should be reported to the Dean. Uncivil behavior experienced as a result of faculty or staff, should be reported to the offending person's supervisor.

Setting Boundaries with Students

As a faculty member, boundaries determine what is (and what is not) acceptable in your relationships with students. Establishing collegial relationships with students is critical to the students' professional development. However, faculty, particularly those new to education, often times have difficulty setting appropriate boundaries with students. In addition, faculty will sometimes unintentionally engage in behaviors that may be considered bullying or uncivil by students or by the faculty member him/herself. To aid faculty in clearly understanding boundaries when working with students the following Q and A is provided.

Question: The students have completed all of the required clinical activities for the particular shift and want to leave early. What should I do?

Answer: We are required by the Board of Nursing and our national accreditors to provide the students the total number of clock hours indicated on our application for which we were approved. Thus is it unacceptable to dismiss students early. The attendance roster is the official record for student attendance and must be accurate and reflect the required hours. Please review the clinical attendance policy.

Question: The students have completed the course/clinical and they invite you as their instructor to join them for lunch/dinner at which alcohol will be served. What should you do?

Answer: As a faculty member you should confirm with the students in advance given this may be seen as an "official" college activity excuse yourself from the activity. Under NO circumstances should faculty engage in using alcohol or other substance with students. End of term lunches, etc. are appropriate and can increase student morale. However, the instructor needs to make it absolutely clear in advance that no alcohol or other substance such as marijuana can be used.

Question: I am thinking of having the students in my course/clinical group to my home, is this ok?

Answer: While it is understandable that particularly in clinical groups a close bound develops and one may think of the students within the context of a social relationship as well as the professional relations. It is recommended that faculty do NOT have any events with students at his/her own. As shared if the course/clinical group want to have an end of term social event it is best to keep such at a public place. Again absolutely no alcohol or other substances are to be used if faculty are going to be in attendance.

Question: Is it appropriate for faculty to ever use profanity with students?

Answer: As a faculty member professional conduct is expected at all times. This means absolutely NO inappropriate language such as cussing, derogatory comments about others, racial comments, etc. should be used at any time. The [ANA Code of Ethics](#) as well as EA Code of Ethics should guide all interactions with students, faculty and others. This means professional appearance, behavior, and respect for each other, as well as appropriate language should be the standard.

Question: I have students who want to complain and/or gossip with me regarding another faculty member. I am not sure how to handle particularly the complaints given the potential for adverse student outcomes.

Answer: Clearly participating in conversation with students about another faculty member is inappropriate. If a student starts to discuss another faculty member, politely re-direct the student to take up the issue directly with the faculty member. If the student indicates he/she has attempted such then remind the student of the published grievance policy in the catalog. It is never a good idea to engage in any gossip with anyone.

Question: I have noticed some faculty will talk about other students in the presence of other students. How should I handle this?

Answer: Politely re-direct the conversation to a different topic. At no time should a faculty member discuss another student in front of other students. Out of the presence of students you may share with the other faculty member that your observations so that he/she can appreciate your observations about appropriate behavior.

Question: Students have requested me to be “friends” within the context of social media.

Answer: It is not appropriate to “befriend” a student in social media while the student is enrolled. However, once the student has graduated, and if they request you to “friend” them, the decision to do so rests with the faculty member.

Academic Integrity

As representatives of DCN and the nursing profession, faculty members are expected to demonstrate professional and academic integrity at all times. This includes, but is not limited to: citing references for work, adhering to the class and clinical schedule, adhering to college and clinical agency policies, protecting the security of examinations and other proprietary materials, using professional language, maintaining student and patient confidentiality, and communicating appropriately with college and agency administration or representatives.

Students are also held to academic integrity standards. See the DCN Catalog for additional information.

Addressing Student Conduct

Students are expected to abide by the student conduct policy found in the DCN College Catalog. This policy addresses behavior, dress, and academic integrity for every college setting. The didactic and laboratory classrooms and clinical environment require mutual respect for learning to be effective. Any disruption of the learning environment is to be addressed as follows:

First time – a private verbal warning

Second time – the faculty member meets with the student to review a written corrective action plan, which is documented on the *Student Coaching Form*, which is then placed in the student file.

Third time – the student is dismissed from the classroom and is not to return until the student meets with the Dean and is given a clearance to return. Document what happened or verbally present this information as you immediately walk the student to administration, for the issue to be addressed. In instances of serious misconduct, a

student may be dismissed immediately from the classroom and be subject to administrative action, up to and including dismissal from the program.

Many distractions can occur and need to be managed by offering alternatives for students to address such issues outside of class time. If a student is not able to wait, they can be dismissed from the room until the issue can be addressed. Standards of conduct should be addressed the first day of a course.

Faculty-Student Interactions

The learning environment requires that the faculty demonstrate behaviors consistent with a positive professional role model. Expectations should be clearly communicated in writing and evaluations must be consistent with syllabi and stated expectations. In order to encourage critical thinking, DCN believes that students should be encouraged to introduce new ideas, or question established ideas, in a respectful manner and support such ideas with evidence.

A relationship that resembles mentor to mentee is encouraged. As a student progresses through the program, this relationship shifts to an expert to novice relationship. In order to maintain the requirements of a professional relationship, students are to address faculty members by title and last name. Students have the right to request the same.

Faculty members may not enter into social or personal relationships with students while enrolled. If a faculty member has established a relationship with a student prior to the student's admission to DCN, the faculty member is accountable for bringing this to the attention of the Dean for the identification of potential conflicts of interest. As in all relationships at DCN, respect for all is foundational. Refer to the DCN Employee Handbook for more information on policies related to relationships between faculty and students.

Students are encouraged to take clinical or classroom related questions and concerns to the appropriate faculty member. However, before and after class, instructors are often engaged in activities related to the learning activities of the day and may not be able to provide sufficient attention to address individual academic concerns. Faculty phone numbers and office hours are indicated on course syllabi and posted outside office doors. It is recommended that students make appointments with faculty for individual academic issues in order to ensure appropriate attention can be provided to the student.

Communication-Chain of Command

DCN has an open door policy for all communication; however, as a matter of both respect and efficiency, it is strongly recommended that issues be resolved at the level of most immediate involvement and responsibility.

Faculty members are expected to maintain communication with the Dean and other relevant parties concerning student progress, identified needs of the curriculum or other areas of the program, and areas that may put the program or DCN at risk.

Faculty may also need to help students understand and be directed to follow the chain of command whenever they have a concern which needs to be addressed in an informal and/or formal manner. The chain of command the student needs to follow is:

1. Make an appointment to talk with the faculty member, other student, or staff person where there is concern.
2. If the concern is not addressed or resolved, he/she should then make an appointment to talk with the appropriate Program Director.
3. If the concern is not resolved, the student can then file an appeal, a formal student complaint, or grievance. See the College Catalog for this process.

Course Syllabi

Faculty must submit drafts of all syllabi to the appropriate Program Director for approval at least one week prior to the start of class. All syllabi must be in the uniform syllabus format which is available from the Program Directors or the Dean. Faculty members are responsible for designing the course schedule and assignments in the syllabus. The course description, objectives, and policies have been approved by the Faculty and Executive Committees and cannot be altered.

Student Rosters

Attendance rosters provide critical documentation for monitoring student compliance with financial aid programs and other regulatory agencies. Attendance rosters are prepared by academic support staff for all didactic classes, skills labs and simulation labs, and placed in faculty mailboxes prior to the first day of class each week. Rosters for laboratory sections with more than one instructor will be sent to one instructor only. It is the responsibility of the faculty member(s) providing instruction on any given day to complete the roster for that day.

Attendance for clinicals is also tracked daily. Clinical faculty must turn in a daily ***Clinical Sign-In Sheet*** either via email, fax, or text. It is recommended that faculty print several of the Sign-In Sheets and complete one daily with students. At the end of each day, a copy of the signed form is to be sent to DCN via email to DSN_Clinical@edaff.com or via fax at 303-484-5824. Clinical attendance must be completed at the end of each clinical day.

Didactic and lab faculty will call roll and mark attendance, P (present) or A (absent) for each class on the roster on the scheduled date. Attendance rosters need to be left at DCN each day after class to protect student confidentiality. As the rosters are related to several administrative functions, timely submission of the attendance rosters is critical.

ADVISEMENT

Classroom Advising

All faculty members are responsible for reading the DCN College Catalog and Student Handbook in order to become familiar with the policies and procedures that comprise the DCN teaching environment. The College Catalog and Student Handbook outline the contractual obligations DCN has with students, and each faculty member is responsible for abiding by and supporting the content of each of these documents. This will prepare the faculty members to advise students on any question they have regarding both documents and college policies and procedures.

The didactic instructor is expected to provide course advisement to students. This might include study strategies, how to focus or augment learning, or assist a student to develop a personalized plan for remediation. Faculty members are expected to meet with students who are at risk for being unsuccessful in the course, e.g. failing test grade or poor lab / clinical performance.

Student consultation or advisement is to be documented on the *Student Advising Form*. Ask the student to review what was discussed for accuracy, not agreement, and ask the student to sign the form. Students may add a comment to the form. If a student refuses to sign the form, the faculty member should document the refusal on the form before submitting it to the Program Director.

Faculty can refer students to SmarThinking (link on Blackboard under Resources) for tutoring assistance and help with APA formatting and other writing support. Additionally, Kaplan resources are available to assist students with HESI and other testing success.

HESI Advising

Each student in a prelicensure nursing program associated with DCN is expected to participate in the Evolve Success Program. This program prepares students for successful completion of the NCLEX examination after completion of either the ADN or BSN prelicensure curriculum. The process uses Elsevier's Testing and Remediation program designed by HESI and starts with the A2 comprehensive examination (Admission Assessment), continues with use of specialty examinations throughout the program, and finishes with the E2 examination (Exit Exam). In addition to testing, this process includes ongoing, individualized remediation based on exam performance, an academic advising program, Virtual Clinical Excursions, case studies, and remediation programs are encouraged for all students (they are mandated for those students who score less than 850 on their first testing opportunity). Students must show documentation of required remediation activities between attempts.

The faculty and administration at DCN are dedicated to supporting the student's goal of becoming a professional nurse. The Evolve Success Process has been carefully planned to prepare students to be successful on the NCLEX examination. The computerized standardized examinations evaluate the student's knowledge of content and ability to think critically while providing opportunities to become familiarized with testing in a computerized environment. Individual and cohort reports provide comparison data for student and program assessment. Faculty are to complete a HESI Gap Analysis after students complete these exams at the end of each quarter to identify strengths and weaknesses of their students' performance. This could indicate where the students' potential content weaknesses may be, and assist in future delivery of topics and content. These Gap Analyses are delivered to the Program Director and HESI Champion to examine trends in student performance.

There are multiple versions of the HESI exams, and they are updated by the developers multiple times per year. Faculty/administration does not know what are on the HESI exams, and never see the exam questions. Thus, there are no study guides given or created for the exams, and students are not allowed to see topic lists or any faculty/administration information that come from the exams or analyses.

The Coordinator for Student Evaluation and Advising/HESI Champion is available to assist students in remediation for HESI examinations or to aid the student in test taking and study skills. Before students meet with the Coordinator/HESI Champion, students are asked to meet with the didactic instructor at least twice about content and HESI testing, work through all of the Evolve/HESI test taking tips, and do remediation and practice HESI/NCLEX style questions first. Students are encouraged to schedule an appointment with the Coordinator as early in the quarter as possible, to receive the most benefit from these services.

Students are given a HESI notebook at the beginning of their program. The purpose of this notebook is for students to track and be aware of all their HESI scores and performance across the entire curriculum at DCN. Students are required to complete the analysis/log of each HESI in their HESI binders within one (1) week of completing each HESI exam. All students are to bring those completed HESI binders to class the week following their HESI for faculty to check off completion of the binder analysis as a pass/fail assignment. Any incomplete logs, or those not turned in by the designated due date, will fail the assignment, and thus fail the course for not meeting the course requirements. All binders should be kept current to avoid penalty, and should be brought to all private meetings with faculty members. Failure to have the binder when meeting with faculty may lead to faculty cancelling the meeting with a student.

Grade Appeal Advising

The didactic faculty member is responsible for providing course advisement to students. A student may appeal a grade to the faculty member on any assignment. Faculty members are required to document the appeal and any resolution on the *Student Advising Form*. Resolution of the issue does not necessarily mean that a grade was changed. Ask the student to review the advising form for accuracy—not for agreement—and then ask the student to sign the form. Students may refuse to sign, in which case faculty members are required to document the refusal on the form before sending copies to the Registrar’s Office and the Dean. Students have the right to submit a final course grade appeal. See the College Catalog for details of this process.

Advising Support

The Director of Student Services, the Program Directors, and the Dean are available for consultation if the student has a particular issue that needs immediate attention, even if it is not related to scholastic performance. Student Services has resources that can support a student in many ways. If the student believes they are in serious academic trouble, or may need to drop out for a period of time, please refer the student to the Program Director. A student may seek additional guidance from the Dean or the President of the College if there is a concern the student believes is not being addressed.

Keep these practices in mind when advising a student:

- Why has this student come to see me at this time?
- What is the outcome the student is looking for?
- Who is the right person to address that outcome?
- What are the other stressors going on for this student?
- What boundary do I need to set for this particular conversation, OR do I need another person in the conversation based on the potential risk?
- Never promise complete confidentiality. Only promise that you would involve those that need to know what is being said.
- Whatever is said about another person, remember, that person is not in the room to give their perspective of the issues. You are hearing only one perspective on the issues. This is not truth; it is a perspective.
- Do not take a side. Listen to the concern and then ask: “What would be the best outcome as you see it?” This will tell you who needs to be involved in the decision process.

- Be cautious regarding your non-verbal communication; be careful that you do not give the impression that you are siding with the student or against the student. Keep an inquiring mind, and then pass the concern on to the right person for resolution.
- If this is about you, keep your defensiveness as low as possible and try to remember to ask this question: “Do you just need to be heard, or are you wanting me to make a decision at this time?” If it is to be heard, do your best to hear them, and say you have heard them, and thank them for letting you know their concerns. If it is about attempting to have you change something, be willing to say, “Let me take that under advisement, I will review it and have discussions with other faculty if needed. I will get back to you with a decision on _____” (be specific and make it less than two days).

GRADING AND PROGRESSION POLICY

Rationale

Standards will ensure consistent and valid evaluation of student performance appropriate to industry standards and regulatory requirements. The policy identifies a standard measurement of student outcome achievement and curriculum rigor as well as to communicate a standard of excellence in order to produce quality graduates and high NCLEX® pass rates.

Policy

Evaluation of student achievement in all nursing courses will be calculated using only measureable academic assignments identified in the syllabus and directly related to course outcomes/objectives. No points will be assigned to non-academic or unplanned activities such as attendance, participation, bonus points, or extra credit. No grades will be rounded.

Each student’s work is to be evaluated individually. There will be no comparison-based grades or grading on a curve. All course outcomes/objectives must be evaluated in the grading rubric through testing, clinical/laboratory evaluations, other assignments.

No more than 20% of the course grade may be comprised of qualitative or non-test assignments. Qualitative assignments, such as papers, case studies, or presentations, are encouraged in order to promote student learning in writing and critical thinking skills. Grading of all qualitative assignments **MUST** use an approved grading rubric included in the course syllabus.

At least 80% of the course grade will be determined by objective quantitative testing methods (methods with specific right and wrong answers that could be graded electronically). Standardized tests (such as HESI) will constitute 20% of a course grade when there is an appropriate test available. The HESI conversion score will be used for calculation of the 20% portion of the course grade.

For successful completion of a course, three criteria must be met:

1. A minimum composite exam/quiz score of 78.0%. If a student does not meet the minimum composite exam/quiz score, that score is recorded as the final course grade and the student is considered not passing.

2. A minimum composite course grade of 78.0%. Once the minimum composite exam/quiz score has been met, all other course assignments will be factored in to determine the final composite course grade.
3. Clinical and lab performance grades (as applicable) of Pass. Clinical and laboratory activities will be graded as Pass/Fail using approved grading rubrics that identify critical elements that must be judged satisfactory in order to pass. Any Pass/Fail element in the syllabus grading rubric will be considered necessary to achieve a passing grade in the course. Failure of clinical or lab will result in failure of the entire course.

All elements of a course must be repeated when a course is failed and repeated.

All exam grades are final 7 days after grades are posted. Exams may not be repeated to improve a grade. Students taking an exam after the scheduled exam date due to an unexcused absence will be deducted 10% off the exam grade and MUST be given a different exam. No exams will be open book or take home.

No assignments or coursework will be accepted after 11:59 pm (MST) of the last day of the term unless an Incomplete has been arranged and incomplete paperwork has been completed. All assigned coursework (including P/F or ungraded assignments and late assignments) must be completed to pass the course.

Final grades are due by 3 pm Mountain Time on the Tuesday after the quarter ends. The process for grade entry will be reviewed during orientation and an instruction guide will be made available as well.

Grading Scale

The DCN grading scale for undergraduate programs, with equivalent percentages, is as follows:

Letter Grade	Percentage Range	GPA
A+	95 to 100	4.00
A	90 to 94	3.75
B+	85 to 89	3.50
B	80 to 84	3.00
C+	78* to 79	2.50
C	70 to 77	2.00
D	65 to 69	1.00
F	≤ 65	0.00

* The minimum grade of a “C+” (78%) is required to pass any course

Other letter grades include:

I	Incomplete	No grade point
W	Withdraw	No grade point
T	Transfer Credit	No grade point

Only one repeat of a course may be attempted. A second failure of the same or a different course may result in dismissal from the program. A cumulative grade point average (CGPA) of 2.5 is required for graduation and awarding of an ADN or BSN Degree.

The following standard ten (10) point grading scale is utilized in the Master of Science in Nursing degree program:

Letter Grade	Percentage Range	GPA
A	90 to 100	4.0
B	80 to 89	3.0
C	70 to 79	2.0
D	60 to 69	1.0
F	0 to 59	0.0

Grades of “A” or “B” represent superior or satisfactory progress toward the Master of Science in Nursing degree. The grade of “C” is a passing grade in the MSN program and counts toward graduation. It is understood to mean less than satisfactory achievement. A candidate is required to maintain a minimum 3.0 (B) cumulative grade point average, but no grades may be lower than “C” regardless of grade point average. A maximum of two courses with a grade of “C” may count toward graduation; however, students who receive a grade of “C” or lower in two courses at the 600-level are subject to academic review. Students who receive a grade of “D” or lower for a 600-level course must repeat the course. Students who receive a grade of “D” or lower for two 600-level courses (or a repeated course) are subject to academic review and potential dismissal from the program.

Withdrawal from Courses

Denver College of Nursing’s courses are offered sequentially to provide students optimal success and completion within the time frame allotted. Students are strongly advised not to withdraw from a course unless it is for reasons of great importance such as a verifiable personal emergency or military obligation.

Note: A student who is contemplating withdrawing should be cautioned that:

- The student may have to wait for the appropriate course to be offered
- Graduation date will change
- A student must repeat all courses from which the student elected to withdraw prior to receiving a final passing grade
- Financial aid and/or tuition costs may be affected
- There may not be space available in the class or clinical upon his/her return
- A course grade of W counts towards the two failure limit for dismissal from Denver College of Nursing (unless waived by the Scholastic Standards Committee)

Students who withdraw from a course or from Denver College of Nursing will receive a grade of “W” if they withdraw before the end of the sixth week of the term. If students withdraw after the sixth week of the term, they will receive a grade of “F”.

Incomplete Grades

See the DCN Catalog

Late Papers, Presentations, Tests, and Quizzes

When absent on a day that an assignment or exam is due, students may turn in the assignment or make up the exam **within 7 days** of the due date, if the absence is deemed excused by the Program Director (see Excused Absences in the DCN Catalog). For missed exams, a different exam will be given. If the assignment is not turned in or the exam is not taken within this time period, a grade of zero will be given. **For unexcused absences**, 10% will be deducted off the assignment/exam grade before grade is posted. See the DCN College Catalog for additional information.

Grade Appeal

Each student has access to Blackboard and the Campus Portal where all grades are posted. Questions regarding grades must be addressed, in private, between the student and the faculty member. The student may discuss an exam or project grade with a faculty member or request a recalculation of scores to ensure accuracy at the time of the posting of grades by the faculty. In the event the grade issue is not resolved, the student has the right to submit a final course grade appeal. See the College Catalog for details of this process.

TESTING

Testing Integrity Methods

Test development is key in determining students’ ability to understand and apply nursing concepts to practice. Most questions should be written at the application and analysis level with few questions at the comprehension and knowledge level. Faculty members are responsible for the monitoring of the testing environment and for use of reasonable actions to prevent cheating. The testing environment is to be monitored by at least one instructor. If testing is scheduled for more than one cohort, different versions of the exam are to be used.

All exams must have a signature line added at the top of the exam, along with the following statement (or one similar), “I hereby acknowledge that I will not provide or share any of the information contained in this exam with any current or future students.”

All faculty will follow the DCN Classroom Exam Proctoring Protocol during exam administration:

- Write the information to be completed on the Scantron form on the front whiteboard
 - **ID#** - have them provide the last 4 digits of their SSN as their ID
 - **Name** – Last First
 - **Code** – their cohort identification (A, B, C, D, or ADN)
 - **Test form** – Version A, B, C, etc. or other identifying letter of their exam version
 - **Exam #**
- Prepare students for the exam by:
 - Putting all bags and accessories to the front/back of classrooms

- Have all students keep phones with them at their station and turn them OFF (not airplane or vibrate)
- Faculty then **collect ALL phones and smart watches** from each student into the collection bin to verify they do not have electronic devices (make students retrieve their phone from their bags and put into the bin if not with them at their testing station)
- Have students wearing hats be sure to turn them backwards so bills are facing away
- Pass out the DSN calculators to each student (if applicable for your exam)
- There should be nothing at the student workstations except for their writing utensils, a beverage (preferably in clear containers), and possibly calculators
- Walk through the room and have students lift the gray lids to the electrical outlets on each table to ensure nothing has been stored in those areas
- Pass out Scantron sheets to have students begin filling out identifying information
- Pass out exam booklets, ensuring that students have alternating versions (at least 3 for BSN cohorts)
- Ensure there is no talking or communication as soon as exams have made it into student hands
- Set a specified time limit for the exam and communicate that deadline with the students
- Try to discourage questions during the exam, as it takes your attention away from proctoring, and inadvertently leads to “hints” or other devices that may be unfair to other testers
- Begin to **continually walk the room** to watch for any “wandering eyes”, sharing of information, use of unauthorized materials, etc.
- **Students are not allowed to leave the testing room** to use the restroom or any other circumstance unless they have finished their exam, or agree to turn in their exam for grading and not return
- Students are allowed to regain possession of their phones and devices after turning in their exams
- Periodically announce how much time is remaining (usually begin this with 20min or less to go)
- Call time when the deadline is reached and have all remaining students promptly turn in exams
- After all students are finished, be sure all calculators are returned to the storage bin

Health Education Systems Inc. (HESI)

HESI exams are a set of standardized, timed, and computerized exams that will be given throughout various courses at DCN. These tests are utilized by hundreds of nursing programs across the nation due to their efficacy at testing nursing students’ preparedness and critical thinking skills, regarding potential content covered on the national NCLEX-RN exam. The HESI exams also gauge and verify that a nursing program’s curriculum is robust and adequately covers content and sufficiently prepares the students for the national boards. Although these tests are different from the NCLEX-RN, they have been proven valid and reliable in predicting the students’ likelihood of passing the NCLEX. At DCN, the HESI exams are utilized in the prelicensure nursing programs. For additional information, see HESI Advising.

Dosage Calculation Exam Process

All students will take version 1 of the Pharmacology and dosage calculation HESIs in quarter 2 during the pharmacology course.

At the end of quarters 3, 4 and 5, students will have three (3) attempts to receive 100% on an instructor generated dosage calculation exam. The first attempt of this exam will be given in the didactic classroom. Exams will be collected and graded. No opportunities to correct answers will be given. All students must receive 100% on the dosage calculation exam in order to successfully complete the course. A student requiring a second or third attempt on the dosage calculation exam must make arrangements with the course instructor to take it. The goal is to have each student pass on the first attempt. Second and third attempts will be scheduled as needed.

Any student who does not receive a 100% on third attempt of this exam has been unsuccessful in fulfilling course requirements; hence a course failure will result.

For BSN Students: in quarter 6, Version 2 of the Pharmacology and Dosage Calculation HESIs will be given in the Transitions Course (NUR 460). Students **MUST ACHIEVE** a passing score (above 950) on the Dosage Calculation in order to attend a clinical rotation for NUR485. Should the student fail to achieve the passing standard of 950 on the Dosage Calculation HESI, the student will be required to have single attempt at a faculty generated dosage calculation exam and pass it with 100% in order to attend the clinical portion of NUR485. Failure to pass this second dosage calculation exam will lead to a failing grade in NUR460 (Transitions).

For ADN students: There will be no dosage calculation exam in quarter 5. In quarter 6, Version 2 of the Dosage Calculation HESI will be given in week 2 of the Capstone course (NRS217). The Dosage Calculation HESI counts for 10% of the final grade. Students must achieve a Benchmark of 900 on this exam. The exam will consist of 55 multiple choice questions Students will have 2 hours to complete the exam.

If a score of ≥ 900 is not achieved, the student must meet with the pharmacology/dosage calculation instructor for remediation. The minimum remediation time is 1 hour for every 25 points below benchmark. (For example: a score of 875 or above requires at least 1 hour of remediation, a score between 800 to 850 requires at least 2 hours of remediation, etc.).

If the student does not meet with the pharmacology/dosage calculation instructor, the student will not be permitted to take the pharmacology HESI. When the remediation has been successfully completed, the student will be given a “ticket” for entrance for the pharmacology HESI (given in week 9 of the quarter). On the day of the pharmacology HESI, the student must present that “ticket” to the faculty in order to take the exam.

NCLEX SUCCESS PROGRAM

The NCLEX Success program is fivefold:

1. Multiple research studies indicate a strong relationship between students' exposure to Priority NCLEX type questions (application and analysis), and success on the NCLEX exam. Therefore, all students are required to complete a designated number of focused NCLEX-style questions in all nursing courses. The questions may be obtained from a variety of sources, including NCLEX review books, course study guides, Evolve resources and/or Kaplan resources. Evolve case study questions may NOT be used for this assignment. It is recommended that high risk students be exposed to 5,000 or more NCLEX style questions prior to graduation. Faculty can determine the number of questions per week, but should not go below 20 questions/week. These practice questions are a valuable tool for students for NCLEX success. Therefore, students who use these practice questions, and work them with the intent of self-improvement will have a better chance of being successful on the NCLEX exam. See specific course syllabi for details.
2. Students are required to take HESI Specialty Exams at the end of most nursing courses. The goal is for students to test at 78% conversion score or above (~850) on these exams. Faculty need to review the results of these specialty exams, as well as the comprehensive exams given at the end of the nursing program to determine areas which need to be reinforced in their courses. See Advising area for additional information.
3. Use of the Kaplan curriculum learning modules and the end of program review as a part of the Capstone course are required. All students will participate in online Kaplan and Live Kaplan review in the Capstone course.
4. HURST review is required in the Capstone course. Students are required to attend the entire review session. The objective of the review is to provide students with comprehensive review of content prior to taking the NCLEX.
5. The National Council of State Boards of Nursing is required for students enrolled in NUR 460 in the BSN program and NRS 217 in the ADN program. Students are required to successfully complete the five-week review within the respective courses.

PROGRAM EVALUATION

The faculty participates in the systematic evaluation and improvement of the nursing program(s). Faculty members participate in the collection and evaluation of data related to measuring estimated levels of achievement (ELAs) and meeting accreditation and regulatory requirements by contributing to DCN's *Systematic Plan for Evaluation* (SPE).

Students provide written feedback to the administration and faculty concerning program courses. Faculty members are responsible for working with the Dean and/or Program Directors to ensure students complete classroom and clinical satisfaction surveys (Blue) at midterm and the end of each course/clinical. Surveys are completed online so faculty members are not present during survey completion. Results of the surveys are shared with faculty as soon as they are available in the following quarter.

FACULTY EVALUATIONS

Frequency

Evaluation of faculty is intended to guide, mentor, and correct the direction of the faculty member as a method of quality assurance and quality improvement. If specific improvements are necessary, these will be incorporated with a time line for completion. Classroom faculty will be evaluated by the Dean, or designee, twice during the first year then annually. Non-didactic faculty will receive an evaluation from the department Director. Evaluations are timed according to hire date. Additionally, clinical faculty will be evaluated through unannounced clinical site visits by the Clinical Office staff. Classroom faculty will have classroom evaluations done periodically.

Student Evaluation of Faculty

Students have the opportunity to evaluate classroom and clinical faculty at midterm and at the end of each quarter when they complete the course evaluation surveys (Blue is the current survey instrument). The surveys are completed by the students online under the direction of the Director of Academic Support. Program administrators can view specific results by accessing the survey results online post completion. Program administrators will share individual faculty results with faculty as soon as results are available in the following quarter.

Compensation

Compensation reviews are provided annually from the date of the last review. A copy of the Employee Performance Evaluation can be obtained from the Dean or the HR department.

COMMITTEES

The committee structure at Denver College of Nursing has been designed to sustain evaluation across the campus. Many of DCN's committees benefit from student participation and involvement. The Faculty Organization at the Denver College of Nursing is known as the Academic (formerly Faculty) Senate. The Academic Senate provides input into curriculum, educational standards, policies, procedures, and recommendations for more effective educational operations.

Other college-wide committees at DCN include:

- Admissions Committee
- Conduct Standards Committee
- Curriculum Committee
- Executive Committee
- Faculty Committee
- Global Health Perspectives (GHP) Committee
- Outcomes and Assessment Committee
- Program Advisory Committee
- Resource Committee
- Scholarship Committee
- Scholastic Standards Committee
- Student Affairs Committee

All full time faculty are invited to participate in the Academic Senate and must participate in at least one other college-wide committee. By-laws of each committee are available for review.

A description of each committee (listed alphabetically) follows:

Admissions Committee: The Admissions Committee reviews prospective student applications and makes recommendations as to the acceptability of prospective students based on Admissions criteria. In addition, the Committee reviews policies and procedures used to recruit applicants, making recommendations for changes as needed based upon relevant data. The Committee is responsible for collecting and disseminating data for evaluation of Admission.

Conduct Standards Committee: The Conduct Standards Committee reviews student conduct standards of behavior, integrity, and other issues that are not academic in nature. The committee has the authority to take appropriate action, up to and including expulsion. The committee also hears appeals presented by the student.

Curriculum Committee: The Curriculum Committee reviews and makes recommendations to the Academic Senate for all curriculum changes or new programs. The committee meets once a month, working to assure that students in each program are being taught effectively based on their needs and the overall leveling of content across the curriculum.

The Curriculum Committee also plays a key role in assessment at the college, and the results of curriculum assessment are shared via the Curriculum Chair or designee to Nursing Faculty Committee and/or Academic Senate. Consistent with the goals of DCN, the Curriculum Committee has the authority to recommend changes to courses, the Student Handbook, and Catalog. Content Teams are sub-committees of the curriculum committee. See below for additional information on Content Teams.

Executive Committee: The Executive Committee focuses on leadership in overseeing the program of evaluation and feedback designed to strengthen Denver College of Nursing (DCN). The Executive Committee, because of its broad representation, provides feedback from faculty, staff, graduates, employers, and students, relative to the goals of the college to provide excellence in the education of students for the diverse opportunities in nursing. Likewise, issues or concerns that might negatively impact the quality of the programs are easily shared and solutions discussed in a timely manner.

Faculty Committee: The purpose of the Faculty Committee is to serve and administer to the needs of the nursing, science, and general education faculty in overseeing the educational mission of the college. This includes reviewing and revising the curriculum and making recommendations to the Dean of Nursing Education Programs and to appropriate administrative College officials on matters affecting the general welfare of the college and its activities.

Global Health Perspectives (GHP) Committee: The purpose of the GHP Committee is to provide oversight and direction to the GHP program. The program is an intra-curricular program of Denver College of Nursing that provides the opportunity for clinical credit to be earned from all DCN degree programs. GHP focuses on student development in global health settings in Denver and around the world, while combining classroom training with in-field service-learning internships, and is integrated throughout the Denver College of Nursing curriculum path.

Outcomes and Assessment Committee: The Outcomes and Assessment Committee is responsible for planning, implementing, and evaluating the collection, analysis, and dissemination of assessment materials throughout the college. This includes expected levels of achievement; assessment methods; results of data collection and analysis; evidence of use of findings; and actions for program development, maintenance, or revision as consistent with DCN's mission.

Program Advisory Committee: The Program Advisory Committee represents the interest of students of the college, the Board of Trustees, potential employers of graduates of the programs, and other community members affected by the program. Its purpose is to provide guidance, recommendations, and support to the Board of Trustees and College administration regarding academic matters, professional nursing, and college operations. The Program Advisory Committee acts in an advisory capacity.

Resource Committee: The Resource Committee focuses on budget needs, acquisitions of physical and technological material, expansion of access for virtual services, and LRC relationships with faculty, staff, and students. The Resource Committee meets once per month.

Scholarship Committee: The Scholarship Committee reviews special student situations where a student may be in jeopardy of being dropped from the program due to unusual circumstances. Through its work, this committee ensures that students in unique situations may be considered for options that would enable them to stay in college when they may otherwise drop for financial reasons. The committee reviews the issues and reports recommendations to the President for action.

Scholastic Standards Committee: The Scholastic Standards Committee reviews students at risk, provides input for program changes and more effective educational operations, works to improve teaching effectiveness, and supports academic integrity, and the accreditation process. In addition, the committee is a decision making body that considers student appeals for a waiver or a grade change due to extenuating circumstances.

Student Affairs Committee: The Student Affairs Committee organizes formal events for students, ensuring they are appropriately scheduled, adequately staffed, and positively and accurately representing Denver College of Nursing (DCN) and its policies and procedures. The Student Affairs Committee is responsible for planning graduation and orientation on a quarterly basis.

All committees meet at least monthly or as often as necessary to accomplish the committee's responsibilities. Specific activities may require additional attention to timing. Standing Committee decisions are taken to the Academic Senate meetings for approval. Decisions made by the Academic Senate and all other college-wide committees are taken to the Executive Committee for final approval. Ad Hoc Committees and special Task Force groups may be formed at any time to address a specific area of need.

Committee Terms of Service

1. Faculty:
 - a. All faculty participate in the Academic Senate from date of hire

- b. The term of service on all college-wide committees shall be for a minimum of two years or until the faculty chooses to withdraw from the committee. Faculty may be appointed to the committee by the Dean, or designee, or serve on a volunteer basis.
2. Staff:
 - a. The term of service on a college-wide committee shall be for a minimum of two years or until the staff chooses to withdraw from the committee. Staff may be appointed by the College President or serve on a volunteer basis.
3. Students:
 - a. Students are invited to participate in all college-wide committees.
 - b. Students shall serve a two year term or until the student chooses to withdraw from the committee. Students may be appointed by the Dean or designee or serve on a volunteer basis.
4. Community representatives
 - a. Community representatives are invited to participate in all college-wide committees.
 - b. Community representatives shall serve a two year term or until the community representative chooses to withdraw from the committee. Community representatives may be appointed by the Campus President or designee or serve on a volunteer basis.

Quarterly “All-Hands” Meetings also provide a formal opportunity for faculty, staff, and administrators to discuss results of the assessments of student learning and to review necessary budgetary and/or programmatic changes.

Content Teams

The purpose of content teams is to improve communication between the didactic, skills, simulation, and off-site clinical elements of each course. The content teams will examine curriculum for continuity, and adherence to current evidence-based practices while supporting the principles of academic freedom. Content teams are sub-committees of the curriculum committee and are organized as follows:

Foundations/ Health Assessment/ Patho/ Pharm
 Med-Surg I/ Med-Surg II
 OB/ Peds
 Mental Health/ Community Health
 Topics/ Leadership/ Capstone

Recommended Content Team Lead Faculty Responsibilities

- Assembles content team to include faculty who are instructors in the content area(s) of the team (e. g., med/surg would include instructors teaching didactic, med/surg skills lab, med/surg simulation, and med/surg off-site clinical).
- Facilitates collaboration between didactic, skills, simulation, and off-site clinical faculty.
- Communicates each course syllabus, calendar, and teaching plan with all members of the team.
- Conducts a minimum of one content team meeting per quarter.
- Participates in one clinical visit, as time allows

- Documents and reports activity to the Curriculum Committee Chair, as soon after each meeting as possible
- Completes specific projects, as assigned, within designated timeframe (e. g., standardizing course syllabus by the end of the term).
- Participates in Scholastic/Standards committee, if requested

APPENDICES

APPENDIX A



Nursing Faculty Orientation Checklist

Name _____

Date of Hire _____

Campus _____

Date	Orientee Initials	Topic	Mentor Initials	Comments
Phase I General Orientation to Denver School of Nursing (DSN)/ Education Affiliates (EA)				
Orientation to be completed in first week of employment				
		Complete Job Application i.e. W2 forms, health insurance if applicable		Completed in HR
		Official Transcripts on file		Completed in HR
		License Verification with copy in personnel folder		Completed in HR
		CV Updated with employment		
		CPR current		Completed in HR
		Immunizations current per policy		Completed in HR
		Drug screen completed		Completed in HR
		Background Check completed		Completed in HR
		Job description – signed and dated		Completed in HR
		DSN Employee Handbook acknowledged and dated		Completed in HR
		Functional Abilities of the Nurse attestation signed		
		Nursing Faculty Handbook – signed acknowledgement and dated		Completed in HR
		Catalog – signed acknowledgement and dated		Completed in HR
		Student Handbook – signed acknowledgement and dated		Completed in HR
		Performance Evaluation Template signed acknowledgement and dated		
		National Accreditor Credential		

		form completed (if required)		
		State Credential Form Completed (if required)		
		Email address obtained		Completed in HR
		Share Point Access set up per employee status		
		Faculty Development Plan initiated		
		Review Board of Nursing rules and regulations including clinical and clinical faculty		
		Campus Overview		
		Mission and Philosophy reviewed		
		Tour of facility		
		Parking policy discussed if applicable		Completed in HR
		Copy machine use		
		Fax machine use		
		Phone access		
		Computer and printer		
		Keys and Codes		
		ID Badge		
		Payroll Procedures		Completed in HR
		Fire and Safety Procedures		
		Where to find Policies and Procedures –campus and EA		
		Administrative resources, i.e. administrative assistant and so forth		
		Organizational Charts – EA and campus		
		Faculty and Staff Contact Lists		
		Enrolled in Virtual Training Academic FDP 100 with expectation date for completion		
		Enrolled in Nurse Tim modules with expectation for completion shared		
		Required attendance at faculty meetings reviewed		
		Accreditation—federal, state and agency specific reviewed		
		Text book distribution process discussed		
		Reviewing how to use classroom technology		
		Student Attendance Classroom, Skills lab, and Clinical policy		
		Submitting Daily Attendance requirement		

		Grade submission at end of term		
		Clinical Evaluations Review and policy for completion		
		Wonderlic Midterm Evaluations		
		Wonderlic Clinical Evaluations		
		Helix Didactic Evaluation		
		Compliance Reporting Phone Number		
		FERPA and Confidential Student Records		
		Departments Orientation		
		Campus Administrative Team		
		Dean of Education		
		Admission process		
		Financial aid		
		LRC Manager: Learning resources Copy right law Technology utilization Virtual on-line library		
		Registrar: Attendance – including clinical Grades submission		
		Career Services		

Faculty Signature Indicating the Phase I Orientation is complete.

Faculty

Date

Dean/Director of Nursing

Date

Phase II DSN/ EA Nursing Division Orientation – to be completed within 2 weeks of employment				
		Mentor Assigned – use DSN/EA mentoring policy & procedure		
		Medication Administration Form – signed acknowledgement		
		Evolve Success Program Reviewed as posted on share point		
		Evolve Faculty account created		
		HESI Champion and Role		
		Kaplan Resources Training Schedule and completion date set		
		Overview of Course Syllabus – Acknowledgment of the process to seek approval for changes		
		Legal issues of teaching and it's relation to the syllabus, student handbook and catalog		
		Review of Skills lab and Simulation requirements		
		Office Hours – coach and advising		
		Master Schedule of Classes		
		Role of Clinical Coordinator		
		Course Lead Responsibilities		
		Classroom Observation Completed and results reviewed		

Faculty Signature Indicating the Phase II Orientation is complete.

Faculty

Date

Dean/Director of Nursing

Date

Phase III Faculty Development – Completed by 6 th week of employment				
		Professional development plan created		
		Nurse Tim Part I		
		Virtual Training Academy – FDP 100 completed		
		Classroom Observation Completed and results reviewed		
Phase III completed				
_____			_____	
Faculty			Date	
_____			_____	
Dean/Director of Nursing			Date	
Phase IV Faculty Development – Completed by 24 th week of employment				
		Nurse Tim Part II		
		Completion of Mentoring Program		
		Classroom Observation Completed and results reviewed		
Phase IV completed				
_____			_____	
Faculty			Date	
_____			_____	
Dean/Director of Nursing			Date	
Phase V Faculty Development – Completed by 36 th week of employment				
		Nurse Tim Part III		
Phase V completed				
_____			_____	
Faculty			Date	
_____			_____	
Dean/Director of Nursing			Date	

Phase VI Faculty Development – Completed by end of 1 st year of employment				
		All Items listed on Faculty Development Plan		
		Performance Review Completed		
Phase VI completed				
_____			_____	
Faculty			Date	
_____			_____	
Dean/Director of Nursing			Date	

Mentor’s printed name, signature and initials:

1. _____
2. _____
3. _____
4. _____
5. _____

Please put this completed document in the Nursing Faculty’s Employee File

Appendix B - ACCIDENT REPORT

All injuries should be reported immediately

Page 1 of 3

Name(s) of students(s)/employee(s) involved:		Last FOUR digits of Social Security #:		Phone #:	
Street Address:		City:		State:	Zip Code:
Date and time of accident:			Location of accident:		
Describe what happened (attach additional sheets if necessary):					
How and why did this happen (attach additional sheets if necessary):					
Describe injuries (attach additional sheets if necessary):					
Names of Witnesses (if any, if not, then N/A):					
1.		2.			
3.		4.			
Were photographs taken of the scene (please circle): Yes No			Were police, fire or ambulance called (please circle and indicate): Yes No		
			Police Fire Ambulance		
Did injury occur on college premises (please circle): Yes No			Hospitalized overnight as an in-patient (please circle): Yes No		
Injury site and address:					
Name and address of treating health care professional:					
Name and address of facility where treated:					
Initial treatment (please circle): None Minor on-site Clinic/hospital Emergency room Hospital >24 hrs.					
DSN Employee this incident was reported to:					
Student/Employee Signature:				Date Completed:	
Please return completed form to DSN Business Office FAX: 303-295-1655 EMAIL: DSN_HR_Payroll@edaff.com					

DESIGNATION OF MEDICAL PROVIDERS

Denver College of Nursing hereby designates the following medical providers to provide treatment for your work related injuries:

All injuries should be reported immediately

Page 2 of 3

<i>Facility</i>	<i>Type</i>	<i>Miles from DCN</i>	<i>Selection</i>
Concentra Medical Center 1730 Blake St Ste 100 Denver, CO 80202 P 303-296-2273	Occupational Medicine Clinic Urgent Care Clinic	0.03	<input type="checkbox"/>
Concentra Medical Center 2490 W 26th Ave Ste 200a Denver, CO 80211 P 303-433-2300	Occupational Medicine Clinic	1.10	<input type="checkbox"/>
On The Mend Occupational Medicine 3900 S Wadsworth Blvd Ste 325 Lakewood, CO 80235	Occupational Medicine Clinic	8.49	<input type="checkbox"/>
Exempla Stapleton Family & Occ. Medicine 2803 Roslyn St Denver, CO 80238 P 303-403-6300	Occupational Medicine Clinic	5.22	<input type="checkbox"/>
I elect to decline or not seek further treatment			<input type="checkbox"/>

Please check the box next to your choice, then sign and date on the lines below.

Signature of employee/student

Date

The name and contact information of our authorized representative is:

Renee McMillin, Director of Business Operations

The name and address of our insurer/third party administrator is:

Travelers Insurance Company
 P.O. Box 173762
 Denver, CO 80217-3762
 Phone: (800) 227-1538
 Fax: (877) 801-9674

If you have any questions, please contact our authorized representative or insurer/third party administrator.

INSTRUCTIONS FOR USING THIS FORM AND REPORTING ACCIDENTS

All injuries should be reported immediately

Page 3 of 3

- ❖ This form is for internal use to document and report accidents regardless of injury or damage. Please complete pages one and two in their entirety.
- ❖ Whenever an accident results in an injury or material property damage, please fax or email a copy of a completed Accident Report to the Director of Business Operations in the Business Office. The fax number and email address are located at the bottom of the form. The appropriate authorities will be notified.
- ❖ If you use this form to document minor mishaps or if no personal injuries or property damage resulted from the incident, please forward a copy of the report to the Director of Business Operations. The incident will be reviewed for safety and/or security concerns.
- ❖ It's advantageous to take photos of accident scenes whenever possible. Document everything that may be helpful to understanding what happened and why.
- ❖ Depending on the nature of the accident or injury, the student/employee has the option to utilize their regular medical provider or the nearest urgent/critical care center or emergency room as deemed necessary.

IF YOU ARE INJURED ON THE JOB, WRITTEN NOTICE OF YOUR INJURY MUST BE GIVEN TO YOUR EMPLOYER WITHIN FOUR WORKING DAYS AFTER THE ACCIDENT, PURSUANT TO SECTION 8-43-102(1) AND (1.5), COLORADO REVISED STATUTES.

IF THE INJURY RESULTS FROM YOUR USE OF ALCOHOL OR CONTROLLED SUBSTANCES, YOUR WORKER'S COMPENSATION DISABILITY BENEFITS MAY BE REDUCED BY ONE-HALF IN ACCORDANCE WITH SECTION 8-42-112.5, COLORADO REVISED STATUTES.

APPENDIX C

RECEIPT OF NURSING FACULTY HANDBOOK

I acknowledge that I have received a copy of the Denver College of Nursing Faculty Handbook and that I have read it thoroughly. I agree that if there is any policy or provision in the Handbook that I do not understand, I will seek clarification from the Dean or the HR department. I understand that Denver College of Nursing is an "at will" employer and as such employment with the College is not for a fixed term or definite period and may be terminated at the will of either party, with or without cause, and without prior notice. No supervisor or other representative of the company (except the Campus President) has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. I understand that nothing contained in the Handbook may be construed as creating a promise of future benefits or a binding contract with Denver College of Nursing for benefits or for any other purpose. I also understand that these policies and procedures are continually evaluated and may be amended, modified, or terminated at any time.

Please sign and date this receipt and return it to your HR Representative.

Date: _____

Signature: _____

Print Name: _____



DENVER COLLEGE OF NURSING

1401 19th Street Denver, Colorado 80202
denvercollegeofnursing.edu | 303.292.0015

