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I. History

The first baccalaureate degree-nursing program in West Central Wisconsin was established at what was then known as Wisconsin State University-Eau Claire, when 22 students were accepted as majors in the new School of Nursing in September 1965. The University and community leaders had seriously discussed the possibility for such a program for a number of years, and consultation had been sought from the National League for Nursing on several occasions. In 1964, the President of the University, Dr. Leonard Haas, approved the appointment of Marguerite Coffman to lay the groundwork for a degree-nursing program to be initiated in the fall of 1965.

Dean Coffman, having served as educational consultant for the Kansas State Board of Nursing for eight years, and later as director of degree and continuing education programs for registered nurses at the University of Kansas, brought with her a wealth of experience for establishing an educationally sound program. Many of the baccalaureate degree programs at that time resided within the organizational structure of university medical schools or as an academic unit in arts and sciences colleges. Such an arrangement placed the person responsible for the nursing education program under non-nursing deans or department heads, too far removed from the points at which decisions were made in regard to budget and other administrative matters that had an impact on nursing education. One of the conditions Dean Coffman had attached to her acceptance of her contract was that the program was to reside within the context of the University as an autonomous school, which gave her and the faculty access to, and representation in, the top-level decision-making processes of the institution.

Final approval by the Board of Regents and approval by the State Board of Nursing in July 1965 was followed by what was then known as "reasonable assurance of accreditation" by the National League for Nursing. Accreditation made it possible for a new School to secure federal funds available through the National Nurse Training Act of 1964.

In the fall of 1965, Luther Hospital announced the closure of its three-year diploma school with the graduation of its 1967 class. This development necessitated quick re-planning to accommodate the resulting increase in enrollment and revision of the curriculum to utilize Luther Hospital clinical facilities in addition to the Sacred Heart Hospital facilities.

Dean Marguerite Coffman retired in 1977. She was succeeded by Dr. Suzanne Van Ort who continued as dean until 1982. Dr. Patricia Ostmoe was appointed Dean in 1982. In 1989 she was appointed acting Vice Chancellor of the University to fill a one-year vacancy of that office. During that period Associate Dean Dr. Linda Finke served as acting Dean of Nursing. Following the 1989-90 school year, Dean Ostmoe returned to the School of Nursing as Dean and continued in that position until July 1995.

The organization of the School has undergone several transformations. Between 1965 and 1970, the School operated as a unit, with coordinators of the various clinical areas responsible for implementing the curriculum. In 1970, the School took on the pattern of the rest of the University with the establishment of five departments: Medical-Surgical Nursing, Maternal-Child Health Nursing, Community Health Nursing, Psychiatric Nursing and Nursing Leadership. That pattern continued until July 1984, when these departments were dissolved and replaced with the departments of General Nursing, chaired by Dr. M. Regina Venn, and Adult Health Nursing, chaired by Dr. Norma J. Briggs. This arrangement organized the faculty along graduate and undergraduate lines. The transformation continued with a planned reorganization of the School into three departments, completed in September 1990. Dr. Marjorie Bottoms served as the first chair of the Department of Nursing Systems. Dr. Winifred Morse was appointed to chair the Department of Adult Health Nursing and Dr. Mary Wright chaired the Department of Family Health Nursing.
Administrative adaptations were made to facilitate the efficiency of the School and its various programs. Sister Joel Jacobi, Elaine Menges and Shirley Carlson all served as coordinators of continuing education prior to the appointment of Dr. Rita Kisting Sparks as Coordinator of Continuing Education in 1985. Dr. Sparks’ title was changed to Assistant Dean for Continuing Education in 1988.

The position of Associate Dean for Student Affairs was created in 1979. Berniece Wagner served in that capacity until her retirement in 1988. Dr. Linda M. Finke was appointed Associate Dean that same year. Dr. Finke resigned in 1991 and Dr. Marjorie Bottoms was appointed Acting Associate Dean.

In January 1995 Chancellor Larry Schnack announced a proposed merger of the School of Education, the School of Human Sciences and Services, and the School of Nursing into a new college, the College of Professional Studies. The nursing faculty voted unanimously in February 1995 to oppose the restructuring. The Academic Policies Committee of the University also opposed the merger but the University Senate voted to endorse the restructuring. Dr. Ostmoe left the deanship to return to teaching on June 30, 1995. Dr. Ronald N. Satz was appointed Dean of the College of Professional Studies. With this reorganization, Dr. Marjorie Bottoms was appointed Associate Dean and Educational Administrator. Upon Dr. Bottoms’ resignation as Associate Dean, Dr. Susan J. Johnson Warner was appointed Associate Dean and Educational Administrator in July 1998. In 1999, Dr. Ronald N. Satz accepted a position as vice-chancellor. Dr. Carol Klun was appointed Interim Dean for the College of Professional Studies. Dr. Rita Kisting Sparks was appointed Interim Associate Dean and Educational Administrator upon Dr. Warner’s resignation in June 2000. In May of 2001, Dr. Mark Clark was appointed Dean of the College of Professional Studies. In July of 2002, Dr. Sparks retired and Dr. L. Elaine Wendt was appointed Interim Associate Dean and Educational Administrator and in 2003 she was appointed the Associate Dean and Educational Administrator.

In May of 2004, Chancellor Donald Mash notified the campus that the College of Professional Studies would be dissolved in September of 2004, and we were officially named the College of Nursing and Health Sciences. This new college was comprised of four departments: Adult Health Nursing (Dr. Sheila Smith, chair), Family Health Nursing (Karen Maddox, interim chair), Nursing Systems (Dr. Mary Zwygart-Stauffacher, chair), and Public Health Professions (Dr. Doug Olson, chair). Dr. L. Elaine Wendt was named Dean of the College and Dr. Mary Zwygart-Stauffacher was appointed Interim Associate Dean, and was named Associate Dean in May of 2005, and Dr. Lois Taft was named chair of the Department of Nursing Systems.

In 2007 the nursing faculty voted to restructure from three academic nursing departments to a department of the whole. Thus, the College was comprised of two departments: the Department of Nursing and the Department of Public Health Professions. Dr. Mary Zwygart-Stauffacher was Interim Chair of the new Department of Nursing and then Dr. Lois Taft subsequently filled the Nursing Department Chair position while a national search was completed. Following the search, in 2009, Dr. Rosemary Jadack was named the Chair of the Department of Nursing. Ms. Karen Maddox served as Interim Chair of the Department of Public Health Professions. When Dr. Wendt retired in June of 2008, Dr. Mary Zwygart-Stauffacher was named Interim Dean for the College. In 2007, an Assistant Dean: Eau Claire for Pre-Licensure programs position was created and filled by Dr. Sheila Smith; in addition the Coordinator for the Marshfield site position was changed to Assistant Dean for the Marshfield Site, which continues to be held by Dr. Robin Beeman. Dr. Debra Jansen was named Acting Associate Dean in 2009. In 2010, Provost Kleine approved the increase of appointment for the Associate Dean position, allowing for restructuring of the position and also that of the Eau Claire Assistant Dean position. With the restructuring, Dr. Sheila Smith served as the Assistant Dean for Evaluation and Strategic Initiatives from 2010 until her retirement in 2012. Dr. Debra Jansen served as Interim Associate Dean from 2010 to 2012.
Following a national search in 2010-2011, Dr. Linda Young was appointed as Dean of the College of Nursing and Health Sciences beginning August 2011. Dr. Mary Zwygart-Stauffacher became the Graduate Nursing Programs Director and the BSN Completion Program Coordinator, and subsequently named the Assistant Dean for Post Licensure Programs in July 2012. Dr. Debra Jansen was appointed as Associate Dean beginning in July 2012, after a national search. With Dr. Smith’s retirement, beginning with the 2012-2013 academic year, Dr. Shelley Rae Pehler began serving as the Nursing Programs: Director of Evaluation/Assessment and Dr. Rita Sperstad as the Department of Nursing: Coordinator of Equity, Diversity and Inclusion (EDI). In July 2013, the Environmental Public Health Program, the only program within the Department of Public Health Professions, moved to the College of Arts and Sciences. The Assistant Dean for Post Licensure Programs position was converted to a Nursing Graduate Programs Director position and a BSN Completion Program Director position around 2014-2015. Dr. Mary Zwygart-Stauffacher and Dr. Rosemary Jadack are serving in those roles, respectively. Beginning in July 2015, Dr. Robin Beeman began serving as Interim Department Chair with Dr. Rita Sperstad serving as interim Traditional BSN Program Director. The interim titles were removed for Dr. Beeman and Dr. Sperstad in the summer of 2016.

The 2015-2016 academic year marked the 50th anniversary of the nursing program. A 50th Anniversary Gala Celebration was held at the Florian Gardens in Eau Claire on October 9, 2015. Dr. Rita Kisting Sparks, Dr. Elaine Wendt, Dr. Marjorie Bottoms, and Dr. Linda Young shared reflections of events that transpired during their time as nursing leaders. Greetings also were shared by Dr. Young from Dr. Patricia Ostmoe, Dr. Suzanne Van Ort, Dr. Susan Johnson Warner, Dr. Mary Zwygart-Stauffacher, and Sister Joel Jacobi. The Gala included a silent auction, proceeds of which were used to fund improvements to the simulation laboratories. The annual Nursing Alumni Homecoming Walk was held the subsequent morning, at which time a Nursing Alumni Homecoming Quilt created by Ms. Vicki Vogler, a BSN and MSN alum, using t-shirts from prior walks, was dedicated.

Facilities
During 1965-66 the School operated out of offices and classrooms in Schofield Hall while the first floor of the new Crest Commons on the upper campus was completed for use by the School of Nursing. When Crest Commons could no longer accommodate the growing number of faculty, mobile office facilities were placed next to the building for the overflow. The Crest Commons facilities had always been regarded as temporary for the School and planning had begun early on for a separate building to house the program. Federal funds under the Nurse Training Act of 1964 were sought and received, and groundbreaking for a new building took place in July 1968. The building was completed and occupied in Fall 1969. The dedication took place in April 1970 with Ms. Jessie Scott, Director of the Division of Nursing, U.S. Department of Health, Education and Welfare, giving the dedicatory address. The speaker at the dedication banquet was Margaret Dolan, a past president of the American Nurses Association. An addition attached to the west of the building was begun in the Spring of 1984 and was occupied in the Fall of 1985. It was designed to relieve the congestion in the main building which was intended originally for a student body and faculty about two-thirds the size of today's.

With the addition of the nursing program at the Marshfield site in the late 1980s, two lecture classrooms were remodeled to incorporate distance education technology. Since the inception of this program site, these classrooms have evolved from basic audio teleconferencing to state-of-the-art two-way full motion interactive video classrooms. A third interactive video classroom was completed in fall of 2009.

Since 2004 the existing skills lab space has been renovated to accommodate high fidelity simulation equipment. High tech mannequins, a birthing room, acute care simulation rooms and electronic charting have all contributed to changes in the design and usage of the skills lab. Video technology in the lab allows for demonstrations in the Eau Claire site skills lab to be broadcast not only to classrooms at the Eau Claire site, but to the Marshfield site classroom as well, allowing students at both sites to see lab demonstrations simultaneously.
Curriculum

Traditional BSN

Although curriculum revision has been an ongoing process since the beginning of the School, a major revision of the basic nursing curriculum was implemented with students who entered the University as pre-nursing students in the fall of 1983. Credits required for graduation were reduced from 136 to 128, which facilitated elimination of the summer session that had been mandatory between the sophomore and junior years. The faculty adopted a developmental organization framework and a curriculum based on the model of Loomis and Wood. Curriculum revision was again undertaken in the 1994-95 academic year. The impetus for this work arose from current trends in health care reform and the Redefinition of the Baccalaureate degree completed by the University faculty in 1993-94. Revisions were implemented in fall 1996. Credits required for graduation are 120 in keeping with the redefined university degree. Another curriculum revision was implemented beginning in January 2014, following approval by the Wisconsin Board of Nursing, to be consistent with the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education and current practices.

BSN Completion Program

Registered nurses were admitted to the nursing program for BSN degree completion beginning in 1974. Beginning in 1980 the nursing courses were taught on the campus of the UW Center-Marshfield/Wood County for several years to accommodate registered nurses in that part of the state. In the fall of 1985 the School initiated a special educational option for registered nurse students who aspired to the BSN degree. This track was phased out in 1996 to enter into a Collaborative Nursing Program for registered nurses to pursue baccalaureate degrees in nursing. Facilitated by UW-Extension, this program was a collaborative distance learning effort by UW-Eau Claire, UW-Oshkosh, UW-Green Bay, UW-Madison and UW-Milwaukee. In 2012, UW-Stevens Point became the sixth member of this collaboration, and began admitting students to their program in 2014. These campuses share at present six (initially five) core courses which are offered online, and some of the courses are also offered on campus at UWEC. Students can take courses from any one of the six universities but retain a “home school” student status. That is, one is admitted to a selected university, and is required to fulfill all degree requirements specific to that university. The first courses in the program were piloted in spring 1996 with UW-Eau Claire and UW-Madison offering the first two courses. The five (now six) core courses and several nursing electives, shared between the campuses, were offered online. Many nursing courses are taken online and are taught by faculty of the participating institutions. Each campus has designated credits that are campus specific nursing courses and are taught only to their students. A state-wide curriculum revision was implemented, beginning Fall 2014, to be consistent with the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education and current practices. The new curriculum includes six core courses offered by the six UW-System campuses.

To meet an ever-growing need for BSN educated nurses, the Alliance program with two local technical colleges was established to facilitate greater transition from associate to baccalaureate education. Additionally, starting in 2008 and based on student interest, two of the core nursing courses are taught each year in face-to-face format and also via interactive video to the Marshfield site.

Master of Science in Nursing Program

In 1976, the UW-Eau Claire School of Nursing was granted an entitlement to plan a graduate degree program in nursing. The strength of the baccalaureate nursing program at UW-Eau Claire provided a strong base upon which to build the graduate nursing program. Support for the planned graduate program was derived from the 1970 Commission on Statewide Planning for Nursing Education and the 1979 Statewide Study of Nursing and Nursing Education.

In July 1979, a feasibility study for the Master of Science in Nursing (MSN) program was completed by Dr. Norma Briggs and Dr. Rita Kisting Sparks. The study was carried out with the support of an ad hoc graduate committee, an advisory committee, and student consultants. This study supported the need for a graduate nursing program at UW-Eau Claire. A graduate program with a focus in adult health nursing was implemented.
Dr. Briggs was appointed Interim Director of the Graduate Program in 1979 and served in this capacity until the appointment of Dr. Barbara Haag, who filled the position of Director of the Graduate Program from 1981 until 1982. Dr. Patricia Ostmo, Dean of the School of Nursing, served as Acting Director of the Graduate Program from 1982 until 1983. Dr. Briggs was appointed Director of the Graduate Program in 1983, and in 1984 was selected as Chairperson, Department of Adult Health Nursing, which housed the graduate program. The National League for Nursing granted initial accreditation to the master’s program in 1985.

The first graduate students were accepted to the program in 1981 and began graduate courses in the fall of 1981. Three full-time and nine part-time students were enrolled. The first three graduates of the masters program were awarded their degrees in May 1983. The enrollment of the graduate program varied between 60 and 80 students through the 1980's and early nineties, with the majority of students enrolled part-time. The program increased to an enrollment of over 100 students during the 1990's largely due to student interest in expanded clinical practice role options.

In the fall of 1989, the graduate nursing faculty approved a second area of specialization within the graduate nursing curriculum. A focus on family health nursing, as an option along with adult health nursing, was initiated in 1990. Role preparation options of clinical nurse specialist, educator, and administrator were offered during the 1980's.

In the spring of 1990, the faculty approved a reorganization of the School of Nursing. Graduate courses were assigned across the three departments of Adult Health Nursing, Family Health Nursing, and Nursing Systems. Department chairs were responsible for the courses assigned to their individual departments; a Graduate Curriculum and Admissions Committee was and still is responsible for the graduate curriculum.

The graduate faculty undertook extensive curricular work during the early 1990's. The major impetus for the changes was to update the total curriculum and to expand the clinical nurse specialist role preparation area to an advanced clinical practice role which allowed students the option to sit for the certification exam as adult or family nurse practitioners.

The 1995-96 academic year was a year of transition for the School of Nursing. On July 1, 1995, the School became one of three schools in the College of Professional Studies. The University was structured with three Colleges; the two others were the College of Arts and Sciences and the College of Business.

In July 1995, the School of Nursing was awarded an Advanced Nurse Education grant from the Health Resources and Services Administration (HRSA), Bureau of Health Professions, Division of Nursing, to establish the Family Health Advanced Clinical Practice program in cooperation with Saint Joseph's Hospital in Marshfield, Wisconsin. The first part-time students were matriculated in fall 1995 and the first full-time students began the course work in summer 1996.

The curriculum was revised again in 2002. Subsequently, the role preparations expanded to include Advanced Clinical Practice for Adult Nurse Practitioner (ANP), Family Nurse Practitioner (FNP), and Clinical Nurse Specialist (CNS, Adult); Nurse Educator; and Nursing Administration. In 2004 the newly appointed Associate Dean, Dr. Mary Zwygart-Stauffacher, was named director of the graduate programs in the College. In 2010, in response to a Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education endorsed by the major national nursing organizations and all major APRN organizations, the adult specialization was changed to an adult-gerontologic population focus. Thus, the Adult Nurse Practitioner and Adult Clinical Nurse Specialist role preparations were transitioned to the Adult-Gerontologic NP and Adult-Gerontologic CNS preparations, with the first classes graduating with these changes in May 2012. During the 2012-2013 academic year, the Adult-Gerontologic NP role preparation was changed to Adult-Gerontologic Primary Care Nurse Practitioner (A/G PC, NP). Dr. Susan Peck was named MSN program coordinator in 2010 and Dr. Mary Zwygart-Stauffacher became the Graduate Nursing Programs Director in 2011, the Assistant Dean for Post Licensure Programs beginning in 2012, and the Nursing Graduate Programs Director in 2014.
In 2004, the American Association of Colleges of Nursing (AACN) recommended that the level of preparation necessary for advanced nursing practice roles be moved from the master's degree to the doctorate level by 2015. In keeping with the AACN Position Statement on the Practice Doctorate in Nursing, the last class of MSN students seeking nurse practitioner or clinical nurse specialist role preparations was admitted for the summer of 2011. The first class of post-baccalaureate Doctor of Nursing Practice (DNP) students was admitted for the Fall of 2012. The College of Nursing and Health Sciences continues to admit students interested in the nursing education and administration/leadership and management role preparations to the MSN program.

Doctor of Nursing Practice Program
The Doctor of Nursing Practice (DNP) degree is a clinical doctorate designed to prepare nurses to assume leadership roles in the areas of advanced clinical practice (nurse practitioner or clinical nurse specialist) or nursing administration. In 2008, the University of Wisconsin System Board of Regents approved an Entitlement to Plan a collaborative DNP program between UW-Eau Claire and UW-Oshkosh. Planning and development of the proposed DNP program occurred collaboratively between both institutions. In March of 2009, UW-Eau Claire and UW-Oshkosh were given permission to develop independent authorizations to offer a DNP program on each campus. On May 8, 2009, the University of Wisconsin System Board of Regents approved establishing a DNP program at UW-Eau Claire. This is the first doctoral program at UW-Eau Claire. Both post-master’s (MSN-to-DNP) and post-baccalaureate (BSN-to-DNP) options were approved. A DNP program also was approved for UW Oshkosh, making these the first doctoral programs at any of the UW System’s 11 comprehensive universities. Both UW-Eau Claire and UW-Oshkosh will continue to collaborate on aspects of the curriculum that will help us to effectively and efficiently offer our independent programs.

During the first two years of the program, the 2010-2011 and 2011-2012 academic years, the DNP degree was offered as a post-masters option only (for part-time students during the initial year). Sixteen students were admitted to the first class of post-master’s DNP students, with coursework beginning in the summer of 2010. Twelve post-master’s DNP students were admitted for the summer of 2011. The first class of post-master’s DNP students graduated in 2012, with 14 of them graduating in May and one individual graduating later in August. The first class of post-baccalaureate DNP students was admitted for the Fall of 2012, with 13 of them graduating in May 2015.

Marshfield Site
After a survey of the health care needs for Central Wisconsin was completed, a satellite nursing site was established in Marshfield in cooperation with Saint Joseph’s Hospital in the fall of 1986. The hospital had decided to phase out the three-year diploma program it had operated for many years, but wished to continue an active participation in nursing education. This school had a long and honorable history of educating registered nurses but chose to discontinue its program in response to the increasing social and technological complexities of health care that made the baccalaureate degree for professional nursing essential. Students utilize course offerings for the non-nursing requirements mainly at the University of Wisconsin-Stevens Point, UW Marshfield/Wood County and UW Marathon County. In July 1986, the Board of Regents endorsed this program and the first class was admitted in 1987-1988. The first class of graduates (N=18) completed the program in May 1990. Nursing courses are taught by a combination of on-site faculty, main campus faculty, and telecommunications technology.

Since the inception of the program, approximately 24 students had been admitted once a year to the Marshfield site. In 2008, a Decision Item Narrative (DIN) proposal from UW-System was funded, in part, to allow for the expansion of the Marshfield site, so that 16 students can be admitted each semester. In January 2013, in partnership with Aspirus Wausau Hospital, eight additional students (for a total of 24 students) started nursing courses. Aspirus Wausau Hospital provided the clinical instructors for additional clinical settings in the Wausau area.

Nancy Ray was the first satellite site program coordinator. Judith Vanderwalker replaced Ms. Ray in 1988. In July 1993, Dr. Norma Briggs was appointed the coordinator. She held this position until her retirement in 1997. Ms. Rebecca Wiegand replaced Dr. Briggs as coordinator in the fall of 1997. Robin Beeman accepted the coordinator role in 1999. In 2007, the title “Site Coordinator” was changed to Assistant Dean, Marshfield Site.
A 25th anniversary celebration of our nursing education partnership with Ministry Saint Joseph’s Hospital was held at the Hospital on April 29, 2013. Alumni in the area were invited to attend. Featured speakers included UW-Eau Claire Provost and Vice Chancellor Patricia Kleine and Dr. Linda Young, Dean of the College of Nursing and Health Sciences; Mr. Brian Kief, current President and CEO of Ministry Saint Joseph’s Hospital; Mr. Mike Schmidt, former President and CEO of Ministry Saint Joseph’s Hospital; Dr. Marjorie Bottoms, Associate Dean and Educational Administrator Emeritus; Ms. Marcia Bollinger, our first distance education specialist; Ms. Karen Maddox, the first faculty member to teach using the original distance education audiographics system; Ms. Judy Vanderwalker, an early Marshfield Site Coordinator; Ms. Patricia Burbach, the first office assistant at the Marshfield Site; Ms. Anna Alexander-Doelle and Ms. Nancy Danou, two of the first nursing faculty members at the Marshfield Site; Ms. Linda Duffy, a long-standing faculty member at the Marshfield Site; Ms. Michelle Johnson, Mr. Mark Knauf, and Ms. Paula Thompson, three graduates of the very first class; and Ms. DeAnn Dickinson, Ms. Kate Filla, Mr. Brian Tessmer, and Ms. Rachel Zaleski, current students (and graduates) at our Marshfield Site. A plaque to commemorate and celebrate the partnership was presented by Dean Linda Young to Mr. Brian Kief.

Accelerated Baccalaureate Program
An accelerated program for second degree students was piloted in 2006-2007. With the assistance from the DIN as noted above, 16 students were admitted for summer 2009 and 18 students in summer 2010. Dr. Cheryl Brandt served as the coordinator, under the direction of the Chair of the Department of Nursing. Due to human resource issues, the Accelerated Program was placed on hold effective starting summer 2012.

Chippewa Valley Alliance/Coulee Region Nursing Alliance
In 2005, in an effort to graduate more baccalaureate prepared nurses, Alliances were formed with Chippewa Valley Technical College (CVTC) and Western Technical College (WTC), Black River Falls campus. Students who were denied admission to the traditional BSN program, due to limited space and resources, are afforded an opportunity to attend CVTC and WTC to earn their Associate Degree in Nursing (ADN), while being concurrently enrolled through UWEC. Students apply to the technical college and are admitted to these programs based on technical college guidelines, though eligibility to apply is based on their lack of admission to the BSN program. Following completion of their ADN, these students apply for admission to the BSN Completion Program to finish their BSN. Seats have been available for sixteen to twenty-four students annually for the Chippewa Valley Alliance and for seven to nine students annually for the Coulee Region Nursing Alliance.

Research, Practice and Scholarly Activity
As the School and the nursing profession matured and the graduate program began to evolve, research and scholarly activity received greater emphasis. In support of these efforts, the Coffman Lecture Series fund was established to promote scholarliness in faculty, students and alumni. The series was established in honor of Dean Marguerite Coffman upon her retirement in 1977. Dr. Suzanne Van Ort established the Van Ort Award for Faculty Creativity and Scholarliness in 1985.

Dr. Patricia Ostmoe established an award for excellence in clinical instruction in October 1991. The establishment of this award coincided with the celebration of the twenty-fifth anniversary of the School of Nursing.

In the mid-1990's the School made several refinements and generated new initiatives with vision that extends into history's third millennium. Although a University-wide Honors Program has been available for several years in which qualified nursing majors have participated, the College now has a Departmental Honors in Nursing program. A Topical Minor is also available.
The quality of the faculty and students, as well as the reputation for outstanding performance of the College’s graduates, has been sources of pride in both the School and the University. Approximately one-half of each year's graduating class has earned graduation honors. In 1980 the National Honor Society of Sigma Theta Tau awarded the School a charter as the Delta Phi chapter, enabling the School to not only recognize excellence of performance of individuals through invitational membership, but to promote nursing as a scholarly pursuit through its affiliation with the Society.

The new addition to the building in 1985 made possible the establishment of the Nursing Center for Health. Professional nursing education, practice, and service to the community come together in the Center; here faculty and students in various educational programs may learn, test, and refine as they direct their attention to health maintenance and restoration for clients across the life span, particularly those who are under-served by existing health care services. The Nursing Center for Health was put on hold in 2007, due to lack of faculty resources.

A Pre-College Program for 10th and 11th graders was developed in the early 1990s and was offered most summers between 1992 and 2004. The program, designed to recruit and retain minorities in nursing, consisted of a one-week summer camp held on campus. Scholarships for 20 minority students were made available by a grant from the Wisconsin Department of Public Instruction.

Diversity

Diversity is a high priority for the Department of Nursing. For ten years, from 1993-2003, UW-Eau Claire was the recipient of a federal Native American nursing education grant. During this time curriculum articulation was established with Lac Courte Oreilles Ojibwa Community College. Through this grant Native American students were able to attend pre-nursing courses in their home community and come to campus for their professional nursing education. Although the grant is no longer available, efforts to partner with regional tribal communities have continued.

There has been an ongoing effort to work with the Hmong community to recruit students to our nursing programs, and in 2009, initial contacts were also made with the Somali and Hispanic communities in the area.

The Department of Nursing recognizes the importance of clinical immersion experiences as one strategy for fostering cultural awareness in our students. Undergraduate clinical experiences are offered at the Rosebud Lakota Sioux tribal community in South Dakota since 2004, and at a free-standing, nurse-managed Hispanic birth center in Weslaco, Texas since 1998. Additionally, since 2011, undergraduate cultural clinical immersion experiences have been offered at Wisconsin dairy farms with Hispanic migrant workers. For several years, undergraduate students also had the opportunity to work with the Alaskan Native population in Alaska as funding and staffing allowed. Many graduate students have participated in clinical immersion experiences at the Lac Du Flambeau Reservation as well. A Coordinator of Equity, Diversion and Inclusion (EDI) position was created in 2012; this position was incorporated into the Traditional BSN Program Director position in August 2015.
International Education

Nursing education took on an international flavor with the design of a course entitled "Comparative Study of Nursing and Health Care," which was taught the summers of 1972 and 1973 at the Instituto Tecnologica de Monterey in Mexico. During the summers of 1981 through 1988 the course was taught in Harlaxton, England. The course was offered at King Alfred's College in Winchester, England, in the summer of 1990. One clinical group of senior students took their final spring semester of nursing courses at King Alfred's in 1991. Beginning in the fall of 2009, additional students have participated in the study abroad opportunity for nursing students at Harlaxton. Additionally, other students participate in a summer health care study abroad in Costa Rica. In Spring 2014, Dean Linda Young and Dr. Jill Hecker-Fernandes led a clinical group of eight first semester senior nursing students for a week-long clinical immersion experience in El Salvador. This was the first clinical immersion opportunity in El Salvador for UW-Eau Claire nursing students; however, the plan is to continue the experience in subsequent semesters. The students and faculty stayed at Casa Concordia, an orphanage and guest house in San Salvador which served as the home base from which the group ventured out to various facilities and more rural areas of San Salvador.

Enrollment

In the year 2000 there were 44 faculty and teaching academic staff positions. As of May, 2000, 2,785 Bachelor of Science in Nursing degrees have been awarded and 268 people have received Master of Science in Nursing degrees, the first of these having been awarded in May 1983. The College of Nursing and Health Sciences, nursing programs in 2009 had an approximate annual enrollment of over 800 students, including first year students selecting nursing as a major, students at our Marshfield site, second degree students in our accelerated program, registered nurse students seeking the baccalaureate degree, and graduate students. As of fall 2011, there were 796 undergraduate (pre-nursing and admitted) students and 110 graduate (MSN and DNP) students.

Since the 1990s, 40 students have been admitted per semester to the traditional undergraduate program at the Eau Claire site. Starting with the 2015-2016 academic year, an additional 25 students per year are being admitted (16 with the June 2015 cohort and 9 with the January 2016 cohort). This increase was in response to a request by University administration.

Accreditation

In 1993 the maximum eight-year accreditation (until 2001) was received with no recommendations for the undergraduate or graduate programs from the National League for Nursing. Faculty continue to seek an increasing level of quality. In 2001, the School was visited for accreditation by the Commission on Collegiate Nursing Education (CCNE) and received full accreditation for the graduate and undergraduate programs through December 2011. Following a reaccreditation visit in April 2011, the baccalaureate and master’s programs were accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791, through December 31, 2021. The Doctor of Nursing Practice (DNP) program was accredited by CCNE through December 31, 2016. A CCNE accreditation site visit for the DNP program occurred March 7-9, 2016 and we are awaiting notice of reaccreditation status.

In the years since the School of Nursing first took recognizable shape, much has happened to change the character of nursing and nursing education. Responding to these changes as scholars, teachers, and practitioners within a University setting has been a position of privilege, as well as responsibility. We look forward to the future and continue our commitment to excellence.
II. Position Descriptions

Dean - College of Nursing and Health Sciences

The Dean is the scholarly and administrative leader of the College, inspiring all within the College to achieve their greatest potential while strengthening and expanding relationships across campus and with the professional community. The Dean, vested with administrative authority, will advance the College mission of serving all students, collaborating with campus and community partners, and promoting the health of people and the environment.

The Dean's responsibilities include the following:

1. Lead the development, evaluation, and administration of the activities of the faculty and academic staff and of the academic programs of the College, including curriculum, instruction, advising, and scholarship.
2. Provide visionary leadership within the College, University, and broader community, based on an in-depth knowledge and valuation of the integral relationship between liberal education and professional development.
3. Advise the Provost and Vice Chancellor in matters of academic programming, budget, facilities, personnel, and support services.
4. Act as a strong advocate for, and representative of, the College of Nursing and Health Sciences.
5. Encourage and maintain academic standards, and administer academic regulations within the College with vision for future direction.
6. Seek input, develop, and administer the College budget.
7. Organize, represent, and lead the faculty and academic staff of the College.
8. Seek gift and grant support for the College, working cooperatively and collaboratively with the University Foundation, and the Office of Research and Sponsored Programs.
9. Promote professional development and research and other scholarly and creative activities, including research collaboration between faculty and academic staff and students.
10. Establish and maintain appropriate records relating to faculty and academic staff, students, and alumni of the College.
11. Recommend to the Provost and Vice Chancellor all personnel matters relating to the appointments, evaluation, and promotion of faculty and academic staff, and tenure of College faculty.
12. Support and expand partnerships within the College, across the University, and within the broader health community, including those involving collaborative teaching, research, practice, and service. The Dean will also actively foster relationships with national and international nursing and environmental health colleagues and organizations, promoting public service and encouraging outreach activities that serve the community and the professions.
13. Work cooperatively and collaboratively with the academic deans of the other colleges as well as with the Associate Vice Chancellors.
14. Provide leadership in affirmative action, cultural diversity, international education, and interdisciplinary studies.
15. Work closely with the University Dean of Graduate Studies as well as the Director of Continuing Education to assist in providing leadership for lifelong learning through Graduate Studies and Continuing Education.

Requirements

- A doctorate in nursing or closely related field;
- A master's degree in nursing;
- Current RN Licensure with eligibility for RN licensure in Wisconsin;
- A minimum of two years full-time or equivalent direct care experience as a practicing nurse;
- Three years of experience in nursing education in the last 10 years;
- A strong record of professional experience, teaching, scholarship, publication, and service;
- Demonstrated effectiveness in educational administration and budget management.

August 2010
The Associate Dean reports to the Dean of the College of Nursing and Health Sciences. This position is a 100% fiscal year appointment, held by a tenured faculty member of the department of nursing. The Associate Dean has supervisory responsibilities for the University Services Associate-Pre-Licensure and Student Services Coordinator.

Specific duties and responsibilities are as follows:

1. Manages undergraduate and graduate student issues, including but not limited to recruitment, admissions, progressions, and advising.
2. Represents the Dean in matters related to student services associated with waivers, substitutions, petitions and follow-up on issues of academic standing.
3. Participates in the orientation of new faculty and instructional academic staff regarding advising for the pre-licensure college programs and monitors pre-licensure advising activities.
4. Collaborates with the Chair of the Nursing Department, Assistant Dean for Post Licensure Programs, and the Assistant Dean-Marshfield site related to undergraduate and graduate student issues.
5. Maintains liaison between the college programs and other university offices regarding student academic matters.
6. Collaborates with the Dean’s Assistant in providing leadership and direction in planning and conducting program related activities such as convocation, awards banquet, and scholarship awards.
7. Collaborates with members of the College and Department including Curriculum Committee Chairs and Assistant Deans for preadmission and admission orientation for students.
8. Monitors the Nurse Scholars and Departmental Honors in Nursing Programs.
9. Collaborates with the Dean in alumni and foundation activities to promote the college, such as the alumni newsletter, and homecoming walk.
10. Collaborates with the Assistant Dean for Post Licensure Programs as related to BSN Completion and graduate student recruitment, admissions, and student progression issues.
11. Oversees the overall operations of the Pre-Licensure Nursing Advising Center including supervising the maintenance of college records for pre-licensure academic and student matters and providing guidance to the Student Services Coordinator and to the Clinical Agency Coordinator for pre-licensure programs assuring compliance with health record surveillance, CPR certification, and background checks.
12. Participates in the development of strong campus and community partnerships and collaborations to advance the vision and mission of the CONHS.
13. Collaborates with members of the department and college, including the assistant deans, to assure updates of resources such as the website, faculty/IAS and undergraduate and graduate student handbooks and university catalogs.
14. Participates in securing grant funding to enhance academic opportunities and financial support for students.
15. Represents or acts for the Dean in the Dean’s absence, and as directed by the Dean serves on campus and college committees and serves as an advisor to the Dean on matters related to personnel, governance and organization of the College and its component units and programs.

The Nursing Department Chair provides leadership for an academic department in consultation and cooperation with the Dean and performs duties as assigned by the Dean. The Chair is expected to be a role model for department faculty and to develop and maintain a positive and productive work environment that promotes excellence in teaching, scholarship, service and advising. The Chair is also expected to provide leadership through effective participation in college and university-wide policy and decision-making activities. This is an administrative appointment of 75% (12 credits). The Chair position is an Academic Year appointment.

The Nursing Department Chair has the authority and the responsibility for leadership in:
1. Fostering collegiality and collaboration within and between departments, units and colleges;
2. Establishing a positive, supportive and productive environment for faculty, staff and students;
3. Effectively and respectfully advocating on behalf of the department;
4. Utilizing personnel so that all faculty and staff members are put to their highest and best use and for the maximum benefit of students;
5. Ensuring fair, complete, and procedurally sound personnel actions are conducted within the department
6. Faculty and staff recruitment, retention, and promotion and tenure, and for advocating for diversity in personnel actions.

The Nursing Department Chair has the authority and the responsibility for management and oversight of:
1. All staff and all personnel procedures and actions including recruitment, annual performance evaluation, salary, reappointment, promotion and tenure processes in coordination with the DPC, as appropriate;
2. Teaching assignments and class schedules;
3. Faculty travel, vacation and use of sick leave;
4. Orientation of new faculty and staff
5. Preparation and submission of reports as requested by the Dean, Provost and/or Chancellor.

The Nursing Department Chair participates with the Dean or members of the Dean’s office but is not primarily responsible for;
1. Facilitating alumni relations, community outreach and development activities;
2. Student support issues including prospective student recruiting;
3. Administration, assessment and evaluation of all department programs and curriculum;
4. Departmental outreach activities to both alumni and interested community members;
5. Equipment inventory and facilities assigned to the department.

8/19/15.
The traditional BSN program director is responsible for the implementation of the curriculum for the traditional BSN program. This is a 4 credit workload which is part of a tenured faculty position, with a summer appointment. This position reports to the Department Chair. This position will be held by a tenured faculty member with experience in the traditional undergraduate nursing program. It is preferred that this position not be held by the Undergraduate Curriculum Committee Chair.

The Traditional BSN Program Director has the authority and the responsibility for leadership in:

1. Supporting, encouraging, and enhancing outstanding teaching practices;
2. Convening course coordinators meetings regularly throughout the semester and between semesters;
3. Collaborating with the nursing undergraduate curriculum committee to assure achievement of level outcomes;
4. Assisting with orienting and mentoring new faculty hires;
5. Utilizing personnel so that all faculty and staff members are put to their highest and best use and for the maximum benefit of students;
6. Collaborates with the Department Chair, BSN Completion Program Director and Graduate Programs Director in staffing and scheduling nursing courses.
7. Assures, in collaboration with the clinical agency coordinator and traditional undergraduate BSN faculty, that clinical agreements, evaluations and student placements are consistent with traditional BSN undergraduate program guidelines and national accreditation recommendations;
8. Assures, in collaboration with the clinical agency coordinator, the monitoring of traditional undergraduate student health/CPR/criminal background check records;
9. Collaborates with the Nursing Undergraduate Curriculum Committee in supporting, encouraging, and enhancing curriculum development;
10. Oversees Equity, Diversity, and Inclusivity (EDI) in the undergraduate curriculum
11. Works with the undergraduate program assistant/support staff for the undergraduate program;
12. Advises the Associate Dean and Chair related to student recruitment, admission, and progression issues;
13. Monitors enrollment of students in the nursing courses;
14. Other duties as assigned.

8/19/15.
The BSN Completion Program Director is responsible for overseeing the implementation of the BSN Completion program. The Director is a doctorally prepared tenured or tenure track nursing faculty with experience in the BSN Completion program. This is a 3 credit, academic year appointment with release from faculty workload with a summer appointment. The Director reports to the Chair and is responsible for:

1. Serving as the UWEC representative to the statewide BSN@HOME steering committee
2. Verifying budget spreadsheets related to tuition as prepared by the budget officer.
3. Verifying statewide enrollment numbers and conferring with the Bursar to assure correct financial translation for the BSN@HOME.
4. Verifying fiscal end of year financial form;
5. Advising the Department Chair related to courses and faculty needed for the BSN Completion program;
6. Obtaining the grades from the statewide faculty, submitting grades and informing the Associate Dean, Department Chair and advisors of any potential progression issues;
7. Shepherding conditional acceptance students, confirming that the student in the program can proceed in the program;
8. Representing the Dean’s office related to the admission reviews, assuring admission letters are sent and orientation is provided to the newly admitted students
9. Overseeing assignment of advisors for BSN Completion advisees
10. Other duties as assigned.

8/19/15.
The graduate programs director is responsible for the implementation of the curriculum for the Doctor of Nursing Practice (DNP) program as well as the Master of Science in Nursing (MSN) program. Certification as an advanced practice nurse (APN) and particularly as a nurse practitioner is preferred. This is a 6 credit workload which is part of a tenured faculty position with release time from faculty role, with summer appointment. This position reports to the Department Chair. The individual must have experience teaching in the graduate nursing programs. Working with the role preparation options coordinator(s) (e.g. Family, Gero/Adult) is expected if the Graduate Programs Director is not a certified APN.

The Graduate Programs Director has the authority and the responsibility for leadership in:

1. Overseeing student services activities for students in the graduate nursing programs (MSN and DNP), including meeting with prospective students, monitoring admission and progression and outreach/recruitment for the program.
2. Representing the Dean/Associate Dean related to student services as associated with degree program plans and the associated changes, graduation approvals and applications to APN certifying bodies.
3. Providing orientation and consultation for faculty related to graduate student advising and graduate teaching/learning mentoring.
4. Assuring, in collaboration with the clinical agency coordinators and graduate faculty, that clinical agreements, evaluations and student placements are consistent with graduate program guidelines and national accreditation recommendations.
5. Assuring in collaboration with the clinical agency coordinators, the monitoring of graduate student health/CPR/criminal background check records.
6. Working closely with the Chair of the Nursing Department to assure attainment of nurse practitioner and clinical nurse specialist educational regulatory and certification requirements.
7. Serving on committees or otherwise represents the graduate nursing program as needed and directed by the Chair.
8. Collaborating with the Nursing Graduate Curriculum Committee as related to such activities as graduate student orientations with the associated materials (i.e. Handbook) and scholarly and capstone project days.
9. Convening graduate nursing faculty meetings;
10. Working with the Chair, Undergraduate Program Director and BSN Completion Director in staffing and scheduling nursing courses.
11. Assumes responsibility for graduate registration duties and course enrollment monitoring.
12. Utilizing personnel so that all faculty and staff members are put to their highest and best use and for the maximum benefit of students, including assignment of advisors.
13. Advising the Associate Dean and Department Chair of student recruitment, admission, and progression issues.
14. Representing the dean, in assuring the completion/validation of documentation for alumni of graduate programs associated with advanced practice certification, licensure, references, credentialing and other related documentation.
15. Working with the university office of graduate studies to assure students and program requirements/needs.
16. Other duties as assigned.

8/19/15.
The Graduate and BSN Completion Pre-Advising and Admissions Coordinator is responsible to the Graduate Programs Director and the BSN Completion Program Director. This is a fiscal year appointment with a 10 credit workload. The Coordinator is responsible for assuming student pre-advising and admission service activities for students in the graduate and BSN Completion nursing programs (BSNC, MSN and DNP), including:

1. Responding to and following up with phone calls and communication as well as meeting with prospective students;
2. Monitoring admissions and outreach;
3. Recruitment for the programs, inclusive of information sessions, coordinating admission materials;
4. Preadmission advising for both potential graduate and BSN completion students inclusive of:
   a. Advising to select Associate Degree programs regarding BSN completion
   b. Providing on-site advising and support to regional health care organizations, e.g. Black River Falls Hospital initiative, Ministry Saint Joseph’s Hospital as well as other partnerships related to BSN Completion
   c. Responding to and/or following up proactively with students in the alliance programs (CVTC, WTC, WITC) via phone, email, video conferencing, letters or in-person meetings.
   d. Monitoring progress of alliance students related to transcripts and course selection.
   e. Arranging for application meetings with students in the alliance programs.
5. Assuming responsibility for graduate and BSN Completion program admission processing;
6. Working closely with the Graduate Programs Director and BSN Completion Program Director to assure appropriate preadmission advising;
7. Working with the program assistant/support staff for the BSNC and graduate programs to assure appropriate recruitment materials and admission processing;
8. Maintains electronic pre-advising records for graduate and BSN completion programs;
9. Facilitating the BSN Completion and graduate student orientation;
10. Advising the BSN Completion Program Director and Graduate Programs Director related to student recruitment and admission issues; and
11. Other duties as assigned.

8/19/15.
Nursing Programs: Director of Evaluation/Assessment

The Director of Evaluation/Assessment reports to the Dean of the College of Nursing and Health Sciences (CONHS). This individual collaborates with and advises the members of the CONHS leadership team, and provides leadership for members of the college, in matters relating to measuring the impact of the academic mission and program effectiveness, and interpreting and facilitating the nursing programs’ achievement of accreditation requirements. This is an academic year appointment that provides a 5 credit per semester reassignment of the faculty member’s workload to assume the functions and responsibilities as delineated below. The Director of Evaluation/Assessment must be a tenured/tenure track member of the Department of Nursing. A summer appointment may be required.

1. Collaborates with the members of the college and university in matters associated with assessment, evaluation and monitoring HLC and CCNE accreditation standards for the nursing programs, which include:
   a. Facilitates the development and coordinates implementation of the systematic plan of evaluation for the nursing programs;
   b. Provides college and departmental leadership in the use of benchmarked data to measure academic performance and program effectiveness against best practices;
   c. Promotes change based on principles of continuous quality improvement and knowledge of national and state academic standards and mandates;
   d. Supports the development and implementation of course, program and faculty evaluation mechanisms.
   e. Directs college and department personnel in preparing, distributing, collating, and recording assessment/evaluation data and materials.
   f. Coordinates assessment of undergraduate performance relative to NCLEX preparedness.
   g. Ensures assessment of nursing program effectiveness relative to CCNE accreditation standards and professional standards and guidelines.

2. Facilitates interaction between the Department of Nursing (DON) and other college and university offices regarding program assessment and evaluation measures.

3. Provides guidance to the nursing leadership team to ensure that appropriate regulatory and accreditation standards are met and collaborates with team members to ensure that associated reports are communicated with relevant bureaus/accreditation agencies.

4. Consults with DON faculty, standing committees, program directors/coordinators, and the DON chair relative to evaluation/assessment needs, processes, and best practice recommendations.

5. Facilitates the work of the faculty in interpreting evaluation/assessment data, analyzing program outcomes, and implementing program improvements.

6. Represents the CONHS on the University Assessment committee and in other university assessment activities.

7. Chairs the nursing department evaluation/assessment committee.
The Assistant Dean – Marshfield Site reports to the Dean of the College of Nursing and Health Sciences and works with the faculty, students and staff as the Marshfield nursing site coordinator. This is a 50% administrative fiscal appointment.

Qualifications: Must be eligible for faculty status in the department of nursing; familiar with UW-Eau Claire student policies and procedures; and willing to represent UWEC with our Marshfield partner/Ministry St Joseph’s Hospital.

Specific duties and responsibilities are as follows:

1. Promotes a sense of identification with the University of Wisconsin – Eau Claire CONHS at the Marshfield site, while increasing awareness of the Marshfield site with the Eau Claire campus, and with the communities at large.

2. Advocate for faculty, students and staff regarding needs specific to this distant site.

3. Serve as liaison between the CONHS faculty, staff, students, department chair and dean and Ministry Saint Joseph’s Hospital regarding:
   a. Utilization of clinical units
   b. Committee representation
   c. Maintenance of facilities and equipment
   d. Institutional policies/procedures (for example: immunizations, infection control, computer training, CPR)
   e. Purchasing of equipment for skills/simulation lab

4. Collaborate with personnel from UWEC and Ministry Saint Joseph’s Hospital to identify ongoing technology needs; and for the purchase, installation, maintenance, and updating of computer systems and distance education technologies, including Interactive Television equipment.

5. Serve as liaison with the regional communities and clinical agencies.

6. Collaborate with the Dean regarding:
   a. Recruitment of students, including presentation at secondary and post-secondary institutions; communication with student advisor from UW-Stevens Point, UW-Marathon, and UW-Marshfield/Wood County regarding admission procedures and curriculum that will impact their advising process and recruitment of prospective students.
   b. Development and revision of marketing materials related to the programs at Marshfield.
   c. Marshfield site budget request to purchase needed services, technology, and supplies.
   d. Opportunities of program expansion in central Wisconsin.

7. Responsible for student services for undergraduate/prelicensure students including waivers, substitutions, petitions, leaves, issues of academic standing etc.

8. Advise prospective students at the Marshfield site in the undergraduate and graduate nursing programs.

9. Confer with students relative to academic concerns or personal difficulties.

10. Oversee administrative support staff in the maintenance of UWEC off-campus records and files.
11. Provide consultation to the chair of the department of nursing regarding scheduling, staffing and other needs and issues of the Marshfield site faculty/staff and clinical agencies.

12. Collaborate with the Associate Dean, at the Eau Claire campus related to student issues at the Marshfield site.

13. Prepare an annual report as directed by the Dean of the CONHS.

14. Supervise Marshfield site classified staff.

8.14.08/9.04.13
Clinical Simulation/Skills Laboratory Coordinator

**Description:** The Clinical Simulation/Skills Laboratory Coordinator is responsible for the development, management, and coordination of the skills laboratory and clinic areas on the Eau Claire campus. These responsibilities are in collaboration with the faculty at the Marshfield campus. The Coordinator is a standing member of the College of Nursing Technology and Undergraduate Curriculum committees. In collaboration with the Department Chair and faculty, the Coordinator will provide an atmosphere to enhance teaching-learning activities involving critical thinking, clinical decision-making, and psychomotor skills in the simulation/skills laboratory.

**Qualifications:** A master’s degree in nursing is required. Experience in nursing and nursing education is required. Experience in use of clinical technologies and clinical simulation is preferred.

**Appointment:** Fifty percent fiscal year - Flexible hours.

**Responsible to:** Dean of the College

**Responsibilities:**

1. Serve as resource person for faculty and nursing students
   a. Orient to skills laboratory areas, equipment, and supplies
   b. Collaborate with Department Chair to develop a coordinated plan for use of the laboratory and nursing clinic areas
   c. Collaborate with Department Chair and course faculty regarding learning needs of students related to clinical simulations, psychomotor skills, and critical thinking
   d. Participate in the development, implementation, and evaluation of simulation experiences for students
   e. Stay current with technological advances and trends in nursing education

2. Serve as manager of the simulation/skills and clinic areas
   a. Maintain orderliness and cleanliness in the laboratory areas
   b. Maintain laboratory equipment and supplies in safe, functional order
   c. Maintain records and inventory of supplies and equipment
   d. Document use of laboratory and clinic areas by students and faculty
   e. Provide annual report on use of laboratory facilities and equipment to the Dean
   f. Participate in obtaining and maintaining student-worker assistance
   g. Develop requests to purchase new equipment and learning media
   h. Develop schedule to accommodate courses, student practice, and faculty needs
   i. Establish and maintain working relationship with sales representatives, community agencies, and professional network
   j. Conduct laboratory tours as requested

3. Supervise laboratory personnel
   a. Orient student-workers, graduate assistants, and faculty to laboratory equipment
   b. Schedule work hours to provide laboratory set-ups/take-downs for courses, maintenance of equipment, and stocking supplies
   c. Develop a schedule for faculty coverage of open laboratory practice sessions

July 2009
Technology Specialist/Distance Education Coordinator

Qualifications: A bachelor’s degree in education, distance education, instructional design, instructional technologies, or a related field is required. Master’s degree is preferred. Experience providing support, assistance and training to post-secondary students and educators in distance education course design and technologies (ITV; audio, video and/or web conferencing; online and/or hybrid learning) is required. Intermediate to advanced skill in the use of web and media based technologies and applications for distance and web-enhanced education such as online course management systems (ex. D2L) and audio, video, and web conferencing programs (ex. Microsoft Lync, Blackboard Collaborate). Excellent oral, written, presentation, and customer service skills.

Appointment: Full-time fiscal year appointment reporting to the Dean of the College of Nursing and Health Sciences.

Specific duties and responsibilities:
1. Provide support for faculty in Eau Claire and Marshfield who wish to incorporate multimedia and technology tools into their courses. Examples include web conferencing tools, online surveys and polls, multimedia presentations and assignments, iClickers, and graphic concept/mind maps.
2. Provide D2L support for all courses in the college, including consultation and training on features like online rooms, discussions, grade books, multimedia content, widgets, and quizzes.
3. Provide support for video/web conferencing tools such as Skype, D2L Online Rooms, and Microsoft Lync, in addition to support in the interactive television and video conferencing classrooms. Includes scheduling of conferences and webinars, recording of courses and events upon request, posting recordings to the streaming server, and providing links to these recordings.
4. Support the College of Nursing and Health Sciences’ distance education programs:
   • Consult with faculty adapting their courses for delivery via distance education (interactive television; audio, video, and/or web conferencing; online and/or hybrid learning).
   • Teach faculty, students, and guest presenters how to operate the presentation control systems in the interactive television & video conferencing classrooms.
   • Coordinate (with staff from UW-Eau Claire’s Learning and Technology Services (LTS) and at the Marshfield site) technical support for the transmission, operation, maintenance, repair, and replacement of equipment in the College’s interactive television and video conferencing classrooms.
   • Manage the public Outlook calendars for scheduling of ad-hoc events in interactive television and video conferencing classrooms at Eau Claire and Marshfield, incorporating student worker assistance as appropriate.
   • Assist with policies and procedures development and budget planning and management related to distance education
5. Research and champion best practice nursing-specific instructional design and delivery methods, resources and technologies. Examples include high-fidelity simulation teaching techniques, nursing informatics, and evidence-based practice.
6. Chair the College’s Technology and Facilities Committee.
7. Serve as the Nursing Building Coordinator and project manager for building and remodeling projects in the college. Coordinate and oversee purchases related to building equipment and remodeling projects.
8. Develop proposals for grant funding of college initiatives including laboratory modernization, classroom modernization, classroom remodeling/instructional technology (CRIT), and Blugold Commitment proposals and leads in the implementation of funded proposals.
9. Facilitate the standardized computerized testing program for within-program and exit exams.
10. Provide technical support for nursing simulation-related activities and facility improvements inclusive of serving as liaison with vendors.
11. Provide coordination and support for special initiatives at the request of the Dean.
12. Share responsibility for training student workers with the Technology Specialist/Learning Resource Center Coordinator.
13. Demonstrate willingness to be flexible in scheduling time to enable support for College events held during non-regular hours and at off-campus sites.
14. Participate in college committees and workgroups related to instructional technology.
15. Provide coordination and support for special initiatives at the request of the Dean.

*Academic Staff title: Senior Media Specialist

July 2012
Technology Specialist/Learning Resource Center (LRC) Coordinator

Qualifications: A bachelor’s degree in education, library and information sciences, instructional technologies, nursing informatics, or a related field is required. Master’s degree is preferred. Experience providing support, assistance and training to post-secondary students and educators is required. Intermediate to advanced skill in the use of web and media based technologies, software, and applications for education and scholarship support such as Microsoft Office applications, online survey software (ex. Qualtrics), statistical and data management programs (ex. NVivo, SPSS), and multimedia presentation design programs (ex. Camtasia, Adobe Creative Suite). Excellent oral, written, presentation, and customer service skills.

Appointment: Full-time fiscal year appointment reporting to the Dean of the College of Nursing and Health Sciences.

Specific duties and responsibilities:
1. Provide support for faculty in Eau Claire and Marshfield who wish to incorporate multimedia and technology tools into their courses. Examples include web conferencing tools, online surveys and polls, multimedia presentations and assignments, iClickers, and graphic concept/mind maps.
2. Provide D2L support for all courses in the college, including consultation and training on features like online rooms, discussions, grade books, multimedia content, widgets, and quizzes.
3. Provide support for video/web conferencing tools such as Skype, D2L Online Rooms, and Microsoft Lync, as well as back-up support in the interactive television and video conferencing classrooms. Includes recording of courses and events upon request, posting recordings to the streaming server, and providing links to these recordings.
4. Supervise the college’s Learning Resources Center:
   • Maintain a collection of books, DVDs, online resources, technology equipment (e.g. laptops, digital cameras, digital audio recorders), and medical equipment (e.g., blood pressure cuffs, audiometers, ophthalmoscopes) to support teaching and learning in the college
   • Coordinate the purchasing of supplies and equipment for the Learning Resource Center and the Skills and Simulation Labs.
   • Hire and supervise student workers to staff the Learning Resource Center and support distance education and classroom technologies. Share responsibility for training student workers with the Technology Specialist/Distance Education Coordinator.
   • Create and maintain a friendly and supportive atmosphere in the Learning Resource Center that encourages a variety of learning and professional development opportunities and events for College students and staff (ex. student organizations’ activities and events).
   • Maintain knowledge of university-wide resources available to College faculty and students and facilitate the use of university-wide resources by College faculty and students.
5. Partner with faculty and students working on research projects, including online survey development, data analysis with Excel or SPSS, large format poster preparation, and multimedia presentations.
6. Develop and update college and college departments’ web pages using Common Spot and photo editing software such as Adobe Photoshop.
7. Provide digital photography for college programs, events, and facilities, as well as organize, maintain, and distribute digital photos in a digital photo collection.
8. Demonstrate willingness to be flexible in scheduling time to enable support for College events held during non-regular hours and at off-campus sites.
9. Participate in college committees and workgroups related to instructional technology.
10. Support Director of Evaluation with data management and analysis.
11. Provide coordination and support for special initiatives at the request of the Dean.

*Academic Staff title: Media and Technology Specialist/Learning Resource Center Coordinator*

July 2012
Graduate Assistants

Policy Statement Pertaining to Employment of Graduate Assistants. Graduate students who are appointed as teaching, research or project assistants are in attendance at the College of Nursing and Health Sciences, University of Wisconsin-Eau Claire, essentially in a learner’s role. The assisting function is that of assisting faculty in performing their creative, planning, teaching, service, and evaluative functions, not that of replacement of faculty. Therefore, the utilization of teaching, research or project assistants must be planned in terms of the total number of hours required of them—an average of thirteen hours per week. Please see Graduate Studies website for additional information.

Qualifications. Graduate Assistants will be selected from students admitted to the Graduate Nursing Program. A license to practice nursing in Wisconsin is required for teaching assistants and for research assistants if the assignment involves contact with patients. Please see Graduate Admissions Office website for additional requirements.

Period of Employment.
• Academic year - from the beginning of the period designated for faculty orientation through finals week.
• During University holidays - no assignments will be made except in those instances jointly agreed upon by the graduate assistant and the course coordinator/research supervisor.
• Total hours in a semester for an appointment is an average of 13 hours per week

Orientation of Graduate Assistants. Will be the responsibility of the faculty member to whom the assistant is assigned. Faculty will initiate contact with the R.A., T.A., or P.A. after the assignment has been made.

Responsibility and Accountability. The Faculty member to whom the Graduate Assistant is assigned will detail the tasks and describe the role for her/him. Schedules will be planned cooperatively within the guidelines of this document. If attendance is expected at course or project meetings, this should be included in the assigned hours. This assistant will be responsible for performing the tasks described and will be accountable to the faculty member.

Graduate Assistants - Research or Project:
Description of Position. The research assistant (R.A.) by definition is a graduate student who will be assigned to assist in various activities of an ongoing research study. These activities will vary depending upon the kind of research being conducted and/or the current needs or stages of any given study. Assignments are dependent upon the complexity or nature of the work and therefore under the judgment of project staff or the R.A.s supervisor. Assignments should not be beyond the capacity or experience of the R.A., nor should they require more time than specified in the student’s contract. Also, work assignments should not conflict with scheduled class time. While it is not expected that the R.A. will have had previous experience in conducting research, it is important that the R.A. does have an interest in the substantive focus of the research, has an inquiring mind, and is attentive to detail.

Contributions to Project. (These will vary with the specific project). A project may be focused on physiological, psychosociological, or educational aspects. It may be carried out in a laboratory, office, or clinical setting. The following are examples of possible assignments but are not intended to be all-inclusive:
• Assist in surveying and abstracting relevant literature.
• Assist in the administration of questionnaires (data collection instruments) to subjects participating in a study. The subjects may include students, faculty, staff nurses, or patients.
• Assist in the development of theoretical constructs that are relevant to a study/project.
• Assist in general laboratory techniques such as slide processing, preparation of specimens, photography, etc.
• Assist with experimental approaches to patients--this might include specific nursing interventions of a physiological or psycho-sociological nature.
• Assist with the coding and analysis of research/project data.
**Graduate Assistants – Teaching:**

**Description of Position.** The teaching assistant (T.A.) by definition is a graduate student who will be assigned to assist in various activities related to teaching. These activities will vary depending upon the level of students, nature of the content, teaching strategies and problems of the client being served. Assignments should not be beyond the capacity or experience of the T.A. nor should they require more time than specified in the student’s contract. Also, work assignment should not conflict with scheduled class times. While it is not expected that the T.A. will have had previous experience in teaching, it is important that the T.A. does have an interest in the teaching/learning process, and a helping attitude toward students. In addition, the T.A. should be able to establish effective interpersonal relationships and be willing to assume responsibility.

**Contributions to a Course, Project or in the Learning Resource Center**

**Examples related to clinical instruction**

- Assist faculty members in the practicum area including the supervision of students demonstrating technical skills and/or the provision of support and consultation to students.
- Assist faculty in processing logs, process recordings, interactions, case studies, and other clinically oriented student materials.
- Provide evaluative input to faculty regarding student performance on selected learning experiences.
- Clinically-related group activities.
- Substitute for faculty members who are away from the clinical setting because of illness or conflicting faculty responsibilities.

**Note:** Faculty members wishing to utilize teaching assistants as substitutes in order to facilitate attendance at workshops, conferences, conventions, or other personal meetings will plan with the course coordinator and the graduate assistant so that the needs and limitations of students and the graduate assistant are provided for in the plan for practicum coverage.

**Examples related to didactic instruction**

- Assist with examination-related tasks, such as proctoring, recording scores, scoring multiple-choice examinations and handling test materials.
- Tutor students.
- Assist in the preparation of course materials such as audiovisual materials, outlines, case studies, and annotated bibliographies.
- Assist with clerical tasks such as proofreading, maintenance of files, recording data, and inventory maintenance.
- Perform course-related errands such as transporting tests to and from examination service, acquisition of library resources, or movement of equipment.

**Examples specific to Learning Resource Center**

- Answer telephone, direct LRC consumers to appropriate place and procedures and check out materials.
- Assist with filing and organization of LRC materials.
- Maintain and set up AV equipment and assist consumers with AV problems.
- Show films and lead discussion with small groups.
- Supervise practice of skill and techniques.
- Provide consultation on computer usage.
**Student Services Coordinator**

Responsible to: College of Nursing and Health Sciences Associate Dean

Description: Assume duties delegated by the Associate Dean and coordinate activities with the Dean, and Associate Dean, and staff in the Dean’s office and Pre-Licensure Nursing Advising Center. Duties will largely involve nursing student affairs. The position is a professional Academic Staff position.

Qualifications: A bachelor’s degree is required. Experience in nursing, advising and knowledge of academic policies and procedures are preferred. Collaborative working relationships, excellent communication skills, ability to work independently and basic computer skills are required.

Responsibilities include:

1. Conduct student recruitment and participate in select on and off campus public relations activities to enhance the visibility of UW - Eau Claire nursing programs, including high school visits, career fairs and other related functions.
2. Provide initial advising related to the pre-licensure nursing programs and procedural information for students prior to change of major to pre-nursing and application to the pre-licensure nursing programs.
3. Provide initial as well as ongoing advising related to program and procedural information and assist in transfer orientation advising to incoming transfer students.
4. Provide initial as well as ongoing advising to international and second degree students in relation to program and procedural information.
5. Review applications, calculate related data, and review health record/clinical requirement information, to assist in the preparation of materials for student applications for review by Admissions Committees.
6. Work with the Associate Dean to offer opportunities to meet with prospective high school students and their parents who seek information about the undergraduate nursing program.
7. Contribute in planning and conducting school related activities such as Convocation, student orientations, and Student Nurse Ambassador undertakings.
8. Provide development opportunities for faculty related to undergraduate student advising.
9. Serve as an informational source about advising to other advisors in the College.
10. Other duties as assigned

7.11.08/revised July 2010/August, 2013
Clinical Agency Coordinator

**Qualifications:** A Master’s degree in nursing and RN licensure in the state of Wisconsin is required. Ability to collaborate with health care agencies and skill in negotiation are required. A major qualification is the ability to work with students having diverse backgrounds (age, gender, culture). Knowledge of UW-Eau Claire academic policies and procedures is desired.

**Appointment:** *Full time for fiscal year.*

The primary responsibility of the Clinical Agency Coordinator is to coordinate clinical agency placements at the undergraduate level.

Responsibilities include:
1. Works collaboratively with the clinical agency coordinator (post-licensure), department chair, faculty, students and dean's office in developing and implementing plans for student clinical placements.
2. Provides guidance in the review of student preceptor/clinical site requests.
3. Facilitates the recruitment of and ongoing identification of preceptors and the availability of preceptors and clinical faculty for undergraduate courses for hospital and community based settings.
4. Serves as the primary contact for clinical agencies related to student placement.
5. Provides guidance to students, faculty and department chair on agency requirements for student placement (e.g. orientation requirements).
6. Creates and maintains data base providing information regarding agency requirements (e.g., orientation, dress codes.)
7. Coordinates the preparation of new affiliation agreements and manages timely renewals of existing agreements for dean approval/signature.
8. Maintains the clinical affiliation database in collaboration with the Dean’s office personnel.
9. Reviews all traditional baccalaureate (TBSN) student documents required for clinical placement, including but not limited to health records, CPR and Criminal background checks, and other related documents at time of admission to a nursing program to assure completion of these records. Consults to the Clinical Agency Coordinator (post-licensure) related to these documents for post-licensure students.
10. Advises students in the completion of required health and other clinical agency required records.
11. Monitors and assures ongoing maintenance of student health records and other related documentation.
12. Collaborates with the faculty, department chair and students in the planning for immersion experiences including clinical placement and agency requirements, travel and student preparation.
13. Other duties as directed by the Chair of the Department of Nursing

April 2013
Clinical Agency Coordinator for Post-Licensure Programs

**Description:** Assume duties delegated by the Dean. Coordinates activities with the Assistant Dean for Post Licensure Programs and staff in the Dean’s office. This position is a non-teaching, professional academic staff position.

**Qualifications:** A baccalaureate degree in nursing required and graduate studies in nursing preferred. RN licensure in the state of Wisconsin is required. Ability to collaborate with health care agencies and skill in negotiation are required. A major qualification is the ability to work with students having diverse backgrounds (age, gender, culture). Knowledge of UW-Eau Claire academic policies and procedures is desired.

**Appointment:** Part time for fiscal year.

The primary responsibilities of this position are to coordinate clinical agency placements for post-licensure students (BSN completion and graduate).

Responsibilities include:

1. Works collaboratively with the clinical agency coordinator (pre-licensure), assistant dean for post licensure programs, department chair, associate dean, faculty, students and dean’s office in developing and implementing plans for post-licensure student clinical placements.
2. Provides guidance in the review of student preceptor/clinical site requests.
3. Facilitates the recruitment of and ongoing identification of preceptors and the availability of preceptors and clinical faculty for BSN completion and graduate courses for primary care, hospital and community based settings.
4. Provides guidance to students, faculty and department chair on agency requirements for student placement (e.g. orientation requirements).
5. Contributes to and collaborates with the Clinical Agency Coordinator to maintain data base providing information regarding to agency requirements (e.g. orientation, dress codes.).
6. Reviews the BSN completion and graduate student documents required for clinical placement, including but not limited to health records, CPR and Criminal background checks and other related documents at time of admission to a nursing program to assure completion of these records.
7. Advises students in the completion of required health and other clinical agency required records.
8. Monitor and assures ongoing maintenance of student health records and other related documentation.
9. Other duties as directed.
Academic Department Associate II

Department of Nursing - Chair Support

Position summary:
The Nursing Department provides courses for the Bachelor of Science in Nursing, BSN Completion and the Graduate program. The Department offers courses in Eau Claire and at a satellite unit located at Saint Joseph’s Hospital in Marshfield. This position reports to the Dean.

This position, with a high-demand workload, provides complex support to the Chair. This includes but is not limited to managing multiple priorities simultaneously in the areas of office management, personnel, budget, coursework support, grant support and records management.

A. (65%) Provide administrative and office support for the Chair of the Department of Nursing.

A-1 Coordinate and prioritize office workflow; develop procedures and ensure smooth operation of office. Respond to routine correspondence for the Chair. Draft non-routine correspondence for the Chair.

A-2 Type and distribute letters, memos, annual reports, personnel letters and forms, meeting notices, agenda and minutes for the Chair.

A-3 Develop and maintain department paper and computer files, including files for correspondence, class and committee materials, department meetings, personnel, budget, and requisitions. Develop a systematic process for maintaining needed information and shredding other data no longer needed according to University retention guidelines.

A-4 Assist in departmental recruitment and hiring procedures for Eau Claire and Marshfield faculty and academic staff positions, which includes preparing recruitment forms, placing advertisements, processing paperwork, arranging interview schedules, assisting with travel arrangements and communicating with applicants. Maintain files of potential candidates according to University guidelines.

A-5 Compile and type data on departmental faculty performance reviews, salary recommendations and rehiring recommendations in a confidential manner. Prepare proper reappointment and promotion forms for the Eau Claire and Marshfield faculty, in accordance with the Departmental Personnel Committee (DPC) and Chair instructions and established timelines.

A-6 Organize, and maintain files of Department Personnel Committee (DPC).

A-7 Work with the Department Faculty Support to recruit, interview, hire, train, supervise and evaluate federal and non-federal work-study students for nursing department office. Determine work schedules and assign work. Periodically evaluate students.

A-8 Provide secretarial support activities for the Chair including managing calendar and other secretarial duties as assigned.

A-9 Maintain proficiency and update expertise in word processing and other computer programs as needed in the department, nursing program and as the university converts to newer technologies. Develop skills to facilitate the organization and availability of nursing data.

B. (30%) Budget Responsibilities

B-1 Monitor expenditures within the department’s accounts, prepare statistical and narrative reports for the Chair, including but not limited to budgetary reports.

B-2 Reconcile accounting reports, monitor balances, and recommend transfer of funds.

B-3 Provide projected budget needs for various budget categories based on expenses from previous years and current cost changes. Prepare cost comparisons, as needed.

B-4 Monitor expenditures and maintain records as requested for internal research grants awarded to department faculty. Keep faculty apprised of account status.
B-5  Recommend and maintain records of purchases from departmental account and grant accounts. Initiate and process purchase requisitions for services, supplies and permanent property.
B-6  Maintain files of travel authorizations and expense forms, and purchase requisitions.
B-7  Process travel authorization and expense forms for the Department Chair and faculty.
B-8  Maintain copier debit cards and records for the department duplicating expenditures.
B-9  Review and approve student online time sheets. Monitor federal and non-federal work study accounts.
B-10 Independently handle budget responsibilities associated with faculty internal grants and projects. Order supplies and equipment requested by faculty using their grant monies. Monitor the services and supplies portion of the internal grant funds. Monitor/audit travel funds and student work study funds awarded through internal grant funding and keep the faculty informed of balances.

C.  (5%) Other Responsibilities

C-1  Provide coverage for the other office support staff during vacations, illnesses or other necessary absences.
C-2  Perform other office support tasks as requested by the Department Chair.
C-3  Participate in University service-related opportunities if appropriate.

Revised 8/13
Position summary:
The Nursing Department provides courses for the Bachelor of Science in Nursing, BSN Completion and the Graduate program. The Department offers courses in Eau Claire and at a satellite unit located at Saint Joseph’s Hospital in Marshfield. This position reports to the Dean.

This position, with a high-demand workload, provides complex support to the Department of Nursing. This includes but is not limited to managing multiple priorities simultaneously in the areas of office management, personnel, budget, coursework support, grant support and records management.

A. **(80%) Faculty, Administrative and Office Support Activities for the Faculty teaching in the Undergraduate and Graduate programs in the Department of Nursing.**

A-1 Work with Department Chair Support to coordinate and prioritize office work flow, and develop written procedures to ensure smooth operation of office.

A-2 Work with the department chair to prepare, update and review class schedule data in any/all related software systems to ensure schedule integrity and continuity, including coordination of multi-section clinical courses.

A-3 Process requests from all parties for ad hoc classroom reservation requests; ensuring schedule integrity and continuity.

A-4 Process/update registration permissions via university registration software per faculty request.

A-5 Maintain files of all department course syllabi and ensure all syllabi are received from respective faculty.

A-6 Maintain files of all department course masters and ensure all these are received from respective faculty.

A-7 Work with the Department Chair Support to recruit, interview, hire, train, supervise and evaluate federal and non-federal work-study students for nursing department office. Determine work schedules and assign work. Periodically evaluate students.

A-8 Independently compose correspondence for faculty when requested.

A-9 Provide general office support to faculty (e.g., generation of documents, memoranda, department syllabi, classroom materials, meeting notices, etc.)

A-10 Using University guidelines, develop and use a systematic process for maintaining needed information and shredding other data no longer needed.

A-11 Greet students and visitors and direct them to appropriate faculty.

A-12 Develop and maintain skills needed as the department, nursing program and university converts to newer technologies. Develop skills to facilitate the organization and availability of nursing data.

A-13 Keep department chair informed of current status and policy changes in areas of Academic Department Associate’s responsibilities.

A-14 Maintain proficiency and update expertise in word processing and other computer programs necessary for department activities.

A-15 Order and collect student evaluations for Eau Claire and Marshfield site faculty and courses. Prepare and maintain file of summary reports.
B. (5%) **Budget Responsibilities**

B-1 Receive and account for student payments for special exam testing fees and process the deposit of the payments to the university.

C. (5%) **Faculty Professional Activities Support**

C-1 Assist faculty in preparing professional papers, manuscripts, chapters, books and grant applications, including formatting, scanning and/or converting materials to new computer programs.

D. (10%) **Other Responsibilities**

D-1 Assist in the orientation of new Academic Department Associates in the College of Nursing and Health Sciences.

D-2 Perform nursing program–related Academic Department Associate tasks as delegated by the Department Chair.

D-3 Provide telephone coverage and essential activities for other nursing Academic Department Associate during vacations, illnesses, or other necessary absences.

D-4 Record, type and duplicate, and distribute minutes for committees and councils.

D-5 Perform other Academic Department Associate tasks as requested by the Chair.

D-6 Coordinate and facilitate exam proctoring requests from department and college personnel either personally on-site or via the Academic Skills Center; depending on circumstances.

D-7 Participate in University service-related opportunities if appropriate.

Revised 8/13
Site Course Facilitator

1. Collaborate with the course coordinator on implementation of the course.
2. Ensure teaching support materials are available (handouts, media, library).
3. Assist with the orientation of new faculty to course.
4. Confer with students at the site relative to course concerns or performance problems.
5. Inform course coordinator of course and student progress and faculty concerns or issues.
6. Attend class as necessary in order to maintain a positive academic learning environment, or as requested by course coordinator.
7. Proctor exam and quizzes; run the I-Clicker software.
8. Provide course coordinator with:
   • Final performance evaluations of students
   • Course evaluation by students
   • Assignments turned in by students
   • Other information as requested.

August 2009
III. College of Nursing and Health Sciences Mission/Vision

College of Nursing and Health Sciences Mission Statement

The College of Nursing and Health Sciences provides undergraduate and graduate programs for Nursing. Building on a foundation of excellence, the College prepares liberally educated individuals for professional practice. Creative educational experiences, scholarship, and service to our communities enhance the personal and professional growth of students and faculty and promote life-long learning. As a College, we value a caring spirit, ethical practice, and advocacy for policies and actions that contribute to the improvement of the human condition. (approved 2007; reviewed 12/11/09; approved 4/17/14).

College of Nursing and Health Sciences Values –

- Excellence in teaching/learning including integration of liberal and professional education
- Maintaining the centrality of professional practice in our educational endeavors
- Research and scholarship that contribute to knowledge development and the improvement of practice, teaching, and service
- Engagement in and advancement of innovative and high-impact teaching/learning practices
- Meaningful service to and with our professional, civic, and client-related communities
- Faculty-student and interdisciplinary collaboration
- Equity, diversity, inclusivity, and global perspectives on human health and environmental well-being
- Caring spirit, ethical practice, and advocacy for policies and actions that contribute to the improvement of the human condition
- Continuous pursuit of a culture of mentoring, responsiveness and collegial engagement

(approved 12/11/09; reaffirmed 4/17/14.)

College of Nursing and Health Sciences Vision –

The College of Nursing and Health Sciences is a leader in the upper Midwest for exemplary education in nursing. We make a difference in the lives of our students, the practice of our profession, and the health of the people we serve. (approved 12/11/09; reaffirmed 4/14/14).
I. College of Nursing and Health Sciences- Bylaws

Article I - Title
The official title is the College of Nursing and Health Sciences Organization, hereafter termed the Organization.

Article II - Purpose
The purpose of the Organization is to make recommendations to the Dean, Associate Dean, and Assistant Deans on matters affecting the general welfare of the College of Nursing and Health Sciences, promote optimum working conditions, facilitate faculty and staff development regarding the use of technology, and participate in the formulation of policies and procedures related to faculty and staff responsibilities and opportunities.

Article III - Membership
The membership of the Organization shall consist of the Dean and Faculty of the College of Nursing and Health Sciences, Instructional and Administrative and Professional Academic Staff, Academic Department Associates, and other individuals and associates who by their appointment are designated as Staff or Faculty of the College of Nursing and Health Sciences.

Article IV - Officers and Duties of Officers
Section 1 - Officers
The officers of the Organization shall be the Chair, Vice Chair, and the Secretary.

Section 2 - Chair Duties
The Dean of the College of Nursing and Health Sciences or designee shall serve as Chair. The Chair shall:

A. Convene and preside at all meetings
B. Attend meetings of the Nursing Department as needed
C. Prepare agendas at least 5 days prior to a meeting
D. Create ad hoc committees to carry out specific functions as needed
E. Serve as a conduit of information between the College as a whole and academic, professional and Community audiences.
F. Provide relevant and timely information from the University to the College as a whole.

Section 3 - Vice-Chair Duties
The Associate Dean of the College of Nursing will serve as Vice Chair. The Vice Chair shall:

A. Preside at meetings in the absence of the Chair.
B. Review minutes with the Secretary and Chair prior to finalization and distribution.

Section 4 – Secretary Duties:
The Dean's Assistant of the College of Nursing will serve as Secretary. The Secretary shall:

A. Prepare and electronically sign minutes of meetings.
B. Electronically distribute minutes to the Organization within ten (10) working days after each meeting.
C. Maintain a current and complete file of official minutes in the Dean's office.
D. Distribute agenda and accompanying documents at least five days before each meeting.
E. Provide additional secretarial functions as needed.
Article V - Meetings of the Organization

Section 1 - Regular Meetings
Regular meetings of the Organization shall be held at least one (1) time per semester during the academic year. Agendas shall be distributed five (5) working days prior to each meeting.

Section 2 - Special Meetings
A. Special meetings may be called by the Chair, or in the absence of the Chair, by the Vice Chair, or upon written request of one-fourth of the members of the Organization.
B. The purpose and time of special meetings shall be specified in writing and distributed forty-eight (48) hours prior to the meeting.

Section 3 - Quorum
Thirty percent (30%) of the membership shall constitute a quorum.

Section 4 - Voting Policy
One-half, plus one, of the members present shall constitute a majority vote in all business.

Section 5 - Minutes
Minutes of Organization meetings shall be distributed to all members and officers within ten (10) working days after each meeting.

Article VI - Standing Committees

Section 1 Committees
Standing Committees of the Organization shall be:
A. Bylaws/Nominating Committee.
B. Technology and Facilities Committee.

Section 2 - Common Functions
Functions common to all committees are:
A. Evaluate membership and functions related to the committees and refer necessary changes to the Bylaws/Nominating Committee.
B. Communicate and coordinate activities with other committees as needed.
C. Direct recommendations to the Nursing Department for action when necessary.

Section 3 - Membership
A. Each term of service will be two years and will run concurrently with the academic year.
B. Elections will be coordinated by the Bylaws/Nominating Committee and will be planned for spring semesters and as needed.
C. To ensure continuity, some members will be elected in even years and some will be elected in odd years.
D. Chair of the Bylaws/Nominating Committee shall be elected annually by the committee membership.
E. Committee members are eligible for reappointment and/or reelection to a second term.
F. Under special circumstances, the Chair of the Organization may make appointments to the standing committee.
G. Committee member vacancies which occur during the academic year shall be filled for the remainder of the unexpired term through appointment by the Chair of the Organization.

Section 4 - Quorum
The quorum for standing committees shall be two-thirds of the committee membership.
Section 5 - Voting
Voting privileges are extended to all committee members.

Section 6 – Minutes
Minutes will be distributed electronically, as appropriate, within ten days of each meeting by a designated secretary.

Section 7 – Bylaws/Nominating Committee
A. Functions - The Bylaws/Nominating Committee shall:
1. Review annually and initiate changes to the bylaws as needed.
2. Have the Chair of the Committee responsible for providing a complete copy of the amended bylaws to the membership and Dean’s office not later than ten (10) working days after amendments are approved.
3. Coordinate annual elections for College Committees; these elections will be held in the spring, not later than April 15th, for terms for the following academic year.
4. Coordinate annual elections for University Committees; these elections will be held in the fall, not later than September 15, for terms for the current academic year.
5. If a vacancy occurs during the academic year, candidates will be solicited to fill the remaining term.
6. Obtain nominees for elected offices and committees, and confirm their desire to serve.
7. Prepare a ballot. Attempts will be made to find a minimum of two (2) candidates who are willing to be placed in nomination for elected offices and committees.
8. Count the ballots with at least one (1) member of the Bylaws/Nominating Committee and one (1) other member of the Organization present. Notify the membership of the results. An electronic survey program may be used to create an electronic voting ballot. In that case the votes will be tallied automatically.
9. The Chair shall notify respective committees of newly elected members.
B. Membership-The members of the Committee shall be elected and will include:
   • three (3) members of the Organization
     o one (1) of whom shall be tenure/tenure track faculty
     o one (1) representing academic staff
     o and one (1) at-large member
C. Term of Service - The term of service of members shall be two years

Section 8 – Technology and Facilities Committee
A. Functions - The Technology and Facilities Committee shall:
1. Make recommendations to the Dean on policies, procedures, and budgetary considerations relative to facilities and technology
2. Identify facility and technology related needs and strategies
3. Serve as liaison to Undergraduate and Graduate Curriculum Committees relating to the integration of technology in the curriculum
4. Serve as liaison to the faculty and academic staff councils relating to faculty and academic staff technology development needs.
B. Membership - The members of the Committee will include:
   • Distance Education/Building Coordinator
   • Assistant Dean of Nursing, Marshfield Campus who serves as an ex-officio, voting member;
   • three (3) faculty members at least one representing Marshfield Nursing and one representing Eau Claire Nursing
   • two (2) instructional academic staff members
   • Skills Lab Coordinator,
   • Media Specialist/LRC Coordinator
   • University Senate Technology Committee member
   • one student representing Nursing
The College of Nursing and Health Sciences University Senate Technology Committee representative is a voting member of the Committee. Additional interested faculty or academic staff in courses with heavy use of technology may be appointed by the Dean. The Committee Chair will be the Distance Education/Building Coordinator. Non-specified faculty and academic staff committee members will be elected from the Organization and will serve staggered two year terms.

**Article VII - Parliamentary Authority**
The most current edition of Robert's Rules of Order, newly revised, shall govern the proceedings of the Organization in cases not otherwise provided for in these Bylaws.

**Article VIII - Amendment of Bylaws**
The Bylaws shall be amended by a two-thirds (2/3) affirmative vote of the members in attendance at the meeting of the Organization, provided that the amendment has been submitted, to all voting members five working days prior to the vote.

Proposed to the College: January 31, 2008;
Revised: April 9, 2008; April 10, 2008, May 15, 2008
Revised and Approved: November 18, 2010.
Revised and Approved: October 18, 2013, October 18, 2015.
Purpose:
The Student Advisory Council to the Dean of the College of Nursing and Health Sciences serves as:

- A mechanism for ongoing advising, dialogue, communicating concerns and participating in program activities.
- A liaison for communications between students and college administration; discussing concerns and searching for alternative solutions.

Membership:
Membership include appointed students from all programs, including sophomore through senior students in the traditional BSN program from both the Eau Claire and Marshfield site, BSN completion students (CND/BSN@Home), and MSN and/or DNP students. Therefore, students representing all programs and the diversity of the student body will be selected from those that self nominate for the Council. A total of eight to twelve students will comprise the group, along with the Dean.

Meetings:
Meetings will be held at least once a semester or as deemed necessary by the Dean or the student representatives.

11/90
Revised 4/92; 10/00, 8/09
V. Department of Nursing

Goals, Vision, Mission Statement, Philosophy

Preamble: University Academic Goals
The University seeks to foster the intellectual, personal, cultural, and social development of each student. It strives to provide distinguished instruction in a democratic atmosphere, bringing individual students into close contact with faculty whose scholarly attainments and concern for teaching are able to instill a love of learning.

The baccalaureate degree at UW-Eau Claire provides students with the knowledge and abilities needed for lifelong learning. In designing the degree, faculty expect that graduates will have achieved the following goals:

- Knowledge Goal
- Skills Goal
- Responsibility Goal
- Integration Goal

The Liberal Education Core, which forms part of all baccalaureate degree curricula, contributes to the breadth of each student’s education through its emphasis on the cultural heritage of a free and responsible citizenry and on the development of creative imagination, critical judgment, and skill in the interchange of ideas. Students are afforded opportunities to collaborate with faculty on research and other scholarly and creative projects. UW-Eau Claire is recognized as a Center of Excellence for Faculty and Undergraduate Student Research Collaboration.

Upon this foundation the University builds its programs in liberal arts and sciences and in professionally-oriented fields. In keeping with the goals of the baccalaureate degree, each program is designed to impart the specialized knowledge and competencies appropriate to the particular degree, while providing also for a broad overview of the entire area and an appreciation of its relationship to other fields of learning. *(UW-Eau Claire Undergraduate Catalogue: 2014-2015, p. 4)*

Department of Nursing Vision

Members of the UW-Eau Claire Department of Nursing, as a learning community, honor our historical successes while we risk the pursuit of new avenues of excellence.

Vision: Educating nurse leaders to challenge boundaries and build bridges for a healthier world.

Approved 11/08; reaffirmed 3/15.

Department of Nursing Mission Statement

The purpose of the University of Wisconsin-Eau Claire Department of Nursing is to provide a scholarly environment in which faculty and students gain and extend knowledge of health, health care, and professional nursing. The Nursing Department offers on-campus and distance baccalaureate and graduate education for the practice of professional nursing.

The mission of the Department of Nursing is to:

- educate nurses to lead within diverse, complex environments
- promote health and the public good through ethical leadership, collaboration, and practice
- contribute to knowledge development for health and nursing
- serve the broader missions of the College and University

Department of Nursing Philosophy

**Nursing is a discipline that practices.** In our practice, we protect, promote, and optimize health and abilities; prevent illness and injury; alleviate suffering through the diagnosis and treatment of human response; and advocate in the care of individuals, families, communities, and populations (American Nurses Association, 2003). In our practice, evidence underscores what we do and client education assumes a primary role. In all settings, holism shapes our approach and expands our effectiveness. Although deliberate and purposeful, to improve world health we also remain imaginative and continually search for the unforeseen in our practice.

**Nursing is a discipline that leads.** Leadership demands us to confront what is and imagine what could be. We hold and articulate our own values and visions with conviction. But in challenging what exists, we also recognize that accomplishing commonly-shared goals about health requires collaboration that emerges from inclusive leadership. Inclusion is expanded because professionally-educated nurse leaders strive to understand people who are unlike them. Furthermore, leadership insists that we persuade rather than coerce, appreciate the power of mutual information, and live peacefully with irony and paradox. As architects, then, nurse leaders design strategy, influence policy, and advocate for clients in political places. As designers, nurse leaders inspire others to seek environmentally-beneficial solutions. Both strategy and inspiration call for knowledge, energy, and courage.

**Nursing is a discipline that generates, translates, and applies knowledge.** Research, as the process of knowledge generation, uses data that are systematically collected and judiciously interpreted to help us answer questions and construct interventions. We engage in this process with students and colleagues, as well as with other campus and community partners. In this collaboration, where we respect traditional and emerging approaches to knowledge generation, we study issues that influence nursing practice, education, and administration. Our goal is that our research launches wide-ranging conversations, contributes to a culture of scholarship in all settings, and advances and promotes world health and well-being.

**Nursing is a discipline that educates.** Because nursing education is a liberal education, faculty and students reflect thoughtfully, commit to innovation, and exhibit a spirit of scholarship. As educators, we value multiple evidence-based methods of teaching and honor numerous ways of learning. Nursing education serves society where we strive to practice wisely and try to understand unpredictability and complexity. At the same time, nursing education is a reflective haven where we can disagree, examine, and dialogue in ways that incite and enrich us. Unmistakably, then, preparing students for the workforce is not our only goal as we both serve society and retreat from society in our nursing education. More broadly, improved healthcare outcomes for all people direct our teaching and learning. Freedom and lifetime growth for both students and faculty draw us onward. With our rekindled effort, this nursing education will become more accessible to all.

As we practice, lead, generate knowledge, and educate, several convictions structure our actions. First, the American Nurses Association Code of Ethics for Nurses (Fowler, 2008) guides our decisions. Further, a commitment to a person-centered collaborative relationship secures what we do. This commitment compels us to embrace diverse peoples and understand distinctive lifestyles from all global places and positions. By foregrounding ethics and relationship, a seamless link merges our roles in practice, leadership, knowledge generation, and education. In our blended roles, it is our curiosity and wonder—our search for opportunity and sense of inquiry—our ability to create associations and see patterns—that lead us forward. In this way, we focus on social justice, environmental protection, and the promotion of world health through our engagement with and contributions to the human health experience.

Accepted September 17, 2009


Partial text from the document:

**Department of Nursing Organization**

While the Nursing Program is under the direction of the Dean of the College of Nursing and Health Sciences, the Nursing faculty, through its organization, establishes policies related to curriculum, faculty, and students. With few exceptions, standing and ad hoc committees are working committees of faculty/instructional academic staff and as such, report to the total nursing faculty. The faculty as a whole then takes action on recommendations presented.

Faculty and standing committee meetings are posted in conformity with the Wisconsin Open-Meeting Law. Graduate and undergraduate nursing students are eligible to serve on nursing and college committees.

The Dean of the College of Nursing and Health Sciences, Associate Dean, Assistant Dean, Department Chair and other administrative personnel hold scheduled meetings to discuss administrative matters and to coordinate those activities that will expedite the affairs of the College. Nursing faculty regularly participate in University governance as well, through the University Senate and a number of University committees.
Baccalaureate Program/Student Learning Outcomes

Students graduating from UW-Eau Claire with the Bachelor of Science in Nursing demonstrate accomplishment of the AACN Baccalaureate Essentials* through:

1. Integration of liberal and nursing education, with particular distinction in:
   • leading change in complex health care environments.

2. Organizational and systems leadership for patient safety and quality care, with particular distinction in:
   • developing effective working relationships for quality improvement and optimizing patient care outcomes.

3. Scholarship for evidence-based practice, with particular distinction in:
   • providing leadership in the synthesis and application of evidence with integration into changing standards of care.

4. Information management and application of patient care technology.

5. Understanding of health care policy, finance and regulatory environments, with particular distinction in:
   • advocacy for individuals, families, and communities.

6. Inter-professional communication and collaboration for improving patient health outcomes, with particular distinction in:
   • delivery of evidence-based, patient-centered care;
   • coordination of care across settings and through the health-illness trajectory.

7. Clinical prevention and population health for optimizing health, with particular distinction in:
   • analysis of population health needs, determinants, and resources, and development of action strategies.

8. Professionalism and professional values, with particular distinction in:
   • ethical practice, social responsibility, a commitment to social justice, and global citizenship;
   • delivery of culturally competent care within diverse settings and/or populations.

9. Beginning competence in baccalaureate generalist nursing practice, with particular distinction in:
   • holistic, relationship-based care incorporating therapeutic use of self;
   • integration of nursing concepts, human responses, and safe and competent nursing care;
   • use of nursing process to affect highest quality health outcomes.

(*The Essentials of Baccalaureate Education for Professional Nursing Practice, AACN 2008)

Approved: Nov 24, 2008; revised 10/18/12; reaffirmed 4/17/14.

Purpose of Baccalaureate Program
The purpose of the baccalaureate program is to prepare graduates for the practice of professional nursing in a variety of health care settings. The program leads to a Bachelor of Science in Nursing, which serves as an entry-level professional degree and as the basis for graduate study. Accepted 10/83; Revised 12/84; 01/85; 10/92; Reviewed 7/02; Reaffirmed 2/5/15.
# UW-Eau Claire Bachelor of Science in Nursing - Level Learning Outcomes

<table>
<thead>
<tr>
<th>BSN Program Student Learning Outcomes</th>
<th>Level 3 – End of Senior Year</th>
<th>Level 2 – End of Junior Year</th>
<th>Level 1 – End of Sophomore Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&quot;Overall Student Learning Outcome&quot;</td>
<td>At the end of Level 3 the student will …</td>
<td>At the end of Level 2 the student will …</td>
</tr>
<tr>
<td>I Integration of liberal &amp; nursing education</td>
<td>• 3a Apply knowledge of social and cultural factors to the nursing care of diverse patients and populations</td>
<td>• 2a Demonstrate approaches for developing and maintaining intercultural relationships with patients and healthcare professionals</td>
<td>• 1a Describe cultural sensitivity and cultural humility within the context of professional nursing practice.</td>
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<td></td>
<td>• 3b Demonstrate cultural competence in professional interactions</td>
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<tr>
<td>II Organizational &amp; systems leadership for patient safety &amp; quality care</td>
<td>• 3a Apply national patient safety resources and quality standards in practice settings (virtual, simulation, or actual clinical setting)</td>
<td>• 2a Identify quality improvement initiatives in a practice setting</td>
<td>• 1a Identify national patient safety resources and quality standards in practice settings</td>
</tr>
<tr>
<td></td>
<td>• 3b Demonstrate leadership and communication to effectively implement safety and quality.</td>
<td>• 2b Identify gaps between local clinical settings and national best practice</td>
<td>• 1b Describe factors that create a culture of safety within an organization.</td>
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<td></td>
<td>• 3c Demonstrate management of resources to provide cost-effective care.</td>
<td>• 2c Describe processes used in understanding causes of error and allocation of responsibility and accountability (such as root cause analysis)</td>
<td>• 1c Examine human factors and other basic safety design principles as well as commonly used unsafe practices in practice settings</td>
</tr>
<tr>
<td>III Scholarship for EBP</td>
<td>• 3a Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.</td>
<td>• 2a Investigate evidence related to discrepancies between identified standards and current practice that may adversely impact patient outcomes.</td>
<td>• 1a Explain the interrelationships among theory, practice, and research</td>
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<tr>
<td></td>
<td>• 3b Collaborate in resolving discrepancies between identified standards and current practice through the application of best evidence.</td>
<td>• 2b Participate in the synthesis of evidence.</td>
<td>• 1b Participate in the process of retrieval and appraisal of evidence based on a clinical question.</td>
</tr>
</tbody>
</table>
| IV Information management & patient care technology application | 3a Balance emotional and social intelligence with scientific reasoning  
3b Analyze health quality data to evaluate and improve quality of care within systems and populations  
3c Use patient care technology to safely and effectively deliver nursing care. | 2a Use standardized language that reflects nursing diagnosis and interventions that contribute uniquely to individual and family outcomes.  
2b Uphold ethical standards r/t data security, regulatory requirements, confidentiality, and client’s right to privacy | 1a Describe actions to uphold ethical standards r/t data security, confidentiality and client’s right to privacy in both professional and personal (e.g., social networking) spheres  
1b Use information technology resources to investigate and document patient care  
1c Analyze personal emotional and social intelligence strengths and areas for improvement  
1d Transfer principles of scientific reasoning to the nursing clinical decision making processes |
| V Understanding of health care policy, finance, & regulatory environments | 3a Analyze recommendations for changes in health policy and financing to meet an identified healthcare need/disparity. | 2a Investigate the impact of healthcare policy and regulation on issues of access, equity, affordability, and social justice. | 1a Describe how health care is organized and financed.  
1b Describe legislative and regulatory processes related to healthcare. |
| VI Interprofessional communication & collaboration for improving health outcomes (QSEN KSAs for Teamwork and Collaboration) | 3a Value the influence of system solutions in achieving effective team functioning  
3b Identify system barriers and facilitators of effective team functioning  
3c Examine strategies for improving systems to support team functioning  
3d Communicate and collaborate with team members to achieve care goals, adapting own style of communicating to needs of the team and situation  
3e Assume role of team member or leader based on the situation  
3f Delegate patient care tasks, consistent with legal and professional standards, to other members of the healthcare team | 2a Appreciate the risks associated with handoffs among providers and across transitions in care  
2b Follow communication practices that minimize risks associated with handoffs among providers and across transitions to care  
2c Function competently within own scope of practice as a member of the health care team. | 1a Describe scopes of practice and roles of health care team members  
1b Describe examples of the impact of team functioning on safety and quality of care  
1c Respect the unique attributes that members bring to a team, including variations in professional orientations and accountabilities  
1d Describe impact of own communication style on others |
<table>
<thead>
<tr>
<th>VII</th>
<th>Clinical prevention and population health (Quad Council Competencies, revised 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• 3a Partner effectively with key stakeholders, and groups in care delivery to individuals, families, groups</td>
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<td></td>
<td>• 3b Participate effectively in activities that facilitate community involvement</td>
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<td></td>
<td>• 3c Assist in the design of an evaluation plan for an individual-, family-, or community-focused program</td>
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<td></td>
<td>• 2a Use an ecological perspective in approaching public health practice</td>
</tr>
<tr>
<td></td>
<td>• 2b Access sources of epidemiologic and other public health data to identify health determinants and risks for individuals and families</td>
</tr>
<tr>
<td></td>
<td>• 2c Collect quantitative and qualitative data for the purpose of community health assessment</td>
</tr>
<tr>
<td></td>
<td>• 2d Identify internal and external factors affecting population-focused and public health nursing practice</td>
</tr>
<tr>
<td></td>
<td>• 2e Identify policy issues relevant to the health of individuals, families, and groups/populations.</td>
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<tr>
<td></td>
<td>• 2f Plan collaborative (public and private) interventions to meet identified population and community health needs.</td>
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<tr>
<td></td>
<td>• 1a Describe the historic foundation of public health and nursing science in the delivery of care to individuals, families, and groups/populations</td>
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<td></td>
<td>• 1b Describe the interrelationships among local, state, tribal, and federal public health and health care systems</td>
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<td></td>
<td>• 1c Demonstrate presentation of targeted health information to a selected audience.</td>
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<td></td>
<td>• 1d Demonstrate knowledge of evidence-based health promotion guidelines</td>
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<thead>
<tr>
<th>VIII</th>
<th>Professionalism and professional values</th>
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<tr>
<td></td>
<td>• 3a Model the values and articulate the knowledge, skills, and attitudes of the nursing profession</td>
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<td></td>
<td>• 2a Develop a plan, applying ethical principles, to meet individual or aggregate care needs</td>
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<td></td>
<td>• 2b Demonstrate accountability and responsibility for personal behavior and professional practice</td>
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<td></td>
<td>• 1a Explain how one’s own personal value system impacts professional interactions with respect for the uniqueness of each individual patient</td>
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<tr>
<td></td>
<td>• 1b Protect patient privacy and confidentiality of patient records and other privileged communications.</td>
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<tr>
<td></td>
<td>• 1c Demonstrate fundamental nursing professional values and behaviors. (e.g., the ANA Code of Ethics and the ANA Nursing Scope and Standards of Practice)</td>
</tr>
</tbody>
</table>
| IX Beginning competence in generalist nursing practice | • 3a Develop, revise, and implement theory-based, evidence-based, developmentally appropriate plans of care for individuals, families, and groups/populations  
• 3b Evaluate outcome achievement of individuals, families, and groups/populations  
• 3c Manage a caseload, collaborating with and delegating to other team members as appropriate  
• 3d Coordinate the care of individuals, families, and groups/populations across time and settings | • 2a Exhibit clinical reasoning, using creative and critical thinking  
• 2b Develop theory-based, evidence-based, holistic plans of care for individuals, families, and communities.  
• 2c Apply knowledge from foundational sciences (e.g., physiology/pathophysiology, genetics/genomics, pharmacotherapeutics, nutrition) to the nursing care of assigned acutely and chronically ill patients  
• 2d Demonstrate safe and accurate performance of advanced psychomotor skills | • 1a Establish and maintain a professional relationship with patients of all ages  
• 1b Describe the nursing process  
• 1c Perform a comprehensive health history and patient assessment  
• 1d Describe the impact of and incorporate awareness of patients’ developmental stages and physiologic differences into nursing care  
• 1e Demonstrate safe and accurate performance of basic psychomotor skills  
• 1f Develop and deliver patient teaching based on identified patient needs and applying teaching/learning theory |

Approved Dept. 10/18/12.
Master of Science in Nursing

Purpose of MSN Graduate Program

The purpose of the MSN graduate program is to prepare individuals for advanced professional nursing in adult-gerontologic health nursing or family health nursing to assume leadership roles in professional nursing. The program leads to a Master of Science in Nursing, which may serve as a degree for advanced professional nursing roles, or as the basis for doctoral study.

Adopted 7/7, Reviewed 5/00, Revised 12/82, 10/84, 5/9, 7/03, 4/10; Reaffirmed 4/17/14.

MSN Graduate Program Objectives

A graduate of this program will be prepared to:
1. Analyze, synthesize, and apply knowledge from nursing science and other disciplines related to the health of adults, older adults, and families.
2. Synthesize, critique, evaluate, and utilize theory to guide advanced nursing roles.
3. Synthesize, evaluate, and utilize research to improve client outcomes for adults, older adults, and families.
4. Demonstrate expertise in ethically based, advanced clinical decision making of human responses in diverse populations.
5. Integrate leadership and management theories into the advanced nursing roles.
6. Analyze and synthesize current nursing and health care issues and policies within the context of advanced nursing roles.
7. Integrate knowledge and theory of health policy, organizations, and financing of health care as a basis for the provision of quality, cost effective care.
8. Assume beginning advanced nursing roles across health care settings demonstrating effective advocacy for diverse populations.
9. Engage in lifelong learning and scholarship for the advancement of professional nursing.

3/22/89; Revised 5/92
Reviewed 5/00
Rev. 10/26/00; 12/15/00
Approved by FASO 12/21/00; 10/21/04
Approved by Nursing Dept. Grad Faculty 5/20/10; Reaffirmed 4/17/14.
Doctor of Nursing Practice (DNP)

DNP Graduate Program Objectives

The purpose of the DNP program is to prepare advanced practice nurses for the highest level of nursing practice. The DNP is a clinical doctorate intended for nurses assuming leadership roles in the areas of advanced clinical practice (nurse practitioner or clinical nurse specialist) or nursing administration. 4/17/14.

Graduates of the DNP program will be able to:

• Expand advanced nursing practice by integrating the art and science of nursing with theory and knowledge from biophysical, psychosocial, political, ethical, technical, analytical, cultural, spiritual, environmental, and organizational realms.
• Promote culturally sensitive, holistic advanced nursing practice care and services in a global community, with emphasis on disease/illness prevention and health/wellness promotion as well as restoration and maintenance.
• Synthesize leadership skills, systems analysis, and advocacy expertise.
• Integrate clinical expertise and competence with population-focused management, evidence-based practice, and health care policy.
• Analyze health–related information systems and technology for the improvement of health care.
• Develop, implement and evaluate evidence-based approaches to advanced nursing practice.
• Evaluate the outcomes of advanced nursing practice.
• Apply clinical scholarship and leadership skills to advanced nursing practice.
• Evaluate personal scholarship, professional growth, and excellence in practice.

Approved by Department of Nursing 11/20/08; Reaffirmed 4/17/14.
Nursing Curricular Organizing Framework

Core Concepts

- Nurse as leader
- Nurse as scholar
- Nurse as professional
- Nurse as global citizen

Nurse as leader
- Empowering others and stimulating change to reach a shared vision.

Nurse as scholar
- Drawing on a liberal education to reason critically, investigate carefully, and think creatively to build an advancing discipline and affect patient outcomes.

Nurse as professional
- Advocating vigorously for the profession and providing nursing care that is based on the Code of Ethics.

Nurse as global citizen
- Enlarging an understanding of the world that expands inclusivity, embraces diversity, and strengthens cultural sensitivity to reduce health disparity.

*Revised per faculty suggestions offered at the April 15, 2010 Nursing Department meeting

Approved September 2010
Essential Abilities for Students in Undergraduate and Graduate Nursing Program

Preamble - The University of Wisconsin–Eau Claire, College of Nursing and Health Sciences, welcomes and invites persons with disabilities into professional nursing education whenever possible, making modifications and accommodations as possible within the capacities of our resources and expertise. While there are limitations on the extent of modifications and accommodations that can be provided within a program that does not specialize in disability education, we are committed to facilitating baccalaureate and graduate nursing education for qualified individuals whenever possible, including individuals with disabilities. For circumstances in which we are not able to accommodate an individual’s needs due to disability status, we will do our best to refer students to appropriate support services.

The following Essential Abilities of UW-Eau Claire Nursing Students apply to students in the UW-Eau Claire Nursing programs. Students who, due to documented disability or other limitation, do not fully meet these abilities, may request accommodations consistent with requirements for meeting course and program objectives. When possible the UW-Eau Claire Nursing programs will work with university services and clinical partners to assist students in meeting course and program requirements while maintaining student and patient safety and effectively facilitating highest quality client health outcomes.

Essential Abilities: Safe and Effective Care - The University of Wisconsin–Eau Claire, College of Nursing and Health Sciences, represents to its internal and external constituents that recipients of the baccalaureate or higher degree from a UW-Eau Claire Nursing program have been educated to practice professional nursing safely and effectively in a wide variety of healthcare settings, and that pre-licensure BSN graduates are eligible to apply for RN licensure in the State of Wisconsin. In light of this, UW-Eau Claire’s Nursing programs leading to licensure or advanced clinical practice require students to engage in a variety of complex and specific experiences. Successful completion of these experiences is necessary in order for the nursing student to demonstrate integration and application of the broad body of knowledge and skills essential for safe and effective professional nursing practice, across a wide spectrum of health and illness conditions and settings for the provision of care.

To this end, in order to practice safely and effectively, nursing requires a combination of physical abilities, motor skills, and sensory abilities; affective, interpersonal, and communication skills; cognitive abilities, behavioral and emotional sensitivity; and professionalism. These skills and abilities are essential not only to ensure the safety and effectiveness of professional nursing care for patients, but also to ensure the health, safety, and well-being of the nursing student, fellow nursing students, faculty, other healthcare providers, and the community. As such, nursing students are expected to demonstrate skills and behaviors consistent with the following essential abilities in order to successfully complete the Nursing programs at the UW-Eau Claire College of Nursing and Health Sciences. Students who demonstrate a pattern of behaviors that is not consistent with the essential abilities and their professional application may be removed from the teaching-learning setting or may be required to participate in remedial activities, as appropriate for the circumstances and to preserve safe and effective care. Students, due to documented disability or other limitation, who do not fully meet these abilities, may request accommodations consistent with requirements for meeting course and program objectives.

Essential Abilities: Physical and Motor Skills - Nursing students should have sufficient physical abilities and motor function so that they are able to execute movements required to provide general care and treatment for patients in all health care settings. For example: For the safety and protection of individuals, the nursing student must be able to perform basic life support, including CPR, and function physically in an emergency situation, both independently and with professional colleagues. The nursing student must have the ability, within reasonable limits, to safely assist an individual in moving, for example, from a chair to a bed, or from a wheel chair to a commode, using appropriate bioengineering equipment consistent with national guidelines (e.g., the National Institute of Occupational Safety and Health), and to hold or otherwise care for infants and small children to meet their healthcare, emotional, and developmental needs. Fine motor skills and other psychomotor skills, including the use of one or both upper
extremities, hands, and fingers, are needed for some essential activities. Students requiring uniform or clinical attire accommodations for personal religious beliefs must be able to perform all of the above activities safely, effectively, and in accordance with healthcare agency policy, while wearing the accommodated uniform.

**Essential Abilities: Sensory** - The nursing student must have sufficient biological or accommodated: visual acuity to see details near and at a distance, as well as be able to discriminate colors adequately for the clinical setting; auditory acuity to hear conversation and other sounds in order to assess and protect the health and safety of individual patients and others in the vicinity; and intact tactile sensation to assess (e.g., hot/cold; rough/smooth) and perform appropriate professional nursing functions. Sight and hearing are also necessary to communicate accurately and effectively. Auditory-visual-tactile perception and integration are needed to perform most essential nursing functions.

**Essential Abilities: Situation-Appropriate Affect, Communication, and Interpersonal Skills** - A nursing student must be able to communicate effectively with others. Effective communication requires consistency of message, integration of information, synchrony with circumstances and other data, and effective interpersonal skills. Situation-appropriate affect and judgment are necessary to convey emotions appropriate for the circumstances, to engage in interpersonal communication effectively and sensitively, and to respond appropriately to a wide variety of interpersonal circumstances and demands. The nursing student must express her/his ideas clearly and appropriately. (See also Behavioral/Emotional section below.) A nursing student must be able to convey or exchange information to establish and maintain patient-centered relationships; conduct an appropriate health history; identify problems presented; explain alternative solutions; give directions during treatment and post-treatment; and work effectively with all professional colleagues and team members. The nursing student must be able to communicate effectively in oral and written forms and interpret non-verbal communication. S/he must be able to process and communicate information on the patient’s status with accuracy and in a timely manner with other members of the healthcare team.

**Essential Abilities: Cognitive** - A nursing student must have sufficient cognitive abilities to be able to measure, calculate, reason, analyze, integrate, synthesize, and make appropriate clinical judgments in the classroom and in a wide variety of clinical settings. The nursing student must be able to quickly read and comprehend extensive written material, as well as comprehend oral communication. The student must be able to enter and process electronic information using a variety of current technologies. S/he must also be able to effectively gather information to assess and evaluate individuals, families, groups, and community/environmental situations, and act in a timely fashion using critical thinking. Likewise, the nursing student must be able to select from a wide array of existing information, to assess and evaluate that information and take action that shows evidence of intact integrative functions and critical thinking. Effective clinical judgment requires the integration of information that results in rational, timely, and informed action, and the appropriate anticipation of consequences associated with those actions (or inactions). S/he must be able to engage in critical self-evaluation, including demonstrating a willingness and ability to give and receive feedback and to make a correct judgment in seeking supervision and consultation in a timely manner. English-language ability in all of the above is required.

**Essential Abilities: Behavioral/Emotional Sensitivity** - A nursing student is expected to have the psycho-emotional ability required to fully use her/his cognitive abilities, employ good judgment and carry out responsibilities in a timely manner with respect to professional nursing practice. In addition, the nursing student must be able to quickly develop and maintain professional, sensitive, and effective relationships with individual patients, families, students, team members, faculty and others with whom she or he has professional contact, regardless of circumstances. In the practice setting these circumstances can frequently be stressful and require immediate appropriate response. The nursing student must be able to control impulsive behaviors and act in a socially responsible way regarding her/his own behavior, recognize the same in others, and take appropriate action as warranted. The nursing student is expected to have the psycho-emotional stability to function effectively under stress and to adapt to the healthcare environment, which can change rapidly and unpredictably. The nursing student must be able to experience empathy for the situations and circumstances of others and effectively communicate that empathy. The nursing student must be cognizant of her/his values, attitudes, beliefs, affect, and experiences, and how these attributes or experiences may influence her/his own perceptions, behaviors, and relationships with others. The nursing student must be able and willing to examine and
change her/his behavior when it interferes with relationships with others so that s/he can function effectively and collaboratively in diverse academic and professional work environments.

**Essential Abilities: Professional Conduct** - The nursing student must be able to practice nursing in an ethical and professional manner at all times, adhering to the professional code of ethics, professional standards, and workplace/academic ethics and standards, including those standards related to the use of social media. S/he must possess characteristics including integrity, honesty, compassion, empathy, altruism, responsibility, maturity, respect and acceptance of differences. Nursing students must be able to engage in healthcare delivery in all settings and be able to provide care to all client populations, including but not limited to children, adolescents, adults of all ages, all genders, developmentally disabled persons, medically compromised individuals, individuals from all socioeconomic strata, and other vulnerable populations. Professional conduct is expected in both academic and clinical/community environments. Behaviors demonstrating acceptance of and respect for diversity are expected, including but not limited to race/ethnicity, gender, sexual orientation, religion, national origin, and ability/disability. Nursing students are expected to meet UW-Eau Claire’s attendance requirements in all courses and clinical activities. Academic integrity must be maintained in all clinical and classroom experiences.

**Reasonable Accommodation for Disabilities** - UW-Eau Claire provides reasonable accommodation to qualified students with a disability. Upon admission, a nursing student who discloses a disability and requests accommodation may be asked to provide documentation of her/his disability for the purpose of determining appropriate accommodations. The UW-Eau Claire College of Nursing and Health Sciences will make every attempt to provide reasonable accommodations whenever possible, but is not required to make modifications that would substantially alter the nature or requirements of courses or programs, or to provide auxiliary aids that present an undue burden. To progress in the curriculum, the nursing student must be able to demonstrate satisfactory achievement of course and program objectives, either with or without negotiated accommodations. The student is responsible for disclosing the need and engaging in the process to determine appropriate accommodations prior to the academic or other activities and is responsible for providing documentation to substantiate the disability and need for accommodations in a timely manner.

Requests for accommodation should be directed to:

**UW-Eau Claire Services for Students with Disabilities**

Centennial Hall 2105
(715) 836-5800
http://www.uwec.edu/ssp/index.htm

**Acknowledgements and References** - This policy has been significantly modified from Katz, J.R., Woods, S. L., Cameron, C.A., & Millam, S. (2004). Essential qualifications for nursing students. *Nursing Outlook, 52*, 277-288, as well as informed by these other key sources:

- University of Wisconsin-Milwaukee, College of Nursing, Policy on Essential Abilities, Faculty Document #80-05)

**APPROVED 2/18/2010 Dept. of Nursing; updated 7/12 and 1/16.**
Glossary of Nursing Terms and Definitions

Commission on Collegiate Nursing Education (CCNE) Definitions

Academic Policies: Published rules that govern the implementation of the academic program including, but not limited to, policies related to admission, retention, progression, graduation, grievance, and grading.

Academic Support Services: Services available to the nursing program that facilitate faculty and students in any teaching/learning modality, including distance education, in achieving the expected outcomes of the program. These may include, but are not limited to, library, computer and technology resources, advising, counseling, and placement services.

Advanced Nursing: Nursing roles requiring advanced nursing education beyond the basic baccalaureate preparation. Academic preparation for advanced nursing may occur at the master’s and/or doctoral level.

Chief Nurse Administrator: A registered nurse with a graduate degree in nursing who serves as the administrative head of the nursing unit.

Community of Interest: Groups and individuals who have an interest in the mission, goals, and expected outcomes of the nursing unit and its effectiveness in achieving them. The community of interest comprises the stakeholders of the program and may include both internal (e.g., current students, institutional administration) and external constituencies (e.g., prospective students, regulatory bodies, practicing nurses, clients, employers, the community/public). The community of interest might also encompass individuals and groups of diverse backgrounds, races, ethnicities, genders, values, and perspectives who are served and affected by the program.

Curriculum: All planned educational experiences under the direction of the program that facilitate students in achieving expected outcomes. Nursing curricula include supervised clinical learning experiences.

Distance Education: Teaching-learning activities characterized by the separation, in time or place, between instructor and student. Courses may be offered through the use of print, electronic, or other media. Distance education methodologies may be used for a portion of or for an entire nursing degree program.

Formal Complaint: A statement of dissatisfaction that is presented according to a nursing unit’s established procedure.

Goals: General aims of the program that are consistent with the institutional and program missions and reflect the values and priorities of the program.

Mission: A statement of purpose defining the unique nature and scope of the parent institution or the nursing program.

Nursing Program: A system of instruction and experience coordinated within an academic setting and leading to acquisition of the knowledge, skills, and attributes essential to the practice of professional nursing at a specified degree level (baccalaureate, master’s, doctorate).

Nursing Unit: The administrative segment (e.g., college, school, division, or department of nursing) within an academic setting in which one or more nursing programs are conducted.

Outcomes: Individual Student Learning Outcomes: Learner-focused statements explicitly describing the characteristics or attributes to be attained by students as a result of program activities. At the curricular level these outcomes may be reflected in course, unit, and/or level objectives.
**Expected Outcomes:** Statements of predetermined levels of aggregate achievement expected of students who complete the program and of faculty. Expected outcomes are established by the faculty and are consistent with professional nursing standards and guidelines and reflect the needs of the community of interest.

**Aggregate Student Outcomes:** Statements of the level of attainment of designated outcomes expected of a group or cohort of students as a result of completing the nursing program. Aggregate student outcomes include graduation rates, NCLEX-RN® pass rates, certification rates, employment rates, and employer satisfaction with graduates. Programs may identify other expected student outcomes, such as percentage of alumni pursuing further education or actively involved in professional organizations.

**Aggregate Faculty Outcomes:** Statements of expected collective faculty accomplishments that support the program’s mission and goals. Expected aggregate faculty accomplishments may reflect teaching, scholarship, practice, and/or service components of the faculty role, as defined by the program and its parent institution.

**Actual Outcomes:** Aggregate results describing student and faculty accomplishments. Actual outcomes are analyzed in relation to expected outcomes to demonstrate program effectiveness.

**Aggregate Student Outcomes:** A description of the level of students’ actual collective attainment of designated outcomes as a result of completing the nursing program. Aggregate student outcomes include graduation rates, NCLEX-RN® pass rates, certification rates, employment rates, employer satisfaction with graduates, and program-identified outcomes.

**Aggregate Faculty Outcomes:** Collective accomplishments of faculty that support the program’s mission and goals. Actual accomplishments may reflect teaching, scholarship, practice, and/or service components of the faculty role.

**Parent Institution:** The entity (e.g., university, academic health center, college, or other entity) accredited by an institutional accrediting agency (regional or national) recognized by the U.S. Secretary of Education that has overall responsibility and accountability for the nursing program.

**Preceptor:** An experienced practitioner who facilitates and guides students’ clinical learning experiences in the preceptor’s area of practice expertise.

**Professional Nursing Standards and Guidelines:** Statements of expectations and aspirations providing a foundation for professional nursing behaviors of graduates of baccalaureate, master’s, and professional doctoral programs. Standards are developed by a consensus of professional nursing communities who have a vested interest in the education and practice of nurses. CCNE recognizes that professional nursing standards and guidelines are established through: state rules and regulations, nationally recognized accrediting agencies and professional nursing specialty organizations, national and institutional educational organizations, and health care agencies used in the education of nursing graduates.

CCNE requires that baccalaureate or graduate pre-licensure programs in nursing use *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008); that master’s degree programs use *The Essentials of Master’s Education for Advanced Practice Nursing* (AACN, 1996); that DNP programs use *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006); and that nurse practitioner programs use *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2008). Programs incorporate additional professional nursing standards and guidelines, as appropriate, consistent with the mission, goals, and expected outcomes of the program.

**Program Improvement:** The process of utilizing results of assessments and analyses of actual student and faculty outcomes in relation to expected outcomes to validate and revise policies, practices, and curricula as appropriate.
Teaching-Learning Practices: Strategies that guide the instructional process toward achieving individual student learning outcomes and expected student outcomes.

*Commission on Collegiate Nursing Education (CCNE), 2009.*

**UW-Eau Claire Nursing Definitions**

**Advanced Practice Registered Nurses (APRN):** A certified nurse practitioner, certified registered nurse anesthetist, certified nurse midwife, or clinical nurse specialist who is educationally prepared (usually at a post-baccalaureate level) accredited by a national accrediting body, and has current certification by a national certifying body in the appropriate APRN role and at least one population focus. *

**Assessment:** A systematic, dynamic process by which the registered nurse, through interaction with the patient, family, groups, communities, populations, and healthcare providers, collects and analyzes data. Assessment may include the following dimensions: physical, psychological, sociocultural, spiritual, cognitive, functional abilities, developmental, economic, and lifestyle. **

**Autonomy:** The capacity of a nurse to determine her or his own actions through independent choice, including demonstration of competence, within the full scope of nursing practice. **

**Care Coordination:** “The National Quality Forum (NQF) describes care coordination as ‘a function that helps ensure that the patient’s needs and preferences for health services and information sharing across people, Functions, and sites are met over time’ (2006, p. 1). The U.S. Agency for Healthcare Research and Quality (AHRQ) defines care coordination as ‘the deliberate organization of patient care activities between two or more participants (including the patient) involved in a patient’s care to facilitate the appropriate delivery of health care services’ (2011, p. 189).” [ANA Position Statement, Care Coordination and Registered Nurses’ Essential Role, June 11, 2012]

**Caring:** “A nurturing way of relating to a valued other toward whom one feels a personal sense of commitment and responsibility.” (Swanson, K.M. 1991. Empirical development of a middle range theory of caring. _Nursing Research_, 40(3), 161-166)

**Certified Nurse Practitioner (CNP):** A registered nurse who is professionally prepared to provide direct primary care and acute care (initial, ongoing, and comprehensive) along the wellness-illness continuum and in all settings. Clinical CNP care includes health promotion, disease prevention, health education, and counseling as well as the diagnosis and management of acute and chronic diseases (APRN Consensus, 2008). *

**Clinical Judgment:** The outcomes of critical thinking in nursing practice. Clinical judgments begin with an end in mind. Judgments are about evidence, meaning and outcomes achieved (Pesut, 2011). ***

**Clinical Prevention:** Individually focused interventions such as immunizations, screenings, and counseling, aimed at preventing escalation of diseases and conditions. ***

**Clinical Reasoning:** The process used to assimilate information, analyze data, and make decisions regarding patient care (Simmons, Lanuza, Fonteyn, & Hicks, 2003). ***

**Code of Ethics (Nursing):** A list of provisions that makes explicit the primary goals, values, and obligations of the nursing profession and expresses its values, duties, and commitments to the society of which it is a part. In the United States, nurses abide by and adhere to the Code of Ethics for Nurses (ANA). **
Collaboration: A professional healthcare partnership grounded in a reciprocal and respectful recognition and acceptance of: each partner’s unique expertise, power, and sphere of influence and responsibilities; the commonality of goals; the mutual safeguarding of the legitimate interest of each party; and the advantages of such a relationship. **

Community: A social system characterized by geographical or relational bonds. The functions of this social system are defined by the people within the community based on their norms, values and perceptions of common concerns. ****

Competency: An expected and measurable level of nursing performance that integrates knowledge, skills, abilities, and judgment, based on established scientific knowledge and expectations for nursing practice. **

Continuity of Care: An interprofessional process that includes healthcare consumers, families, and other stakeholders in the development of a coordinated plan of care. This process facilitates the patient’s transition between settings and healthcare providers, based on changing needs and available resources. **

Critical Reflection: “a deliberate, consistent, systematic effort in becoming aware of how power distorts, permeates, and oppresses processes, interactions, and practices; as well as uncovering assumptions that maintain the status quo” (Brookfield, 1995).

Critical Thinking: All or part of the process of questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application, and creativity (AACN, 1998). Critical thinking underlies independent and interdependent decision making. ***

Cultural Competence: “having the knowledge, understanding, and skills about a diverse cultural group that allows the health care provider to provide acceptable cultural care. Competence is an ongoing process that involves accepting and respecting differences and not letting one’s personal beliefs have an undue influence on those whose worldview is different from one’s own. Cultural competence includes having general cultural as well as cultural-specific information so the health care provider knows what questions to ask” (American Academy of Nursing Expert Panel on Cultural Competence, 2007).

Cultural Sensitivity: Cultural sensitivity is experienced when neutral language, both verbal and not verbal, is used in a way that reflect sensitivity and appreciation for the diversity of another. Cultural sensitivity may be conveyed through words, phrases, and categorizations that are intentionally avoided, especially when referring to any individual who may be interpreted as impolite or offensive (American Academy of Nursing Expert Panel on Cultural Competence, 2007). ***

Culturally Congruent and Competent Care: “the use of sensitive, creative, and meaningful care practices to fit with the general values, beliefs, and lifeways of clients for beneficial and satisfying health care, or to help them with difficult life situations, disabilities, or death” (Leininger, 1995).

Delegation: The transfer of responsibility for the performance of a task from one individual to another while retaining accountability for the outcome. Example: the RN, in delegating a task to an assistive individual, transfers the responsibility for the performance of the task but retains professional accountability for the overall care. **

Diagnosis: A clinical judgment about the healthcare consumer’s response to actual or potential health conditions or needs. The diagnosis provides the basis for determination of a plan to achieve expected outcomes. Registered nurses utilize nursing and medical diagnoses depending upon educational and clinical preparation and legal authority. **

Diversity: The range of human variation, including age, race, gender, disability, ethnicity, nationality, religious and spiritual beliefs, sexual orientation, political beliefs, economic status, native language, and geographical background. ***

Environment: The surrounding context, milieu, conditions, or atmosphere in which a registered nurse practices. **
**Evaluation:** The process of determining the progress toward attainment of expected outcomes, including the effectiveness of care. **

**Evidence-Based Practice:** Care that integrates the best research with clinical expertise and patient values for optimum care (IOM, 2003b). ***

**Expected Outcome:** End results that are measurable, desirable, and observable, and translate into observable behaviors. **

**Family:** Family of origin or significant others as identified by the healthcare consumer. **


**Health:** An experience that is often expressed in terms of wellness and illness, and may occur in the presence or absence of disease or injury. **

**Health Determinants:** Complex interrelationships of factors, such as the social and economic environment, the physical environment, individual characteristics, and behaviors that influence health. ***

**Health Literacy:** The degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions (U. S. Department of Health and Human Services, 2000b). ***

**Healthcare Provider:** Individuals with special expertise who provide healthcare services or assistance to patients. They may include nurses, physicians, psychologists, social workers, nutritionist/dietitians, and various therapists. **

**Healthcare Team:** The patient plus all of the healthcare professionals who care for the patient. The patient is an integral member of the healthcare team. ***

**Holistic Nursing:** “All nursing practice that has healing the whole person as its goal.” (American Holistic Nurses Association, 1998, Description of Holistic Nursing)

**Human Responses:** The phenomena of concern to nurses that include any observable need, concern, condition, event, or fact of interest actual or potential health problems. *

**Illness:** The subjective experience of discomfort. **

**Immersion Experience:** Clinical experiences with a substantive number of hours in a consistent clinical setting over a concentrated period of time. ***

**Implementation:** Activities such as teaching, monitoring, providing, counseling, delegating, and coordinating. **

**Information Literacy:** “A set of abilities allowing individuals to recognize when information is needed and to locate, evaluate and use that information appropriately” [The Association of Colleges and research Libraries (2000) as cited in Technology Informatics Guiding Education Reform/TIGER, Informatics competencies for every practicing nurse, no date; available at http://www.tigersummit.com/Competencies_New_B949.html.]
Information Management: “Information management is a process consisting of 1) collecting data, 2) processing the data, and 3) presenting and communicating the processed data as information or knowledge.” [Technology Informatics Guiding Education Reform/TIGER, Informatics competencies for every practicing nurse, no date; available at http://www.tigersummit.com/Competencies_New_B949.html.]

Information Technology: The study, design, development implementation, support, or management of computer-based information systems, particularly software applications and computer hardware. ***

Integrative Strategies for Learning: Coherent organization of educational practices that integrate general education concepts throughout the major, through the widespread use of powerful, active, and collaborative instructional methods (Association of American Colleges and Universities, 2004). ***

Interprofessional: Working across healthcare professions to cooperate, collaborate, communicate, and integrate care in teams to ensure that care is continuous and reliable. The team consists of the patient, the nurse, and other healthcare providers as appropriate (IOM, 2003b). ***

Intraprofessional: Working with healthcare team members within the profession to ensure that care is continuous and reliable. ***

Leadership *****: An evolutionary and learned process. It is an informal and formal process used to persuade rather than coerce, that appreciates the power of mutual information and lives peacefully with irony and paradox, while focusing on influencing individuals and/or groups to achieve a shared vision and challenge boundaries.

Management *****: Provides approaches to minimize chaos and to increase efficiency and effectiveness. Focuses on planning, prioritizing, delegating, budgeting, organizing, staffing, controlling, problem solving, and designating organizational resources. The outcome of management is to assure the attainment of organizational goals.

Microsystem: The structural unit responsible for delivering care to specific patient populations or the frontline places where patients, families, and care teams meet (Nelson, Batalden, Godfrey, 2007). ***

Multi-Dimensional Care: Relating to or having several dimensions; it speaks to the fullness of the patient-clinician experience, but also to people’s lives in general. Spirituality is one of those many dimensions. ***

Nurse Sensitive Indicators: Measures of processes and outcomes – and structural proxies for these processes and outcomes (e.g., skill mix, nurse staffing hours) – that are affected, provided, and influences by nursing personnel, but for which nursing is not exclusively responsible (National Quality Forum, 2003). ***

Nursing: The protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations. **

Nursing Practice: The collective professional activities of nurses characterized by the interrelations of human responses, theory application, nursing actions, and outcomes. **

Nursing Process: A critical thinking model used by nurses that comprises the integration of the singular, concurrent actions of these six components: assessment, diagnosis, identification of outcomes, planning, implementation, and evaluation. **

Organized Framework: A structure made up of constructs identified from philosophy and united in a way which gives direction and sequence to the curriculum. ****
Outcomes (Nursing): The results of nursing actions, in relation to identified human responses, based on findings from nursing research, the efficacy and benefit of which are determined by evaluation. *

Patient: The recipient of nursing care or services. This term was selected for consistency and in recognition and support of the historically established tradition of the nurse-patient relationship. Patients may be individuals, families, groups, communities, or populations. Further, patients may function in independent, interdependent, or dependent roles, and may seek or receive nursing interventions related to disease prevention, health promotion, or health maintenance, as well as illness and end-of-life care. Depending on the context or setting, patients may, at times, more appropriately be termed clients, consumers, or customers of nursing services (AACN, 1998, p. 2). ***

Patient-Centered Care: Includes actions to identify, respect and care about patients’ differences, values, preferences, and expressed needs; relieve pain and suffering; coordinate continuous care; listen to, clearly inform, communicate with, and educate patients; share decision making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles, including a focus on population health (IOM, 2003b). ***

Plan: A comprehensive outline of the components that need to be addressed to attain expected outcomes. **

Population Focus: Any one of these six APRN practice areas: family/individual across the life span; adult/gerontology; neonatal; pediatrics; women’s health/gender-related health; psychiatric/mental health. *

Population Health Interventions: Actions intended to improve the health of a collection of individuals having personal or environmental characteristics in common. Population health interventions are based on population-focused assessments. ***

Professional Nurse: An individual prepared with a minimum of a baccalaureate in nursing, but is also inclusive of one who enters professional practice with a master’s degree in nursing or a nursing doctorate (AACN, 1998). ***

Quality: The degree of which health services for patients, families, groups, communities, or populations increase the likelihood of desired outcomes and are consistent with current professional knowledge. **

Reflective Practice: “Reflective practice is an active and deliberate process of critically examining practice where an individual is challenged and enabled to undertake the process of self-enquiry to empower the practitioner to realize desirable and effective practice within a reflexive spiral of personal transformation” [Duffy, A. (2007). A concept analysis of reflective practice: determining its value to nurses. British Journal of Nursing, 16(22), 1400-1407].

Registered Nurse (RN): An individual registered or license by the state, commonwealth, territory, government, or other regulatory body to practice as a registered nurse. **

Regulation of Nursing Practice: The process of governance and controls established by authorized bodies as standards, guidelines, protocols, and other mandates for defining, attaining, and maintaining mandated quality of care and practice. *

Scholarship: Scholarship is generating, investigating, integrating, and disseminating knowledge. ****

Scope of Nursing-Practice: The description of the who, what, where, when, why, and how of nursing practice that addresses the range of nursing practice activities common to all registered nurses. When considered in conjunction with the Standards of Professional Nursing Practice and the Code of Ethics for Nurses, comprehensively describes the competent level of nursing common to all registered nurses. **
Simulation: An activity that mimics the reality of a clinical environment and is designed to demonstrate procedures, decision-making, and critical thinking through techniques such as role-playing and the use of devices (e.g., interactive videos, mannequins) (National Council of State boards of Nursing, 2005). ***

Social Ethics: “the domain of ethics that deals with ‘issues of social order – the good, right, and ought in the organization of human communities and the shaping of social policies. Hence the subject matter of social ethics is moral rightness and goodness in the shaping of human society.’ There are three major functions of social ethics, all of which fall within the legitimate, if not essential, sphere of the professional nursing association: reform of the profession, epidictic discourse (which is a type of public values-based speaking), and social reform” (Fowler, 2010, p. 123). [Fowler, M.D.M. (2010). Guide to the Code of Ethics of Nurses, Interpretation and Application. Washington, DC. ANA. Inserted quotation is credited to Gibson, 1965, Elements for a Social Ethics)]

Social Reform: “the [nursing] profession critiques society and attempts to bring about social change that is consistent with the values of the group... It is expected that all nurses will be involved in this aspect of the profession’s social ethics. However, the actual implementation of social criticism and social change generally depends upon collective action, usually through a professional association” (Fowler, 2010, p. 123). [Fowler, M.D.M. (2010). Guide to the Code of Ethics for Nurses, Interpretation and Application. Washington, DC: ANA.]

Spiritual Care: “Interventions, individual or communal, that facilitate the ability to experience the integration of the body, mind, and spirit to achieve wholeness, health and a sense of connection to self, others, and a higher power” (American Nurses Association and health Ministries Association, 2005, p. 38). ***

Standards: Authoritative statements by which the nursing profession describes the responsibilities for which its practitioners are accountable, the outcomes for which registered nurses are responsible, and by which the quality or practice, service, or education can be evaluated. *

Theory: A set of interrelated concepts, definitions, or propositions used to systematically describe, explain, predict, or control human responses or phenomena of interest to nurses. *

Vulnerable Populations: Refers to social groups with increased relative risk (i.e., exposure to risk factors) or susceptibility to health-related problems. The vulnerability is evidenced in higher comparative mortality rates, lower life expectancy, reduced access to care, and diminished quality of life (Center for Vulnerable Populations Research, UCLA School of nursing, 2008). ***

****Source: Retained from UWEC Nursing Definitions, Nursing Faculty/Instructional Academic Staff Handbook, CONHS, UW-Eau Claire, August 5, 2011 Version (Web)
*****New in April 2012 version UWEC Nursing Definitions
**Conceptual Definition: Nursing as a Healing Art**

Nursing as a healing art is the skilled application of nursing knowledge, multiple ways of knowing and diverse practice modalities. It involves expert and compassionate use of caring, relational processes, knowledge of health and illness and insight into nuances of the human condition, to bring about healing outcomes. Such outcomes may include the full spectrum and continuum of healing processes, including growth and change, pursuit of wellness or relief from suffering and distress.

Relationship dimensions are paramount in nursing as a healing art; connecting compassionately with others, sometimes within their most vulnerable life spaces; providing a supportive awareness, an integrative presence, a reflective understanding and a conduit for change. The connection and response occur at the level of specific need, as well as at the level of the whole person.

Concepts and processes of nursing as a healing art are applicable to nursing relationships with individual clients, families, groups, communities and complex systems.

**Some Components of Nursing as a Healing Art**

- Attends to body-mind-spirit integrity
- Is concerned with the meaning of health experiences
- Is a relational process of healing, change, growth
- May involve restoration of self, relationship
- May involve relief from suffering
- Can be understood through health patterning: unique, evolving pattern of the whole
- Involves use of self, multiple ways of knowing
- Processes of change, restoration, integration, transformation
- Concerned with wholeness, harmony, patterning and connection
- Making meaning, making sense, putting into meaningful relationship
- Seeks movement toward reconciliation of losses, physical-emotion-spiritual well-being
- An experiential process of expert caring in the human health experience
- Involves all domains of nursing knowledge and practice modalities: aesthetic, scientific, cognitive, behavioral, social, cultural, spiritual, relational
**Graduate Program Definitions**

**Advanced Professional Nursing:** Combines advanced nursing knowledge and practice. Advanced knowledge in nursing addresses the structure and syntax of the discipline. Emphasis is placed on analysis and synthesis of concepts, theories and issues unique to nursing and shared with other disciplines. The essence of advanced knowledge is the systematic organization and integration of the subsequent understandings and inferences. Advanced practice is the application of advanced knowledge to a client population within a functional role.

**Core:** The body of knowledge required of all advanced professional nurses regardless of area of specialization or functional role preparation.

**Cognate:** A body of knowledge that augments core knowledge, area of specialization or functional role preparation.

**Population Focus:** Population focus is the specific body of nursing and related knowledge about the care of adults (including older adults) or families.

- **Adult-Gerontologic Health Nursing:** The application of advanced professional nursing in the care of adults and older adults. Advanced professional nursing in this context refers to concepts, theories and methods that focus on actual and potential health problems and human responses of adults and older adults. Focus is on assessment of adults and older adults within the context of nursing theory and adult development and analysis, application, and evaluation of nursing clinical decision-making with adults and older adults having actual or potential health problems.

- **Family Health Nursing:** The application of advanced professional nursing in the care of the family as a unit and including its members. Advanced professional nursing in this context refers to concepts, theories, and methods that focus on actual and potential health problems and human responses of families. Focus is on assessment of families within the context of nursing and family theories and analysis, application, and evaluation of nursing clinical decision-making with families having actual or potential health problems.

**Functional Role Preparation:** Knowledge and practice for the roles of nurses in advanced clinical practice, education and administration.

- **Nurse Educator:** The nurse educator applies the knowledge and skills of an area of population focus in the role of faculty.

- **Nurse Administrator:** The nurse administrator applies the knowledge and skills of an area of population focus in the role of the nurse administrator at the middle management level in a variety of health care settings. The administrator demonstrates the ability to apply concepts/theories related to management and leadership within organizational structures.

- **Nurse in Advanced Clinical Practice:** The nurse in clinical practice applies the knowledge and skills of an area of population focus in the clinical setting. The expert in clinical practice demonstrates the ability to integrate education, research, management, leadership and consultation into clinical practice.

Class Visitation Policy
Persons wishing to visit University of Wisconsin - Eau Claire nursing classes should contact the course instructor for permission prior to the beginning of the class session.

Such permission must be obtained whether the visitor plans to be in the classroom with the instructor, at a remote location, or in a control room, in the case of classes taught in a distance education classroom.

Travel Policy
Travel for university related activities:
Reimbursement can be obtained for travel required for course/clinical-supervision when that supervision occurs at a distance from the primary teaching site. Reimbursement can also be obtained for travel between the Eau Claire and Marshfield sites. Questions regarding course/clinical travel reimbursement need to be directed to the Department Chair.

For non-course/clinical-related travel, completion of the UW-Eau Claire Travel Authorization form is required. Authorization for travel is required to ensure university liability coverage. This applies even if no funding is requested. Regardless of funding being requested, completion of the Travel Authorization form is the first step. Please see travel authorization information at http://www.uwec.edu/Bussvs/acctpay/TravelForms.htm.

Use of Personal Vehicle and Vehicle Rental Instructions:
All faculty and students must obtain the Driver’s License Verification form from University Police to drive for UW business whether using a personal car or a rental vehicle. Please call Susan at 836-2222 to complete the required form. For faculty, this only needs to be completed one time during employment. Students are approved for 1 year, and will be emailed after that year with directions on how to continue to be approved.

To rent a vehicle for university business, please refer to the Business Services website for more information.

A Wisconsin Tax Exempt card is available for some in-state travel-related purchases, fees, and hotel accommodations. Department members are required to use this card as appropriate. Please contact the department office to obtain a tax exempt card. No reimbursement is provided for state tax.

Reimbursement for many travel expenditures requires use of an approved University corporate credit card. See http://www.uwec.edu/Bussvs/purch/credit.htm for details. Department members are required to follow all University policies relating to the use of a University corporate card. Current University and College travel restrictions may apply to any request submitted.

June 2015
Disbursement Guidelines for Revenue Accruing to the Nursing Department
From Courses Offered in Summer and Winterim

Categories of Disbursement

• Travel – faculty development, professional presentations
• Support for maintaining certifications- required continuing education
• Research – expenses related to obtaining resources that would benefit the Department that aren’t well-supported from other funding streams (e.g., cost of a site license for NVivo rather than just a single-computer license)

Possible Criteria for Disbursement

• Full-time faculty and Instructional Academic Staff could submit a request for up to $1,000 per person for each category of Travel and Support for Maintaining Certifications.
  - “Full-time” is taken to mean an 80% appointment or greater
• Faculty with half-time and greater appointments could submit/resubmit for additional funds.

Priorities for Disbursement

1. giving oral or poster presentations
2. meeting NP certification needs
3. attending conferences related to the mission of educating nursing students
4. covering costs associated with open access journal publications
5. Costs related to writing for publication such as editing, attending seminars or retreats.

Disbursement Reporting Process

• Report the dollar amounts disbursed in each Category of Disbursement by May 1 of the following calendar year.

Additional Suggestions

• Meet with Foundation staff to pass along information about Nursing projects that are likely to be of interest to potential donors (e.g., cross-cultural clinical experiences).

• Encourage alternative ways to obtain funding such as supporting course development for Summer and Winterim courses, seek grant funding (release time to write grants, ask for funding from others)

  If requesting funds, attach an email requesting Summer and Winterim funds to the travel authorization you submit.

Revised 4/17/14.
Guidelines for the Retention of Minutes within the College and Department of Nursing

This guideline outlines the process for the retention of minutes from the College of Nursing and Health Sciences (CONHS), Department of Nursing (DON) and respective committees. These guidelines outline who is responsible for the documents being posted on the CONHS BluGold site, and the format that the minutes should take.

Responsibility

- For CONHS minutes- the Dean’s Assistant will keep minutes in format identified below and load to the designated folder in the CONHS BluGold Insider site.
- Each CONHS committee chair (Technology, Nominations and By Laws) will cc the Dean’s Assistant when sending out the agenda, minutes and attachments. The Dean’s Assistant will then load the respective documents in the Adobe Pro to make one file and load to the CONHS BluGold Insider website designated area once minutes from that meeting have been approved.
- For DON minutes— the person holding the ADA, Faculty Support, Nursing Department position will keep minutes in format identified below and load to the designated folder in the CONHS BluGold Insider site.
- Each DON committee chair (SAUAC, UGCC, GCAC and A&E) will cc the person holding the ADA, Faculty Support, Nursing Department position when sending out the agenda, minutes and attachments. The ADA will then load the respective documents in the Adobe Pro to make one file and load to the CONHS BluGold Insider website designated area once minutes from that meeting have been approved.
- The DPC Committee will maintain their records as recommended by the University Human Resources department and Associate Vice-Chancellor for Academic Affairs

Process/Format for Saving the Minutes

- Once minutes are approved by the respective committees, the chair of that committee sends the approved minutes to the respective university support staff person responsible (as identified above) who will load into Adobe Pro the following documents to create one adobe file:
  - Agenda for the meeting
  - Approved Minutes from the meeting
  - Attachments from the meeting
- The file name for this document should be in this format, where the date is the date of the meeting: “YYYY-MM-DD_CommitteeName_Meeting”
- The university staff position will load the completed file into designated area on the CONHS BluGold Insider site.

2/4/16.
Policies Regarding Use of the Nursing Building-Eau Claire Site

Hours:
Building is open Monday-Thursday, 7 a.m. - 9 p.m., and 7:00 a.m. - 5:00 p.m. Friday during fall and spring semesters. During summer sessions the building is open Monday – Friday from 7:00 a.m. – 5 p.m. unless otherwise published.

Air Conditioning, Windows, Energy
1. University chillers are programmed to run anytime the outside air temperature reaches 67 degrees Fahrenheit. When the air conditioning is operating, indoor temperatures are set to cool to 76 degrees (state policy).
2. During the heating season the Nursing Building will be warmed to 68 degrees.
3. Please keep the windows closed at all times. If a window is open, air flows do not work as designed and other rooms get less heated or conditioned air. The heating and ventilating systems are substantially less effective if windows are opened.
4. Energy conservation is everyone’s responsibility. Please turn off lights when leaving a room, turn off your computer monitor when not using it, and in the classrooms turn off the video data projector. These measures also extend the life of bulbs and monitors.

Posting of Items:
1. Notices, posters, or communications of any kind are to be posted only in areas designated for that use; namely, bulletin boards and display cabinets. Walls, doors, and window surfaces are not to be used for posting.
2. Classroom whiteboards and bulletin boards are for instructional purposes; they are not to be used for announcements unrelated to instruction. Exceptions must have the approval of the Dean or Building Coordinator (Lois Slattery).
3. Unless otherwise designated, bulletin board items in the corridors are posted by the Dean, the Associate Dean, the Assistant Deans, the Department Chair, the Building Coordinator, and/or the Academic Department Associates. The only exceptions are:
   a. The Eau Claire Student Nurses Association (ECSNA) bulletin board is to be used for items relevant to that organization. Non-relevant items will be removed.
   b. Course materials are posted by faculty.
   c. Two of the bulletin boards in the first floor west corridor are reserved for items of campus-wide interest and monitored by Davies Center staff.
   d. Areas are demarcated on certain bulletin boards for specific purposes, such as Sigma Theta Tau.
4. Students having items for sale, negotiating housing, or wishing to communicate about matters that might be categorized as "Classified Ads" should make use of the facilities in the Davies Center.
5. Occasionally, part-time work, scholarship, volunteer, or other opportunities are made known to the College; the posting does not mean the College has done any specific screening or that any kind of endorsement is implied.
5. Special requests for displays other than the above should be submitted to the Dean or Building Coordinator.

Reservations for the Nursing building lobby: Special event reservations (bake sales, senior photo collages, etc.) are to be made with the Building Coordinator.

Reporting Damage/Malfunctions: Any damage to or malfunctioning of the building or its contents should be reported directly to the Building Coordinator giving location and nature of the problem.

Room Use: (See succeeding pages for floor plans.)
1. The Nursing Department Academic Department Associate (Room 241) handles reservations for most rooms. The Media Specialist in the LRC schedules rooms holding distance learning technology.
2. Furniture is to remain in designated rooms, if rearranged; the room is to be returned to the original arrangement at the end of the session.
3. Rooms are to be left clean and orderly after use.
4. No penetrating objects, such as nails or thumbtacks, are to be used on walls. Modifying rooms for things like special educational or community service projects must be approved by the department chairperson.
5. Candles/incense cannot be burned anywhere in the Nursing building (WI Administrative Code CH 18, Section 18.06 (11), (a).

**Special Features:**
- An elevator near the rear entrance and ramps leading to the front, rear, and west entrances are available for disabled students, clients, or visitors.
- Two gender neutral restrooms are located near the west entrance to the Nursing Building. Additional restrooms are located on the first and second floors.

**Bicycles:** Must be parked in provided racks, NOT attached to trees.

**Smoking:** Smoking is not permitted in academic buildings.

**Food and Beverage:**
1. No alcoholic beverages are permitted at anytime, anywhere in the building.
2. Coffee pots or other electrical appliances for food or beverage preparation are to be used in authorized areas of the building only (Room 105, 251, and 259).
3. Faculty offices and classrooms are not to be used for beverage or food preparation or serving.
4. Soft drink and snack machines are located outside Room 114 in the west corridor on the first floor.
5. Please place all discarded trash in the appropriate recycling and waste receptacles.
6. No food is allowed in the three distance education classrooms. Drinking water in closed containers is allowed (no Styrofoam or open cans).

Updated 8/12

**Telephone Services**

**Long Distance Calls:** A reduced rate for long distance calls is provided to the University through the State Telephone System (STS). STS calls may originate from this campus or from any other state institution. All locations in Wisconsin and the rest of the continental United States can be called on STS. STS service is intended for University or professional business. Long distance calls not made on STS should be limited to emergency situations. All long distance calls placed are shown on the monthly charge back report. Further information is provided in the brochure furnished with each telephone.

The current procedure for using STS is:
1) Dial "8" (the access code)
2) Dial "1"
3) Dial the area code
4) Dial the telephone number

**Billing and Charge Back:** All telephone calls (including STS calls) will be billed and charged back to the telephone from which the call was placed. Personal calls should be limited.

Reviewed 7/09
Guidelines for Video Recording of ITV Classes

1. The instructor(s) will determine for what purpose, for whom, and at what location their class may be video recorded.
2. Instructors are responsible for decisions regarding video recording in student absence situations. Taping of an ITV class for a student should be an exception and permission for the taping must be granted by the instructor (not the facilitator, student, or technician). All students are expected to attend all sessions of nursing courses in which they are enrolled.
3. In the case of emergencies or technical difficulties involving the transmission of a class, the class will be video recorded only with the instructor’s permission.
4. Instructors are asked to address the video recording policy in the course syllabus.
5. Students will be informed if video recording occurs.
6. Recordings will be managed by the Media Specialist/DE Coordinator in Eau Claire and by the ADA in Marshfield. The recordings can only be checked out by the student(s) who made the recording request. The recordings will be erased upon their return.

Updated 8/12

Audiovisual Software Purchase Policies
Nursing faculty have responsibility for development and maintenance of a comprehensive and current audiovisual software collection that meets undergraduate and graduate program needs at Eau Claire and Marshfield sites. Requests for new media are made to the media specialist throughout the year. The media specialist determines whether the purchase will be made based on type of format, current holdings, content and cost.

Purchase of Media from McIntyre Funds Allocated to Departments
Nursing faculty members wishing to purchase new media using departmental “book funds” allocated from McIntyre Library will submit a form regarding this intent to the Department Office. Recommendation on purchase is made by the Nursing Department Chair. Final determination of purchase is made by McIntyre Library.

September 2009
Educational Facilities

Nursing Department Educational Facilities - Eau Claire Site

Distance Learning Classrooms
Rooms 104, 114 and 119A are interactive video classrooms. Equipment includes student, faculty and document cameras, audio systems, send and receive monitors, projection equipment, and teaching stations with control systems, computers, and DVD players.

Standard Classrooms
Rooms 119, 202, 221, 227, and 260 are standard classrooms with projection equipment, teaching stations, computers, document cameras and DVD players.

Seminar Rooms
Rooms 261 and 263 are seminar rooms which seat 12-14 students.

Computer Labs
- Room 155 is a General Access Computer Lab with eleven workstations and a duplex printer. It is open for campus use and is supported by Learning and Technology Services.
- Room 246 houses a computer group workstation and serves as a simulation debriefing room.
- Room 158 houses a group workstation which seats five individuals. It is available for faculty use only.

Videoconferencing and Audio-conferencing Rooms
- Rooms 156 and 157 are equipped with Polycom Video Conferencing Systems and Polycom SoundStation conference phones.
- Room 105, the Dean’s Conference Room, also has a Polycom Video Conferencing System and a Polycom Soundstation for audio-conferencing.
- Room 127A and Room 158 have a Polycom Sound station for audio-conferencing.

Miscellaneous Rooms
- Room 110 is the television control room which houses audio and video control and monitoring equipment for rooms 114 and 104.

Learning Resource Center
The Learning Resources Center (LRC) was established in 1985, integrated into the School of Nursing addition built at that time. A portion of the money for equipping this area and the adjacent computer lab in room 155 was obtained from a Helen Fuld Grant. Physically, the LRC is comprised of a storage and service area where audiovisual media and nursing equipment is housed, an area where students can view media, the offices of the Senior Media Specialist and Media and Technology Specialist/Learning Resource Center Coordinator and the adjacent computer lab in nursing 155. Personnel working in the LRC are the two full time media specialists and an average of four part time student employees.

The broad purpose of the LRC is to provide a location where students and faculty can access a variety of audiovisual media and nursing equipment. More specifically, the LRC services are as follows:

- Provide media and media support for classroom teaching.
- Provide media and equipment for student viewing and checkout.
- Provide nursing equipment for checkout.
- Provide support for faculty and students using all aspects of media, including computer, video and photography.
- Provide a central area in the building for student socialization and information dissemination (i.e. job and event posting).
Holdings of the LRC include DVD’s, texts, teaching models (ex: breast, testicular, heart, brain) as well as a variety of reference books specific to the nursing discipline.

Audiovisual equipment available for checkout includes portable DVD players, audio recorders, notebook computers and a digital camera.

Nursing equipment for checkout includes blood pressure cuffs, otoscopes, audiometers, tympanometers, baby and adult scales, Denver kits, vision screening tools and community health bags.

Adjacent to the LRC is the N155 General Access Computer Lab. This lab houses eleven Dell desktop computers, a Hewlett Packard duplex printer and an HP scanner. Microsoft Office runs on these machines including Word, PowerPoint, and Excel. The computers also run nursing specific software which currently includes nutritional analysis and test preparation programs. All the computers are networked to the campus server and have access to E-Mail, the Internet and a large variety of nursing and medical databases. The lab is supported by the University of Wisconsin –Eau Claire Learning and Technology Services and LRC staff.

**Nursing Skills Lab**
The College of Nursing Skills Lab encompasses six rooms in the center of the second floor of the building: 238, 234, 212, 212A, 222, and 224. This area is used for teaching and practicing nursing skills incorporating high and medium fidelity simulation in many forms. There are 22 bed spaces with equipment and supplies each closely resembling an acute care patient room. Videotaping capabilities allow recording of students and faculty in simulation and demonstration activities. In addition to assigned laboratory periods, open sessions are available for student practice.

**Nursing Clinic Area**
The Nursing Clinic Area on the west end of the first floor consists of eight clinic rooms, an observation aisle, a wet lab and a client waiting room. The clinic rooms are utilized for clinical course practice and public clinic use. The observation aisle provides student/faculty observation of procedures via a one-way mirror and an audio connection between the aisle and the rooms. Videotaping capability is available in two of the rooms. The clinic area provides students with an area where they can learn and practice skills in an environment which closely resembles a clinic setting.

**Office and Lounge Space**
Office space for administrators, faculty and support staff exists on both the first and second floors of the Nursing Building. Student and faculty/staff lounges are located on the second floor.

**Nursing Student Success Center**
Located in Room 167, on the 1st floor on the west side of the building. A room for undergraduate peer tutoring and studying.
**Nursing Department Educational Facilities - Marshfield site at Ministry Saint Joseph’s Hospital**

**Hours**
Office hours are Monday-Friday, 7:30 a.m. - 4:00 p.m.

**Parking**
A parking permit is required to park on the hospital premises. Unless requested, parking passes are distributed at the Marshfield site orientation sessions. Students will be informed as to which parking lot is designated for the parking pass. The hospital offers a shuttle bus which runs from November to March and drops off at the East entrance of the South building. Students parking in non-designated areas are subject to parking fines.

**Lockers**
Both locations are located on the ground floor of the South building. The primary lockers are located inside the student lounge which is accessible only by a coded keypad. The secondary lockers are located next to the vending machine across from ground floor elevators 22 & 23. Students may choose any open locker and must sign up for their chosen space on the sheet located in each locker room. Lockers can be kept by a student as long as they are enrolled in UWEC Nursing program courses. Students must provide their own locks. No food or perishable items are to be left in the lockers over the winter and summer breaks.

**Room Use**
1. The Marshfield site Academic Department Associate handles room reservations.
2. Room reservations are posted outside the rooms each week. Students are encouraged to make reservations in order to utilize the rooms for group work, meetings, etc.
3. Furniture is to remain in designated rooms unless arrangements have been made for special sessions.
4. Rooms are to be left clean and orderly after use.
5. No penetrating objects, such as nails or thumbtacks, or tape are to be used on walls.

**Special Use Rooms**
*Rooms 111, 119, and 124 (Distance Education [DE] Classrooms)*

Room 112 & 120 (Computer Labs): The student computer labs are available 24/7 via a coded keypad. These machines are networked to a laser printer and students must supply their own paper. Access to E-mail and the Internet is available in both of these computer labs. Room 112 has 6 computers with two printers and room 120 has 4 computers, a large screen group workstation, and one printer. For security purposes, please make sure the door is closed and secure when you leave the labs and when you are utilizing the labs outside of normal office hours.

Room 118 (Nursing Student Success Center): This room is often used for group projects and peer tutoring. It holds a large-screen monitor, computer workstation, and DVD/VCR.

**Ground floor (Student Lounge):** The student lounge is available 24/7 via a coded keypad. For security purposes, please make sure the door is closed and secure when you leave the lounge.

**Second floor (Skills Lab):** The skills labs are located on the second floor of the South building. Open lab hours are offered throughout the week so that students are able to practice skills. Students are not allowed to utilize the main skills lab unless a faculty member is present.

**Smoking**
Smoking is NOT permitted anywhere on site.
Letters/Returned Papers
Letters, graded papers, paper forms, or other items not returned directly to a student by an instructor or adviser may be picked up in Room 127 of the Nursing Building at the Eau Claire campus or in the main program office (Room 100) at the Marshfield Site.

Faculty Mailboxes
Faculty mailboxes are located in the main office (Room 100, South building).

Courier Service (Marshfield to Eau Claire; Eau Claire to Marshfield)
A green courier pouch leaves the Marshfield site main office each morning and is delivered to the Nursing building (Eau Claire campus) that afternoon. A second green courier pouch leaves the Eau Claire site Dean’s office each afternoon and is delivered to the Marshfield site the next morning. Students wishing to send paperwork and other correspondence items to an Eau Claire site department are encouraged to use the courier pouch. Under no circumstance are rental textbooks to be returned via the courier service. For more information, please speak with the Marshfield site’s Academic Department Associate.

Copier
A copy machine in room 112 is available for student use. Students must supply their own paper. Students are not allowed to utilize the UWEC main office copy machine unless directed to do so by a faculty/staff member.

Textbooks
Students are encouraged to utilize the University Bookstore to rent/purchase the required textbooks and course materials. After placing a textbook/course material order through the UWEC Bookstore, Marshfield site students have the option of picking up their textbooks/course materials directly from the UWEC campus bookstore or paying for the items to be shipped to a home address. Rented textbooks must be returned to the University Bookstore’s posted deadline at the end of each semester. If textbook rental returns are not received by the deadline, fees will be charged to the student’s account. For more information, please see the UWEC Bookstore website: http://www.uwec.edu/bookstore/

Food and Beverages
1. At no time are alcoholic beverages permitted anywhere on the grounds.
2. Coffee pots and other electrical appliances used to prepare food or beverages are only to be used in student lounge. Any electrical appliances must be checked by Ministry Saint Joseph’s Hospital facilities management before use in the lounge. Please check with Academic Department Associate.
3. Food and beverages are not to be prepared nor served in DE classrooms. The only exception being drinking water, which must be kept in a covered, non-Styrofoam container.
4. Beverage and snack machines are located on the ground floor of the South building (next to the locker room). Please place all discarded trash in the appropriate recycling and waste receptacles.

Food Services
Food can be purchased in a variety of locations in Ministry Saint Joseph’s Hospital. The ground floor houses the hospital’s “Four Seasons” cafeteria as well as Subway. The hospital also offers a coffee shop at the entrance of the hospital and vending machines are available on the ground floor of the South building.

Reporting Damage and Malfunction
During office hours, any damage to or malfunctioning of the building or its contents should be reported directly to the Marshfield site Academic Department Associate in Room 100 of the South building. If there is a problem after office hours, students are able to report issues to hospital security by calling 7-7068 from a local hospital telephone or (715)387-7068 from an off-site telephone line.
Posting of Items
1. Notices, posters, or communications of any kind are to be posted only in areas designated for that use. To have an announcement posted on the digital display, contact the ADA in room 100 at the Marshfield site. Walls, doors, and window surfaces are not to be used for student postings.
2. Classroom chalkboards, whiteboards, and bulletin boards are for instructional purposes only. They are NOT to be used for announcements unrelated to instruction. Exceptions must have the approval of the Assistant Dean – Marshfield Site.
3. ECSNA bulletin board located in the Room 112 computer lab is restricted for ECSNA only.
4. The employment bulletin board is located on the ground floor across from the student lounge. The posting of an item does not mean that the college has done any special screening or that any University endorsement is implied.

Nursing Equipment and Supplies at Marshfield Site
Nursing Equipment and Skills Lab supplies may be checked out from the site per the approval of the course instructor. Students are required to complete and sign an item check-out contract stating the item will be returned in the same physical condition as it was in on the date of check-out.

Use of UW-Marshfield/Wood County Campus Facilities
The Marshfield site students are encouraged to fully utilize UW-Marshfield/ Wood County facilities and services. The UW-Eau Claire and UW-Marshfield Wood County administrators have agreed to allow student access to all UW-Marshfield/ Wood County campus activities (i.e. clubs) and resources. In order to access these resources, students must utilize their UWE Blugold card and nursing name pin. For further information, contact the UW-Marshfield/Wood County Student Services office at (715)387-6501.

Marshfield Site – Ministry Saint Joseph’s Hospital Learning Resource Center (LRC)

Facilities
The LRC has three study rooms available for students to use for private study or small groups. There is a comfortable reading area along with tables and chairs for studying. In addition, there are computers available to students.

Library Materials
The LRC works with the UW-Eau Claire Nursing program to maintain their reserve materials and offers literature search training and individual coaching for online resources.

Online databases are available to search the nursing journals. The databases can be accessed through any computer on the Ministry network, or from the computers located at the north side of the LRC. For assistance, contact Ms. Deb Knippel at Debra.Knippel@ministryhealth.org.

Hours
Monday–Thursday, 9:00 a.m.-5:00 p.m.; Friday 9:00-4:00 p.m. (Closed weekends and holidays)
Library Resources and Utilization

McIntyre Library on the Eau Claire campus, Ministry Saint Joseph's Hospital Learning Resource Center at Marshfield, the College of Nursing and Health Sciences Learning Resource Center, and the George E. Magnin Medical Library are the primary library resources for nursing students. Mayo Clinic Health System and Sacred Heart Hospitals' libraries are also available.

Recommended Content for Department of Nursing Course Syllabi
(Recommendation from the Undergraduate Curriculum Committee)

Required content for every undergraduate nursing course syllabus:
A. Instructor name(s) and contact information (e-mail address, office number, office hours)
B. Course title, number, credits, prerequisites*
C. Location and time of meetings of the course
D. Course description – purpose of the course*
E. Course objectives*
F. Educational philosophies or beliefs upon which the course is founded (e.g., UW-Eau Claire Goals of the Baccalaureate Degree)
G. Topical/content outline*
H. Assignments – textbooks, required and supplementary readings, supplies needed, identification of assignments appropriate for inclusion in students’ portfolios
I. Course calendar
J. Instructional methods
K. Evaluation methods and avenues for feedback to students
L. Grading policy
M. Policy regarding requirement for satisfactory clinical performance in order to successfully pass any nursing course with a clinical component, consistent with the published nursing academic standards in the UWEC catalogue and student and faculty handbooks.
N. Learning facilities and resources for students
O. Course policies pertaining to attendance, late work, and make-up work
P. Statement referring students to the Dean of Students website http://www.uwec.edu/DOS/students.htm for information on academic grievance procedures, academic misconduct, and professional conduct.
Q. Policy pertaining to accommodation of students with disabilities.
R. Statement referring students to additional academic policies in the current University Undergraduate Catalogue, Undergraduate Nursing Student Handbook, and on the Dean of Students website.
S. Statement on use of technology in your classroom.

*Asterisked items are components of the course/syllabus that are approved by the entire nursing faculty; those items can only be changed via the appropriate process (see the policy titled, Making Changes in Nursing Courses).

NOTE: Some examples of language that might be used for selected items above are included on subsequent pages.
Examples of Syllabus Language for Selected Required Syllabus Content

Item F - Example of Language Describing the Connection of a Course with the BSN Program Student Learning Outcomes and the University Academic Goals

BSN Program Student Learning Outcomes
This course is designed to help you meet the nine BSN Program Student Learning Outcomes. Those Learning Outcomes are published in the Undergraduate Student Handbook, which is available on the College website at http://www.uwec.edu/CONHS/departments/nursing/upload/UnderGradHdbk.pdf.

This clinical course focuses on BSN Program Learning Outcomes ______. (Feel free to give specific examples of assignments in the course that help students meet the BSN Program Learning Outcomes.)

University Academic Goals
This course is designed to help you meet the Academic Goals of UW-Eau Claire. Those goals are

- Knowledge Goal
- Skills Goal
- Responsibility Goal
- Integration Goal

As you complete this course you will be expected to integrate what you have already learned from the natural and social sciences as well as from previous nursing courses. You will need to think critically as you use the nursing process. You will need to be an effective communicator using oral and written communication skills. And you will need to act ethically and respectfully with people who may be very different from you, whether they are your colleagues, patients, or others.

Item L - Example of Grading Policy Language About Achieving a Course Grade of at Least a C in a Required Course:

To pass the course, students must attain at least a C (73%) when all tests including the comprehensive final exam scores are averaged together. This minimum score requirement does not include the grades from paper assignments. However, written assignments count toward the final course grade, once the minimum test average is reached.

Item M - Example of Language About Achieving Satisfactory Clinical Performance in Order to Pass a Course:

Clinical performance will be evaluated as being either satisfactory or unsatisfactory. Students must receive a satisfactory clinical evaluation in order to pass the course. (Include the clinical performance evaluation rubric and scoring sheet in the syllabus.)

Item O - Example of Language About Policies Pertaining to Attendance, Late Work, Class Preparation, Etc.

Assigned readings are to be completed before coming to class, and it is expected that students will attend all classes and clinical experiences and will come prepared to actively participate. Attendance will be taken. Inconsistent performance, unexplained/excessive absences, or habitual tardiness will affect the course grade and can result in failure. Extenuating circumstances are considered.

Tests will consist of objective multiple/choice-type questions and items will be drawn from lectures, readings, and workbook assignments. A few questions may be open-ended. Please note that information contained in readings and assignments and not covered in lecture may be tested.

All written assignments must be submitted by the due dates. Late submissions will result in deductions of two percentage points for each of the days the papers are late. Students facing difficulties in completing assignments are required to speak with faculty prior to the due dates.
Students are expected to take all exams when scheduled. If extenuating circumstances arise, the course coordinator must be contacted prior to exam time and arrangements for taking the exam will be made. Failing to show up for an exam without notifying the course coordinator may result in a zero for that exam.

**Additional Clinical Requirements**

Students are expected to attend all assigned clinical learning experiences (both in the lab and on the clinical units), except when ill. Please notify your clinical instructor on the previous evening or as soon as possible if unable to attend, as failing to call your instructor reflects on accountability and responsibility. Being late for clinical (both in class and at the hospitals) also reflects on accountability. Students are expected to negotiate makeup times with their clinical instructors.

**Item Q - Example of Language Pertaining to Accommodation of Students with Disabilities:**

It is the policy of the University of Wisconsin-Eau Claire to provide reasonable accommodations for students with disabilities pursuant to state and federal law. If a student with a disability wishes to make an accommodation request, he or she should consult the Services for Students with Disabilities Office, which is responsible for assisting with appropriate accommodations. Students may also discuss accommodation issues with individual instructors or administrators. Please consult the information available from the Services for Students with Disabilities Office regarding disability accommodation policies and procedures, posted on the web at [http://www.uwec.edu/SSD/index.htm](http://www.uwec.edu/SSD/index.htm). Information on obtaining documentation of a disability is posted at [http://www.uwec.edu/SSD/student/documentation.htm](http://www.uwec.edu/SSD/student/documentation.htm).

**Item R - Example of Statement Referring Students to Additional Academic and Student Policies:**

This course will uphold a number of academic and other policies.

**Academic Policies and Regulations**

University academic policies and regulations are published in the current Undergraduate Catalog. The Catalog is available on the website of the Registrar at [http://www.uwec.edu/Registrar/catalogs/Catalogs.htm](http://www.uwec.edu/Registrar/catalogs/Catalogs.htm).


**Other Student Policies**

Other policies such as conduct/misconduct, absence, and grievance procedure policies are maintained by the Dean of Students and available at [http://www.uwec.edu/DOS/policies/index.htm](http://www.uwec.edu/DOS/policies/index.htm). Additionally, the UW-Eau Claire Blugold Student Conduct Code, which describes both academic and non-academic misconduct in some detail, is available at [http://www.uwec.edu/DOS/policies/Conduct.htm](http://www.uwec.edu/DOS/policies/Conduct.htm).

**Civility**

As members of this class, we are members of a larger learning community where excellence is achieved through civility. Our actions affect everyone in our community. Courtesy is reciprocated and extends beyond our local setting, whether in future jobs, classes, or communities. Civility is not learned individually, it is practiced as a community. Please see [http://www.uwec.edu/Civility/achieving/index.htm](http://www.uwec.edu/Civility/achieving/index.htm) for ideas about how we can each contribute to maintaining civility in this learning community.

(Civility statement will eventually be linked to the Dean of Students website.)
Item S - Example of Language about Use of Technology in the Classroom

Students must seek course faculty permission to audio record, video record, or Skype. Failure to seek faculty permission may be considered academic misconduct and result in the initiation of academic misconduct discipline procedures.  
[http://www.uwec.edu/DOS/policies/academic/ch14procedure.htm](http://www.uwec.edu/DOS/policies/academic/ch14procedure.htm)

**Optional Information Course Faculty May Wish to Include in Course Syllabi**

**Example of Language about Veteran’s Services**

Students who are Veterans may wish to contact the Veteran’s Office regarding additional resources which may be available to you. See the Dean of Students website.

**Example of Language to avoid syllabus contract claims and other potential problems**

“Syllabus may be appropriately modified at the instructor’s discretion.” (We must ensure proper notice of modifications to students.)

12/19/13

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**Collection of Student Work for Accreditation and Assessment Processes**

Faculty are encouraged to place in syllabi and announce in class:

As part of the accreditation and assessment process, on-site visitors may want to review examples of student work. These examples may include items such as care plans, written papers, projects, etc. Faculty will de-identify the required sampling of artifacts. If a student does not want any personal papers or projects included in this sample, he or she should please notify each course or clinical faculty person of this request.

Approved March 2015.

**Process to Save Artifacts**

Faculty should collect 2-4 artifacts per academic year, that include a range of student abilities. Faculty need to remove the student’s name and any identifying information from the artifact. Artifact should be saved electronically, so if in hard copy, please scan or give to Eric Benson, University Services Associate, to scan. Eric will need to know which class the artifact has come from, if it is in the TBSN, BSN-Completion, MSN, or DNP program, and the semester it was saved. The file name should reflect the naming rules as outlined in the [Guidelines for Assessment and Evaluation SharePoint Site](http://www.uwec.edu/DOS/policies/academic/ch14procedure.htm) document. Email the document to Eric Benson, University Services Associate (bensonew@uwec.edu). He will upload it to the SharePoint site. Loading to the SharePoint site allows for retrieval of the artifacts during accreditation visits.

If you have any questions, please contact Dr. Shelley-Rae Pehler.
Textbook Purchase Recommendations

- Attempt to keep the number of required textbooks to a minimum, with a single book serving multiple purposes whenever possible
  - Use texts from previous semesters rather than require new ones (consider subsequent use of on-line resources the students purchase, as well)
  - When a related set of textbooks (e.g., ANA package, NANDA/NOC/NIC series) is required, consider spreading the purchase out over more than one semester
- Look for textbooks with an across-the-lifespan emphasis whenever possible
- Arrange for rental whenever possible (IRR policy is one rental per course per semester)
- Consider assigning more journal articles to supplement textbooks
- Use electronic (free) resources whenever possible, i.e., through McIntyre Library

9/12/13

Coordinated Department Approach to Adoption Decisions for New Undergraduate Textbooks and Supplemental Teaching/Learning Resources

<table>
<thead>
<tr>
<th>Who May Originate the Request for Purchase</th>
<th>Textbooks (new textbooks, not new editions of currently-used textbooks)</th>
<th>Supplemental Teaching Resources That Students are Required to Purchase (e.g., companion online study guides, online testing products, case study and scenario products)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any member of the faculty/IAS</td>
<td></td>
<td>Any member of the faculty/IAS</td>
</tr>
</tbody>
</table>

Process and Period of Review

- The review period for proposed new textbooks will encompass the first six (6) weeks of every semester, in order to meet Bookstore deadlines
- Requester must send an e-mail to the Nursing Department list at the beginning of the review period describing the intent to change the textbook and naming the specific courses the change will particularly affect (i.e., all courses that use the textbook).
- Requester must arrange with the publisher’s representative to place a review copy in the MF and EC faculty/IAS lounges for the review period. Requester should identify a colleague at the other site who will receive and display the review copy.
- The review period for proposed new textbooks will encompass the first six (6) weeks of every semester, in order to meet Bookstore deadlines
- Requester must send an e-mail to the Nursing Department list at the beginning of the review period describing the intent to change the supplemental teaching resources and listing the courses the change will likely impact
  - Requester must include a link in the e-mail to available online information and effectiveness data about the product.
  - Requester is encouraged to schedule an informational/demonstration session for all faculty/IAS with the sales representative.

Required Data for Review

- Review copies of the proposed textbook
- Price information/comparison with current text price
- Information about the product including effectiveness data (see above)
- Price information per student and, if applicable, institutional fees

Overall Criteria for Review

- Written by content experts (consider credentials and expertise of authors and editors)
- Based on current science, including epidemiology, validated measurement tools, research and other evidence
- Foregrounds theory-based nursing clinical reasoning
  - Ideally includes the use of case studies, scenarios, and/or vignettes
- Uses standardized nursing language(s) as foundational for nursing science and health information technology
- Promotes holistic nursing care
- Emphasizes cultural competence and respect for diversity in people
- Created by content experts (consider credentials and expertise of content experts)
- Based on current science
- Foregrounds theory-based nursing clinical reasoning
- Uses standardized nursing language(s) as foundational for nursing science and health information technology
- Promotes holistic nursing care
- Emphasizes cultural competence and respect for diversity in people
- Discusses current ethical, legal, and health policy issues
- Company has data to support a positive impact of the product on student learning
Finalizing the Decision

The decision to adopt a new textbook is made by consensus of faculty/IAS with pertinent content expertise and/or who teach in the courses that will be the primary users of the text, based on input received through the review process.

How Department Faculty/IAS are Notified of the Decision

- Via broadcast e-mail to Department faculty/IAS
- Through LRC/Media Specialist’s spreadsheet
- Via Blugold CampS

Bibliography:


Approved 4/17/14.

To request faculty copies of textbooks, please contact the LRC Coordinator.
Grading Scale

University of Wisconsin- Eau Claire
Department of Nursing

The below course grade scale is the standard course grade scale for all undergraduate required and elective nursing courses. Grades will round up from the “tenths” position to the nearest whole number when the number in the tenths position is 5 or greater. (i.e. 72.5% rounds to 73%).

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>59 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

Approved 12.16.2010
Academic Policies – Graduate Program

Grading Policy for Courses
Graduate students must earn a grade of “C” or better in courses and practica to successfully progress. Satisfactory performance is required in both the clinical and didactic components of courses. A 3.00 cumulative GPA is required to continue in the graduate program. Graduate students may earn grades of A (4.00), A- (3.67), B+ (3.33), B (3.00), B- (2.67), C+ (2.33), C (2.00), C- (1.67), D+ (1.33), D (1.00), D- (0.67), or F (0.00). Also see the Graduate Catalogue.

Written Assignments
Students are expected to know and use the current edition of the Publication Manual of the American Psychological Association as the manual of style for all written assignments. This manual is available in the University Bookstore. Papers should be completed on a word processor.

Oral Examination
Successful performance in an oral examination is required of all MSN graduates of the nursing program who elect to do a thesis. The exam focuses on the student’s thesis. The exam must be taken at least one week before the end of classes (and at least 10 days prior to graduation) in the semester or summer session in which the student plans to graduate. The oral examination committee consists of graduate faculty, including the academic adviser, the project or thesis adviser, and one member from outside the student's department of specialization. The committee is appointed by the Associate Dean of the College of Nursing and Health Sciences upon recommendations from the academic adviser and project or thesis chair and approved by the University Dean of Graduate studies. (See the Graduate Catalog for additional details.)

Students who complete a scholarly project in lieu of a thesis will be expected to make a presentation regarding the project. This presentation must occur at least one week before the end of classes in the semester or summer session in which the student plans to graduate. Announcement of the presentation is given to the Nursing community in sufficient time (one week minimum, at least 2 weeks is recommended) prior to the presentation to allow interested faculty and students to attend.

Final Examinations
Examination week is part of the regular academic semester. Each course offered for credit is concluded with a final examination unless the instructor determines that some other method of evaluation is more appropriate to the objectives of the course. Final examination for graduate nursing students are normally offered during the same time frame during exam week as the class was scheduled during the semester, but may be held at a time and day different from that of regularly scheduled course sessions. Therefore, students should plan to ensure attendance at final examinations. (See University of Wisconsin-Eau Claire [General] Catalog for more details.)

Final Examination Schedule Changes
The Dean of the college in which a course is taught may authorize changes in final examination schedules. The following are considered in granting permission to change an examination schedule:

1. Three or more examinations scheduled for one day.
3. Illness that clearly renders the student incapable of demonstrating his/her achievement through the exam. The student must verify this illness through the Associate Dean's Office.
4. Death or serious illness of family members that are verified.
5. Personal or family events that are verifiable and are deemed sufficiently cataclysmic to warrant the student's absence from campus.
Academic Conduct and Misconduct
The student's work is expected to be his/hers alone, unless prior approval for assistance has been granted by the instructor. Students are expected to acknowledge appropriately, ideas borrowed from the work of others, through use of quotation marks for short quotations, setting off of longer quotations, and identification of the sources of both direct quotations and materials paraphrased or summarized according to the Publication Manual of the American Psychological Association. Failure to acknowledge such resources will be considered academic dishonesty and will be handled according to University policy.

FALSIFICATION OF ANY PATIENT/CLIENT RECORDS OR MISREPRESENTATION OF A STUDENT'S NURSING ACTIONS IN RELATION TO PATIENTS/CLIENTS IS REGARDED BY THE FACULTY AND ADMINISTRATORS OF THE COLLEGE OF NURSING AND HEALTH SCIENCES AS ACADEMIC MISCONDUCT AND SUBJECT TO DISCIPLINARY ACTION.

University policies regarding academic misconduct as well as information regarding student academic grievance procedures and student disciplinary procedures are available on the Dean of Students Office website. http://www.uwec.edu/dos/index.htm

DNP Program Policy for Attending Conferences while in Nurse Practitioner Role Preparation Courses (NRSG 742, 744, 746, 748, 842, 844, 846, 848)
Students enrolled in a nurse practitioner role preparation course may during each course, use up to 8 hours of clinical time attending professional conferences relevant to advanced practice nursing. Conferences must be preapproved by the course coordinator and should be recorded on the student’s clinical log under observations/other experiences.

Approved GCAC 2/26/15.

Clinical Expectations
Students are expected to adhere to national competencies for specific role preparation clinical behaviors.
5/14/15
TOEFL Exam Policy for International, Non-Native Speakers of English

International, non-native speakers of English applying to an undergraduate nursing program must have a TOEFL score as follows: TOEFL Written >560 (or IELTS score of 6.5); or TOEFL (CBT) >220; or TOEFL (iBT) >83.

Course grades of B in both English 110/WRIT 116 and CJ 202 will be accepted as an alternative to repeating the TOEFL exam for students who achieve TOEFL scores less than these minimums.

Approved April 16, 2009
Revised February 2010

Information Reported to National/State Nursing Organizations/Accrediting Bodies

The American Association of Colleges of Nursing (AACN) is a national nursing organization of which we are a member. An arm of the organization serves as our accrediting body. AACN and other state and national organizations require that we periodically submit basic directory-type and employment information regarding our students, graduates, and faculty. AACN collects the data to address issues related to nursing faculty and health care access shortages. If an individual objects at any time to having his or her information released to AACN or other national/state organizations, please notify the Associate Dean of the College so that we ensure the information is not submitted. The Registrar’s Office also has an electronic form in which one may request to restrict the release of directory information.

Attending Eau Claire and Marshfield Sites

Students admitted to a primary site, either Marshfield or Eau Claire, will register for course sections according to the site to which they are admitted. Students are required to attend clinical at the primary site and are expected to attend classes at the primary site. Class site attendance (not clinical attendance) may be negotiated with the course faculty based on the individual student need.
Student Rights and Opportunities

Student Academic Grievance Procedures
The Department of Nursing recognizes the value of student concerns and therefore addresses student complaints or grievances in the following manner:

The University of Wisconsin-Eau Claire has an appeal and grievance policy governing academic matters. This policy defines the general rules regarding what issues may be appealed and the procedure to be followed for filing a grievance. The College of Nursing and Health Sciences operates in conformity with the university academic grievance procedures and policies.

The university defines an academic grievance as an allegation by a student of substantial and unjustified deviation, to the student’s detriment, from any of the following:

1. Officially announced or published policies, procedures, and/or requirements regarding admission into programs, schools, or individual classes;
2. Officially published grading policies of the University;
3. The instructor’s requirements for a course as announced to the class at the beginning of the semester;
4. The instructor’s own grading policies as announced to the class or as demonstrably applied to other students in that same class.

As a first step, a student should observe the recognized College decision-making structure. Students are encouraged to consult with their adviser at any point for direction and guidance when a concern arises. Students should gather and analyze the facts related to the concern; and schedule an appointment and meet with the involved individual to discuss a plan of action to resolve the problem. If the concern is course-related, the student should talk directly with the course instructor. If necessary, the course coordinator may be contacted in place of or in addition to the course instructor. These initial procedures are designed to facilitate resolution of a grievance through informal discussion.

If the situation is not resolved through the above discussions, the student may initiate a grievance within the College by writing a letter which contains a clear and concise statement of the grievance, the remedies sought, and a request for a meeting with the person or persons involved.

If the issue continues unresolved beyond meetings with the above individuals, the student may submit the grievance letter to the Nursing Department Chair. If still unresolved, the informal grievance will be submitted by the student to the chair of the Student Affairs and Undergraduate Admissions Committee or the Graduate Curriculum and Admission Committee. The appropriate committee will make recommendations to the Assistant Dean at the Marshfield site/Associate Dean at the Eau Claire site of the College of Nursing and Health Sciences. The College Dean will be consulted if the matter is unresolved.

If the student is not satisfied with the results obtained by following all applicable procedures for informally resolving the concern and wants the grievance to be considered further, the student shall file a Formal Grievance according to the procedures established in the UW-Eau Claire grievance policy: http://www.uwec.edu/DOS/policies/grievances.htm

Other information of interest that can be found at the UWEC Dean of Students website includes university policies on codes of conduct, affirmative action and sexual harassment. Students are encouraged to familiarize themselves with this information. http://www.uwec.edu/DOS/policies/Conduct.htm

3/14/2011; edited 7/7/14.
Other Student Rights
Students have the opportunity to participate in the evaluation of their educational experience. The Department of Nursing operationalizes this opportunity through a variety of mechanisms. Each semester students have a chance to provide feedback to the Department about each course and the instruction they receive. Normally, evaluations are done at the end of the semester and within the classroom setting. Students must be provided an opportunity to complete their evaluations without the presence or influence of their instructor(s). The results of student evaluations of faculty/IAS are not shared with faculty/IAS until after grades have been turned in for that semester. Course evaluations are reviewed on a regular basis by the Department Chair and by the appropriate Nursing Department curriculum committee. Where needed, recommendations for changes are made to the Nursing Department.

General Suggestions
If students have a complaint about or a suggestion for improvement of a course or some aspect of the Nursing program, they are encouraged to make those thoughts known to the Nursing Department faculty/IAS and administration. The department faculty/IAS strive to improve the educational experiences for students in the programs. Students are encouraged to talk about their ideas with academic advisors, course instructors, the department chair, Assistant or Associate Deans, or the CONHS Dean. Student concerns may be referred to student representatives on department committees, who may talk with committee chairs about putting the item on a meeting agenda. Students are permitted to attend department meetings, which are open, to present requests or ideas. They may also wish to include their ideas for course/program improvement on course evaluation forms or as part of their response to student surveys.
**LGBTQ Safe Space Resolution**

In that it can be assumed that some members of the nursing student body, pre-nursing students, department of nursing faculty and staff, and other members of the Department of Nursing community may be lesbian, gay, bisexual, transgender or questioning (LGBTQ) individuals;

And, in that many of our patients and large segments of society are LGBTQ individuals;

And, in that we have committed, in our Nursing vision/mission program outcome and University strategic planning documents, to fully promote and aspire to equity, diversity, inclusivity ideals and actions;

And, in that any form of negative bias against lesbian, gay, bisexual, transgender and questioning (LGBTQ) individuals constitutes a form of discrimination;

And, in that we have a responsibility to create a culture, community and physical space free from bias, bigotry, and discrimination;

And, in that the LGBTQ Safe Space concept strives to assure that that each member of every school community is valued and respected regardless of sexual orientation or gender orientation/expression;

**Be it resolved** that the UW-Eau Claire Department of Nursing, Nursing programs, and School of Nursing Building will be identified as Safe Space for LGBTQ individuals, their partners, family members and allies, in all activities and undertakings associated with UWEC Nursing program and department functions;

And that the UWEC Department of Nursing will strive to uphold and enact Safe Space precepts, actions, and intent in our collective endeavors to create a welcoming, bias-free environment supportive of LGBTQ issues and concerns.

Motion to accept this resolution and forward to the Department of Nursing for adoption.

Recommend forwarding to PHP and College with the recommendation of adopting a similar/parallel resolution.

Approved 9/18/09
Teaching Definition

( Approved by Nursing DPC; March 3, 2011)

❖ Teaching engages students and creates a respectful environment so that students achieve learning outcomes.

❖ Teaching is a reflective practice that inspires professionalism and prepares leaders.

❖ Teaching demands a current and evidence-based level of knowledge in practice and education and requires accountability from students and faculty to challenge boundaries.
The Nursing Program Evaluation Plan can be found in Blugold Insider on the web.
(See the “Master Evaluation Plan” and “Master Evaluation Plan Timeline”).
I. **Purpose and Functions:**

The purpose of the Department of Nursing is to:

1. Inspire and lead the professional education and role development of undergraduate and graduate nursing students who will assume leadership roles in clinical practice, in their communities, and in the profession of nursing;
2. Foster the highest degree of professionalism through a focus upon scholarship, community service, and leadership, and raise the standard of professionalism through continuing education and professional development;
3. Represent the opinions and concerns of the nursing faculty through active participation in departmental and college operations and through appointed and elected representation on relevant committees;
4. Disseminate information among members of the department, college, and other individuals and entities, as appropriate;
5. Contribute to an environment of trust, mutual respect, and collegiality.

Department functions include, but are not limited to:

1. Participate in determining college and department priorities, goals, and strategic plans;
2. Participate in establishing and/or revising the mission, philosophy, values, conceptual and organizational frameworks, and academic outcomes for the nursing programs, department, and college;
3. Establish and/or revise the governance structure of the department, and participate in establishing and/or revising the governance structure of the college;
4. Review and make recommendations concerning proposals affecting the organizational structure, functions, and activities of the department and college;
5. Review and approve curricular changes, including courses, programs, and other curricular offerings of the department;
6. Coordinate and conduct elections identified in these guidelines.

II. **Membership:**

The membership of the Department of Nursing shall consist of faculty with administrative appointments ≤ 50%, department chair, faculty, instructional academic staff, administrative professional academic staff, university staff, and other individuals who by their appointment are designated as staff of the Department of Nursing.

**Voting Membership and Rules for Voting**

Voting members of the Department of Nursing include all nursing faculty and instructional academic staff with at least a 50% appointment. Voice only (non-voting) members include faculty and instructional academic staff with less than a 50% appointment, administrative professional academic staff, university staff, and persons with emeriti appointments. Voting on motions will be decided by a simple majority of those present at voting, unless otherwise agreed at the time of the vote. Voting on curricular matters requires faculty or instructional academic staff status of at least a 50% appointment. Voting on graduate matters requires graduate faculty status.

III. **Officers:**

**Officers and Duties of Officers**

The officers of the Department of Nursing shall be the Department Chair (or designee) and the Secretary.

**Chair Duties:**

The Department Chair or designee shall:

1. Convene and preside at all meetings of the Department of Nursing.
2. Represent the Department of Nursing at relevant university and college meetings.
Secretary Duties:
The Secretary for department meetings will be an Administrative Departmental Associate. The Secretary shall:
1. Prepare minutes of the department meetings.
2. Distribute minutes to the membership for review and approval.
3. Following approval by the membership, maintain a current and complete file of official minutes in the department office.

IV. Meetings:
Meetings of the Department of Nursing
Meetings will be held at least once each month on a date and time established by the Department Chair. Meetings will be called at least one week in advance. Special meetings may be called upon request of members, with notice distributed at least 48 hours prior to the meeting and subject to open meeting laws.

Meetings of the Graduate Faculty
Graduate faculty are a sub group of the overall department. Graduate faculty meetings may be held separately from the overall department meetings. All members of the department who have full or associate graduate faculty status comprise this group. Only members with full graduate status have voting privileges. The graduate program director calls and facilitates these meetings.

V. Committees and Councils:
Committees and councils are established to facilitate the business of the Department of Nursing. Each committee and council identifies needs, studies, takes actions and/or makes recommendations to the department or other appropriate bodies, about areas of need within their scope of interest or responsibility. Each committee or council determines its own meeting schedule and agendas, and keeps a record of its actions to be shared with all members of the department, in keeping with open meetings rules and regulations.

Sub- and ad-hoc committees
Sub- and ad-hoc committees can be created at the discretion of the Department of Nursing, committees, or councils. The department chair will initiate the ballot.

Department of Nursing Committees, Functions, and Membership:
• Undergraduate Curriculum Committee
  Functions and responsibilities include but are not limited to:
  ♦ Provide leadership and direction for undergraduate curriculum development, evaluation, improvements, and revisions
  ♦ Provide leadership for undergraduate teaching/learning strategies, pedagogies, and innovations
  ♦ Develop undergraduate academic policies as needed
  ♦ Provide consultation on and approve Department of Nursing undergraduate course revisions, new courses, wellness/diversity/foreign culture/LE/IDIS designations, and program changes.
  ♦ Provide leadership in the development, implementation, and review of undergraduate curricular assessment activities, including implementation of the undergraduate curricular evaluation plan
  ♦ Serve as the official conduit between the Department of Nursing and the University Academic Policies Committee
  ♦ Recommend actions on any of the above to the Department of Nursing, committees or councils, as needed
Membership on the Undergraduate Curriculum Committee
Required: (1 member from the committee should currently be or has recently taught in the BSN Completion program.)

- Committee chair
- Three faculty members
- Two instructional academic staff members

Recommended:
- One traditional undergraduate and one BSN Completion student, appointed

Ex-Officio:
- The College Dean
- Associate Dean
- Department of Nursing Chair
- Director of Assessment and Evaluation
- Skills Lab Coordinator
- Undergraduate Program Director
- BSN Completion Program Director
- Assistant Dean – Marshfield site

The committee chair and faculty/instructional academic staff members will be elected. The committee chair will be a tenured faculty member and shall serve a two year term. Committee members will serve staggered two-year terms.

- **Student Affairs and Undergraduate Admissions Committee**

  Functions and responsibilities include but are not limited to:
  - Provide leadership for undergraduate and graduate student awards and recognitions
  - Provide leadership for the Nursing Honors and Nurse Scholars programs
  - Participate in developing criteria, policies, and procedures relative to admission, retention, progression, student welfare, and graduation of undergraduate students.
  - Review credentials of applicants to undergraduate programs and make recommendations regarding admission status to the Dean
  - Review undergraduate student progression issues, petitions, grievances, and appeals, and make recommendations to the Associate Dean
  - Recommend actions on any of the above to the Department of Nursing, committees, or councils as needed
  - Coordinates student social activities

Membership on the Student Affairs and Undergraduate Admissions Committee
Required:
- Committee chair
- Two faculty members
- Two instructional academic staff members

Recommended:
- One traditional undergraduate and one BSN Completion student, appointed

Ex-Officio:
- The College Dean
- Associate Dean
- Department of Nursing Chair
- Assistant Dean – Marshfield site
- Undergraduate Program Director
- BSN Completion Program Director
The committee chair and faculty/instructional academic staff members will be elected. The committee chair will be a tenured faculty member and shall serve a two-year term. Committee members will serve staggered two-year terms. Student members will be excused from participating in student-sensitive matters.

• **Graduate Curriculum and Admissions Committee**
  Functions and responsibilities include but are not limited to:
  ♦ Provide leadership and direction for graduate curriculum development, evaluation, improvements, and revisions
  ♦ Provide leadership for graduate teaching / learning strategies, pedagogies, and innovations
  ♦ Develop graduate academic policies as needed
  ♦ Provide consultation on and approve Nursing Department graduate course revisions, new courses, and program changes.
  ♦ Provide leadership in the development, implementation, and review of graduate curricular assessment activities, including implementation of the graduate curricular evaluation plan
  ♦ Serve as the official conduit between the Nursing Department and the University Graduate Council
  ♦ Participate in developing criteria and policies relative to admission, retention, progression, and graduation of graduate students
  ♦ Review credentials of applicants to the graduate program and make recommendations regarding admission status to the Graduate Programs Director
  ♦ Provide consultation to the Graduate Programs Director regarding graduate student progression issues
  ♦ Recommend actions on any of the above to the Nursing Department, committees or councils, as needed
  ♦ Participates in graduate student orientation

Membership on the Graduate Curriculum and Admissions Committee
Required:
  ➢ Committee chair
  ➢ Five members with full graduate status

Recommended:
  ➢ One graduate student, appointed

Ex-Officio:
  ➢ The College Dean
  ➢ Associate Dean
  ➢ Department of Nursing Chair
  ➢ Graduate Programs Director
  ➢ Assessment and Evaluation Director
  ➢ Skills Lab Coordinator

The committee chair will be a tenured faculty member and serve a two-year term. The committee chair and faculty/instructional academic staff members with graduate faculty status will be elected. Committee members will serve staggered two-year terms.

• **Department of Nursing Assessment/Evaluation Committee**
  Functions and responsibilities include but are not limited to:
  ➢ Assists the department and the Director of Evaluation/Assessment with the development, review, and monitoring of Department of Nursing program evaluation, assessment of student learning, and quality improvement processes and activities
Reviews the effectiveness of plans and practices for program evaluation and assessment of student learning
Monitors and makes recommendations for revisions to the Department of Nursing Evaluation Plan to the department.
Receives and reviews processed evaluation data, identifying trends and patterns
Collaborates with appropriate Department of Nursing committee(s) for the review and analysis of evaluation reports, and with the department for discussion, analysis, and quality improvement decision making.
Recommends Department of Nursing improvement initiatives based on the analysis of assessment/evaluation data
Facilitates articulation of Department of Nursing assessment/evaluation initiatives with those of the college and university

Membership on the Department of Nursing Assessment/Evaluation Committee
Required:
- Director of Evaluation/Assessment serves as chair of the committee
- Four Department of Nursing members, at least two of whom are faculty
Recommended:
- One undergraduate student
- One graduate student
Ex-Officio:
- The College Dean
- Department of Nursing Chair
- Graduate Programs Director
- Undergraduate Program Director
- BSN Completion Program Director
- Undergraduate Curriculum Committee Chair
- Graduate Curriculum Committee Chair

Faculty/instructional academic staff members will be elected. Elected committee members will serve staggered two-year terms.

- **Department Personnel Committee**
The Department Personnel Committee includes all tenured faculty members of the Department of Nursing. The Department Personnel Committee is self-governing and functions according to the university handbook and the approved Department Evaluation Plan

*Department of Nursing Councils, Functions, and Membership*
- **Faculty Council**
Functions and responsibilities include but are not limited to:
- Collaborate with department and college administration, committees, and councils to provide leadership for the nursing programs
- Participate in determining department and college priorities, goals, and strategic plans
- Provide leadership in faculty development
- Make recommendations regarding staffing and retention/promotion issues
- Assure shared governance processes are used when appropriate
- Recommend actions to the Department of Nursing, committees, or councils as needed
Membership on the Faculty Council:
All tenured and probationary faculty members in the Department of Nursing. The chair will be a tenured faculty member elected from within the Council. Alternatively, chair responsibilities can be replaced by initiative leaders. Department initiatives will be developed by the faculty council, and leaders will be tenured faculty members elected from within the council.

- **Academic Staff Council**
  Functions and responsibilities include but are not limited to:
  - Participate in determining department and college priorities, goals, and strategic plans
  - Provide leadership in academic staff development
  - Assure shared governance processes are used when appropriate
  - Recommend actions to the Department of Nursing, committees, or councils as needed

Membership on the Academic Council:
All instructional and administrative professional academic staff in the Department of Nursing, or who serve nursing functions within the college. The chair will be elected from within the council.

**VI. Learning Communities:**
Learning Communities are self-forming, self-directing, and self-administered groups of faculty, academic staff, students, community members, and other constituents who organize around an area of common interest and commitment. Learning Communities come together for inspiration, support, collaborative knowledge development, leadership development, or other mutually beneficial purposes. Learning Communities establish their own meetings, purposes, and activities. They may recommend issues to the Department of Nursing, committees, or councils as needed.

**VII. Amendments:**
Organizational guidelines may be amended at any meeting if the Nursing Department by a two-thirds vote of the voting members present and voting, provided the suggested amendments have been submitted in writing to the member of the Department of Nursing at least one week in advance.

Approved 9-16-2010
Revised and approved 12-3-2015, 4/8/16
**Nursing Research (IRB) Participation**

**Student Proposals**

a. The Nursing Research Participation Review Subcommittee (NRPRS) is a subcommittee of the Graduate Curriculum and Admissions Committee (GCAC). The Subcommittee chair and four graduate faculty members are appointed by GCAC for two year, staggered terms. All graduate faculty members rotate subcommittee membership. Subcommittee members are to provide evidence of completion of the IRB certification program at the start of their term.

b. The single purpose of the NRPRS is to review all student proposals involving human subjects to assure that all studies respect the rights and welfare of the individual(s) involved, utilize appropriate methods to secure informed consent, and have duly considered the risks and potential benefits of the investigation for participants. This includes all proposals submitted for Exempt & Expedited Review, and proposals requiring a full IRB Review prior to their submission to the University. **The NRPRS review is not intended to be a critique of the proposal.**

c. UW-Eau Claire IRB materials are submitted to the NRPRS chair and University IRB via the BPLogix eForm system. Please see the Office of Research and Sponsored Programs (ORSP) IRB web site for information regarding the submission process using the BPLogix eForm system (http://www.uwec.edu/ORSP/IRB/guide/). The following steps are to be followed in the Department of Nursing:

   i. Student completes the Human Subjects Protection Tutorial (IRB Certification) if not previously done. This process will only need to be completed before beginning one’s very first IRB application.
   ii. Student completes proposal forms in BPLogix and submits them to faculty advisor via the BPLogix system.
   iii. Faculty advisor may edit the forms in BPLogix or send corrections to the student.
   iv. When faculty advisor is satisfied with the proposal changes, the student submits, via e-mail, a PDF copy of all forms and attachments to the NRPRS chair. The forms can be converted to PDF at any time by selecting “Print” at the bottom of the forms and printing to Cute PDF Writer or Adobe PDF. Such PDF files cannot be directly edited without Adobe Acrobat, although comments can be inserted.
   v. The subcommittee chair will distribute (via e-mail) PDF copies to one member of the subcommittee if the proposal qualifies for an exempt or expedited review, and copies to two members if the proposal requires a full review. The members will review the proposal as noted in item “b” above and return the proposal with identified changes, if needed, to the subcommittee chair within one week if possible. The subcommittee chair will review the changes noted, communicate any concerns to the student and faculty advisor, and request changes to the proposal and forms if needed. **The subcommittee chair will notify the student, faculty advisor, and Nursing Department Chair via e-mail when necessary changes are made and the project is approved by the NRPRS.**
   vi. The student and faculty advisor will then forward the IRB forms and attachments to the Nursing Department Chair via BPLogix. If in agreement, the Nursing Department Chair then forwards the materials to the University IRB via BPLogix. Submitting the full research proposal to the University IRB is optional, but can be helpful, particularly if it may add clarity to the forms. The entire process will be completed within two weeks.
   vii. The student and faculty advisor also ensure that a final copy of the University IRB approval response is forwarded to the Associate Dean’s office.
viii. The student must submit a *Project Status Form – Change/Renewal/Termination* at least once per year following initial approval, and then upon termination of the project.

d. Students requiring IRB approval from additional settings, such as a health care agency, must seek UW-Eau Claire IRB approval prior to or concurrently with the agency IRB request.

**Faculty proposals**

a. Faculty proposals are reviewed for resource implications and are approved by the Department Chair. However, faculty members are encouraged to obtain a preliminary review from a colleague prior to submitting to the Department Chair. **Upon approval, the proposal is signed by the Department Chair in the BPLogix eForm system and forwarded to the University IRB.** Submitting the full research proposal to the University IRB is optional, but can be helpful, particularly if it may add clarity to the forms.

b. The faculty member also ensures that a final copy of the University IRB approval response is forwarded to the Associate Dean’s office.

c. The faculty member must submit a *Project Status Form – Change/Renewal/Termination* at least once per year following initial approval, and then upon termination of the project.

**All IRB proposals:**

a. Student and faculty University IRB approval responses are filed for five years in the Associate Dean’s office.

Approved 3.06; Revised 8.10, 6.12.
Responsibilities of Staff

Department of Nursing Adjunct Faculty Guidelines

Background
Many professionals employed in health care and other educational settings participate in the teaching-learning activities of the Department of Nursing. Adjunct faculty status formally honors these persons and their contributions. These professionals will be individually and judiciously reviewed for recommendation by the Department Personnel Committee (DPC) to the Department Chair and Dean.

Benefits
In lieu of monetary compensation, individuals in this honorary faculty status receive the following benefits:

1. Member card that extends the following privileges:
   - Use of the University Library and Centers facilities
   - Faculty rates for admission to University artists series, forum series, music recitals and concerts, and theatre productions
2. Inclusion of Adjunct Faculty status on one’s vita

Qualifications
- Master’s degree or higher.
- A well-established record of meaningful contributions to the teaching-learning activities of the Department, in either on-campus or off-campus settings. Examples of contributions include:
  - Assist with classroom or clinical teaching-learning activities.
  - Assist with student and faculty scholarly or clinical projects.
  - Participate in University or Department committee memberships or events.
  - Serve as a consultant, resource person, or adviser for students, faculty, and administrators.

Procedure
1. Individual seeking adjunct faculty status, DPC member, or Department faculty/instructional academic staff member submits:
   - A letter of nomination which highlights the meaningful contributions
   - A professional vita
2. DPC reviews material and forwards recommendation to the Department Chair. Recommendations will be for 3-year appointments.
3. Department Chair forwards recommendation to the Dean for approval.
4. Department Chair forwards list of approved recipients to the Academic Department Associate (ADA).
5. ADA responsibilities:
   - Sends notification letter and University member card (from Office of the Provost) to each recipient.
   - Submits list of recipients and a sample letter to the Office of the Provost (cc to the Dean).
   - Maintains an accessible updated list of adjunct faculty with name, contact information, term, and nominator.
   - Every September, mails new University member cards to all adjunct faculty.
6. Every April and September, the DPC reviews the list of adjunct faculty to determine renewals and additions. An updated vita is needed for renewal.

Approved May 1, 2015 by DPC
**Teaching Responsibilities of Faculty/IAS (Classroom and Clinical)**

1. Present lectures, conduct seminars and discussions.

2. Submit test items on assigned content to course coordinator.

3. Plan, implement, and evaluate classroom and clinical learning experiences (and other course assignments).


5. Report classroom and clinical absences of students to course coordinator.

6. Inform course coordinator of students’ progress, course implementation, and situations in extended units which might affect the students or nursing program.

7. Participate in teaching team meetings for course planning, progression, and evaluation:
   a. provide readings, content for course syllabi
   b. provide input on tools for evaluation of student progress and course
   c. provide input on end of course summary
   d. other course-related responsibilities

8. Conduct midterm and final student evaluations. Submit written student clinical performance evaluations to course coordinator at end of course.

August 2009
## Responsibilities of Course Coordinator

### Before A Course Offering Begins

<table>
<thead>
<tr>
<th>✓</th>
<th>For Clinical Courses</th>
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<tbody>
<tr>
<td>1. Provide information to incoming students regarding course requirements/preparation to facilitate course registration</td>
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<tr>
<td>2. Provide information to incoming students regarding clinical agency requirements/preparation to prepare them for beginning clinical in the agencies.</td>
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<tr>
<td>3. Communicate information with the ADA and Department Chair about student clinical placements, including but not limited to:</td>
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<tr>
<td>a. agencies to be used,</td>
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<tr>
<td>b. clinical units,</td>
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<tr>
<td>c. dates/days of the week for clinical experiences,</td>
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<tr>
<td>d. names of instructors and students for each section,</td>
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<tr>
<td>e. potential changes or new sites for clinical experiences.</td>
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<tr>
<td>4. Insure that clinical faculty disseminate information to agency staff regarding student clinical assignments and course materials, and secure appropriate agency evaluation/feedback, if required.</td>
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<tr>
<th>✓</th>
<th>For All Courses</th>
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<tbody>
<tr>
<td>1. Develop/Review/Update the Course Syllabus, in collaboration with course faculty. Update/revise as needed based on previous course evaluations, or changes in content based on curriculum development.</td>
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<tr>
<td>a. Review/Revise learning assignments/activities (e.g., readings, writing assignments, group assignments, simulations, etc.).</td>
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<tr>
<td>i. Include descriptions of the assignments and activities.</td>
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<td>ii. For any of the assignments/activities that will be used to evaluate the students, describe/include in the syllabus the evaluation measures (e.g. evaluation of skills/competencies, use of exams, use of non-exam measures such as papers and presentations).</td>
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<tr>
<td>b. Review/revise evaluation measures for the course (e.g., evaluation of skills or competencies, exams, non-exam measures such as papers and presentations)</td>
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<tr>
<td>i. NOTE: for some courses, examples (artifacts) of student work are collected for assessment purposes; if you wish to change assignments/evaluation criteria in the course, please first verify that the item you want to change is not one of those for which examples (artifacts) are collected.</td>
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<tr>
<td>c. Choose/Review Textbook(s). Textbook orders often have to be in to the Bookstore approximately 3-4 months before the class begins. Watch for emails from the Bookstore and/or the ADA, and be sure that your order has been placed. Watch for updated editions of textbooks—the Bookstore does not always notify you if that happens.</td>
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<tr>
<td>i. If you need faculty exam copies, follow the existing procedure for obtaining them (e.g., contact the Media Specialist in the LRC).</td>
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<tr>
<td>d. Develop Course Calendar based on that semester’s start, end, and break dates.</td>
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<tr>
<td>e. Verify that the syllabus contains all required information. Check the Nursing Faculty handbook, and the University Faculty Handbooks for specifics. NOTE: the following components of the course syllabus may not be changed without further approval: Course Title, Number, Description, Objectives, Topical Outline</td>
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</table>
2. **Create the Course D2L Site** so faculty may begin adding needed materials.
   a. If you would like to combine all sections of the course into a single D2L site, communicate with the LTS staff via the form on the D2L home page.
   b. Create the skeleton of the D2L organizational structure so course faculty can contribute to building the D2L site as appropriate.
   c. *Activate* the course, which allows the students to access the D2L site. You can change the date restriction to *open* the D2L site sooner than what LTS has scheduled (usually the first day of class). Refer to the Help Desk on-line resources or check with Help Desk staff if you need help.

3. **Negotiate/Assign Responsibilities of the Teaching Team** based on the staffing designated by the department chair.

4. **Discuss any course implementation issues or concerns** (e.g., staffing, scheduling, clinical placements) **with the Department Chair** as appropriate.

5. **Coordinate with the Academic Department Associate (ADA) and Media Specialist** to facilitate the acquisition of teaching support materials (media, library).

6. **Orient New Faculty** to course, clinical requirements and facilitate clinical agency orientation.

7. **Send an Electronic Copy of the Course Syllabus** to the ADA.

8. Although not required, it is nice to **send out a ‘Welcome’ to the students** in your class. If you are going to have a reading assignment due the first day, be sure you have notified the students well in advance.

9. **Activate the course D2L site** so students may access material in advance of the first day of class as needed/assigned.

### While the Course Is Being Offered

**For Clinical Courses**

1. At any point necessary, provide the Department Chair with *incident reports or other data* related to situations that have potential for student health/safety, public relations, or legal consequences.

2. Insure that clinical faculty are administering the *Medication Calculation and Medication Knowledge quizzes* early in the semester.

3. By week 14 of the spring semester during odd calendar years **distribute Student Evaluation of Clinical Education Environment forms** to all students for completion; collect completed forms to review with course faculty.

**For All Courses**

1. By week 3 of the semester, **send an e-mail to the Department Chair** notifying the Chair of how course implementation is progressing.

2. **Schedule regular teaching team meetings** to plan and facilitate course progression, teaching approaches, and evaluation of student progress. Keep brief minutes of teaching team meetings.

3. **Confer with students as needed** about course concerns or performance problems in collaboration with course faculty, Department, Chair, and Associate Dean or Assistant Deans as needed.

4. **Maintain records** of student attendance and grades.

5. 

### At the Conclusion of a Course Offering

**For Clinical Courses**

1. **Submit completed clinical evaluations** to the Department Chair for review; the Chair will route them for filing in the students’ files in Student Services.

2. Every spring semester of odd calendar years, **receive and Review the Evaluation of Clinical Education Environment forms** (by students) with the course teaching team; identify strengths of clinical sites and challenges to continued student placement in sites.
   a. Follow up on student-identified challenges, as appropriate, with the Department Chair, Clinical Site Coordinator, and agency contacts.
3. Although it is not required, encourage clinical instructors to send out a **thank you letter** to agency staff.

<table>
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<tr>
<th>✓ For All Courses</th>
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<tbody>
<tr>
<td>1. <strong>Submit Grades</strong> to the Registrar.</td>
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<tr>
<td>2. <strong>Provide Department Chair with course materials</strong> as required including copies of course evaluations (currently processed by the ADA).</td>
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</table>

3. **Receive and Review the Course Evaluations** (by students) with the course teaching team, identifying aspects of the course that worked well and those that should be considered for revision for the next offering.
   - a. If revisions are planned, consult the *Making Changes in Nursing Courses* policy to see what kind of approval process is required given the type of revision planned.
   - b. Monitor the impact of the revision the next time the course is taught, tracking student outcome achievement and the effectiveness of the revision.

4. **Provide Course and Evaluation Data required by the Department of Nursing Evaluation Plan.** Certain courses have been identified as contributing specific artifacts (samples of student work) to be used in evaluating aggregate student achievement of program student learning outcomes. These courses, and the corresponding artifacts, are listed in the Department of Nursing Evaluation plan.

5. Discuss **course issues or concerns** that must be resolved before the next course offering with the Department Chair.

**Every Spring Semester by May 15th**

1. Complete the **Course Snapshot Form** and submit it to the appropriate Curriculum Committee (i.e., UGCC or GCAC)

**Whenever Appropriate/Necessary**

1. Participate in **level meetings** with other course coordinators as directed by the Department Chair.
Making Changes in Nursing Courses

NOTE: Existing University and Department academic policies and operational guidelines already dictate much of the policy around making changes in courses (i.e., Faculty and Academic Staff Rules and Procedures, Department of Nursing Organizational Guidelines). This policy is intended to fill gaps in those existing policies and guidelines.

Any faculty member may propose a revision to existing courses or the development of a new course. It is assumed that faculty teaching a given course as a team will have discussed proposed revisions and achieved some level of consensus on the proposal before forwarding it.

Procedure for Making Changes in Courses

1. **Category 1** - Changes that *must* be approved by the appropriate curriculum committee and the Nursing Department *before the change can be made*
   - Examples of such changes
     - Offering a new course
     - Eliminating a course
     - Changing course title, credits, or prerequisites
     - Changing a course description
     - Changing objectives
     - Changing course-specific artifacts for program evaluation
   - Procedure
     - Present the proposed change to UGCC/GCAC for discussion and action
     - UGCC/GCAC will present to Nursing Department Faculty (or Graduate Faculty) for discussion and action

2. **Category 2** - Changes that must be *reviewed* by the appropriate curriculum committee Chair *before the change is made*, for determination as to whether the change requires approval by UGCC/GCAC and the Nursing Department before the change can be made
   - Examples of such changes
     - Changing the course content/topical outline
     - Changing the balance of content areas in a course
     - Changing the pedagogy of the course, including
       - Changing the course delivery mode (e.g., hybridizing 25% or more of the course; changing to an online delivery mode)
       - So significantly revising the teaching methodologies that it’s possible students’ ability to meet student learning outcomes is affected.
     - Changing student evaluation measures that are specifically included in the Program Assessment Plan.
     - Changing the required purchase and rental texts, handbooks, simulation resources, etc. This does not apply to updated editions of the same texts; updated editions need not be *approved* but should be *communicated* to faculty of subsequent courses (see Category 3 below).
   - Procedure
     - Present the proposed change with rationale to the Chair of UGCC/GCAC
     - The Chair will determine whether the proposed change may be implemented immediately or requires review/approval by UGCC/GCAC and the Nursing Department Faculty. The Chair and, if involved, UGCC/GCAC and the Nursing Department Faculty, will act on proposed changes as soon as possible.
3. **Category 3** - Changes that can be made *without* formal approval through Department faculty governance but which must be *passed along for information in the annual Course Snapshot*.
   - Examples of such changes
     - Changing the clinical setting(s) used in the course as long as the new settings are of the same type as those previously used (e.g., hospitals, public health departments, community settings)
     - Making less significant changes in pedagogy (e.g., adding simulations, incorporating case-based instruction, hybridizing up to 25% of the course)
     - Updating editions of previously-used textbooks. Please communicate updated editions to the LRC coordinator.
   - Procedure
     - Describe the change(s) in the Annual Course Snapshot that is submitted to UGCC/GCAC for information and assessment purposes
     - UGCC/GCAC will present to Nursing Department Faculty (or Graduate Faculty) for information

Information on Category 2 and 3 changes, if they do not require Nursing Department Faculty approval, will be reported to the Nursing Department Faculty at regular monthly Department meetings.
Faculty/IAS Requirements for Clinical Teaching/Clinical Agency Participation

In keeping with clinical agency and state board of nursing requirements, faculty and instructional academic staff are required to complete and submit documentation of the following:

- Healthcare Provider Criminal Background check
- CPR certification, Professional Provider level, every two years
- TB skin test (PPD) or QFT annually (chest x-ray result if PPD skin test is positive)
- Blood Borne Pathogen review, annually

Documentation for these requirements is submitted to the Department office.

New faculty/IAS are required to submit health record information to the department Chair for review. The Chair will submit materials for filing.

August 2009
Clarification: June 2013
Appointment Contract Differentiation (Academic Staff/Probationary Faculty)

Instructional Academic Staff

Your specific duties and responsibilities will be as follows:

1. Teach in the classroom setting, guide students in the clinical setting, and participate in the evaluation of student performance and course.

2. Participate in continuing education courses for registered nurses as appropriate.

3. Provide academic advising to students assigned to you by the chair of the department.

4. Participate in University Faculty governance through service on department, college, and university committees as appropriate.

Faculty - Probationary Appointments

Your specific duties and responsibilities will be as follows:

1. Teach in the classroom setting, guide students in the clinical setting, and participate in the evaluation of student performance and course.

2. Participate in continuing education courses for registered nurses as appropriate.

3. Provide academic advising to students assigned to you by the chair of the department.

4. Participate in University Faculty governance through service on department, college, and university committees as appropriate.

5. Undertake the research and study necessary for the performance of the duties and responsibilities described in 1 through 4 above.

Reviewed August 2010; edited June 2015.
Chippewa Valley Nursing Education/Practice Advisory Committee

**Purpose:**
The purpose of the Education/Practice Advisory Committee is to provide nurse leaders in academic and health care agencies a vehicle for responding collectively and proactively to the health care and health care education challenges facing the region.

**Objectives:**
1. To promote current, immediate information exchange among all participants.
2. To generate the development, implementation and evaluation of collaborative projects and relationships.
3. To facilitate the influence of nursing practice on nursing education and nursing education on nursing practice.
4. To ensure that all curricula are consistent with current and future nursing practice needs/trends and include clinical and/or managerial learning experiences.
5. To discuss and address nursing education, nursing practice and nursing administration issues and problems.
6. To monitor the community need for nurses and recommend new education program development and/or expansion/deletions.

**Membership:**
The chief nurse executive employed by agencies providing clinical experiences for students enrolled in the nursing programs at Chippewa Valley Technical College and/or the University of Wisconsin-Eau Claire, the Dean/Director of nursing education programs, three faculty, and 1-2 graduates from each of the nursing education programs.

**Meetings:**
The committee will meet three times a year.

**Minutes:**
Minutes will be distributed to all committee members who may share or distribute them to others as needed.

**Chair:**
The chair of the committee will be selected annually at the spring meeting for the following year.
Academic Advising Information - BSN

Academic advisors are responsible for ensuring, to the best of their ability, that students’ university and nursing program requirements and academic policies are being met, and that students are progressing appropriately through the program. Faculty typically begin academic advising in their 2nd year of service to the department. Instructional Academic Staff may be assigned to academic advising as part of their contract responsibilities.

Detailed advising information is provided to faculty/instructional academic staff as they assume advising responsibilities. Advising assistance/consultation can be obtained from Dr. Debra Jansen, Associate Dean, or Dr. Robin Beeman, Assistant Dean for the Marshfield site, or Dr. Rachel Merkel, Marshfield Site Coordinator. Many faculty/IAS are also able to provide academic advising assistance on an as-needed basis. Advising updates are provided to all faculty/IAS on a regular basis and as needed.

Prospective Students
Each month, scheduled “Nursing Spotlights” are hosted for prospective students and their parents. In addition the university organizes “Blugold Spotlight” events and Scholar Days. Student Nurse Ambassadors and the Eau Claire and Marshfield Student Nurses Association assist with providing tours and informational sessions.

Student academic advising files
Student academic advising files for TBSN students are housed in NRSG 127 (Eau Claire), and in the Nursing Program Office (Marshfield). Graduate and BSN Completion student files are housed on the second floor. Please check out the files using the file card system provided and return the files when finished, as others may need access to students’ academic information. Please complete and update a written program planning worksheet for each advisee (advisers are encouraged to use the electronic version of the form). The updated program planning worksheet should be kept in the student’s academic file, with a copy given to the student.

As a rule, an undergraduate advising notation should be made with each academic advising contact via the electronic advising database. The electronic advising database can be accessed from Blugold Insider for this purpose. If the advising contact included information or planning with unique implications for the student, please print a copy of the electronic notation and include the printed copy in the student’s academic file.

Sample Program Plans
Sample program plans provide a general guideline and example program to follow for the typical nursing student at UW-Eau Claire. Sample Program Plans are revised with some frequency. Please be sure you are referring to the latest version in your work with students. The latest version is available on the college website.

Variance from the sample program plan may be appropriate or necessary under a variety of circumstances, particularly for the non-nursing pre-requisite courses. Please be aware that any such variance may have significant consequences for the ability to schedule necessary courses, as course schedules are coordinated with other departments on campus based on the sample program plan. Students with scheduling conflicts involving a nursing course need to obtain permission to proceed with the planned schedule from both Nursing and the other department. In Nursing, course instructor and department chair/assistant dean, associate dean or graduate nursing programs director permission is required for variances in program plans.

New Student Orientation/Summer Advising
New student orientation/summer advising is held in June and July each year. Students newly admitted to the university are scheduled to attend a summer orientation session which includes academic advising and course selection for fall. A final day of summer orientation advising is held in August, prior to the start of the academic year. The Advising Center advisors serve as the new student orientation/summer advisers.
Phase II Orientation Advising
Phase II orientation advising is held just prior to the start of classes. This is a day-long program of information and activities for new first year students, including a one-hour group session for all incoming pre-nursing students. At this session the nuts and bolts of admission into nursing are further explored. The Associate Dean and Student Services Coordinator conduct the Phase II orientation session.

Marshfield Program Site
Students interested in applying to the Marshfield Program Site need to contact the Marshfield Site Coordinator for specific information about the Marshfield site and to assist them in evaluating whether the Marshfield site will meet their needs. When applying to the program, students need to specifically indicate whether they are applying to Eau Claire or to Marshfield. It is not possible to apply to both sites in the same application cycle. International students are not eligible to attend the Marshfield site at this time.

Substitution/Waiver Petitions
Students requesting to substitute a course for one of the required non-nursing courses or to meet a university requirement must complete a Petition for Partial Waiver or Substitution of Baccalaureate Graduation Requirements. This form is available electronically from the Registrar’s Office website. The form is typically completed with the academic advisor. Rationale for the substitution must be provided. Waivers of university requirements are less frequently approved but certainly will be considered in special circumstances. Students can also request moving into a newer catalogue year, which is frequently appropriate if nursing or university requirements have been changed—this is usually done via email requests to the adviser and Associate/Assistant Deans. Substitution/waiver petitions require assistant/associate dean approval.

Course Withdrawal
Students wishing to withdraw from a course may do so without penalty or additional permissions during the first two weeks of class. After the second week of class a Change of Registration (Drop/Add) form is required. This form is obtained from the registrar’s office or website. Students who stop attending class without officially withdrawing may receive a grade of F for the course and may owe repayment on financial aid. The deadline for course withdrawal during the normal semester is week 11 of class. In shorter academic sessions the withdrawal date is moved up accordingly. In special extreme circumstances it is possible for the student to request a late withdrawal (for withdrawals after the withdrawal period has ended). Late withdrawal requires associate dean approval. Tuition refunds may be sought for extremely extenuating and unexpected circumstances and require an appeal to the Tuition Refund Appeals Committee through the Dean of Students Office (see Registrar’s Office for form and information).

Academic and program progression implications of course withdrawal need to be carefully considered by the student and academic advisor. Withdrawal from a professional nursing course may significantly affect academic standing and program progressions. For admitted students, approval of a Program Plan Change form (available via Blugold Insider) may be required as part of progressions planning.
Students at Risk
Students at risk due to personal or family difficulties, mental health concerns, illness, behavioral concerns, legal
difficulties, or poor academic performance need to be responded to quickly and directed to services appropriate to their
needs. Sources of support include the Dean of Students office, Counseling Services, Health Services, Nontraditional
Student Services office, Veterans and Military Education Benefits Office, Multicultural Affairs office, and the Academic
Skills Center. Faculty/IAS, by virtue of their responsibilities as course/clinical instructors and academic advisors, are
authorized to contact students for whom they have direct teaching/advising responsibilities and in whom they observe
risk indicators. Notification of the Department Chair and Dean’s Office is important and advised in many of these
circumstances.

Counseling Services -
Main Campus: Counseling services, located in Schofield Hall, are available to assist students with a variety of issues such
as family or personal emergencies, alcohol and/or drug difficulties, eating disorders, depression, anxiety, major
stressors, or emotional concerns. Assistance can be provided in evaluating and managing mental health concerns, as
well as counseling and education to assist in preventing mental health concerns. If medications are required, counselors
and licensed psychologists are able to provide services in collaboration with Student Health Services or the student’s
own health care provider, as desired by the student. The Dean of Students’ office is also a resource for students.
Marshfield Site: Students at the Marshfield Site may obtain counseling services by contacting the Director of UWEC
Counseling Services, Lynn Wilson. She will assist with scheduling counseling appointments at UW-Marshfield/Wood
County.

University Withdrawal
Students wishing to withdraw from all classes will be withdrawing from the university. Withdrawal from the university
presumes that the student is also withdrawing from the nursing program. University withdrawal requires completion of
official paperwork in the Dean of Students office, Schofield Hall. Notification of the Nursing Department Chair and
CONHS Dean’s Office is essential. Readmission to the university does not result in readmission to the nursing program.
Consideration for re-admission into nursing must be specifically requested in a letter to the Dean at least three months
in advance of the desired readmission date. Reapplication to the nursing program may be required. Approval of the
request will depend upon the reasons for withdrawal, academic standing, program capacity, and progress made to
rectify any previous concerns or difficulties.
Options for Non-Admitted Students
Pre-nursing students who are not successful in being admitted to nursing have several options available to them. They can re-apply to nursing, consider a change of major, consider transferring to another BSN nursing program, or consider applying to one of the Alliance programs. Students who are highly qualified for baccalaureate nursing education should generally be encouraged to continue pursuing admission to a BSN program as a first option.

The Alliance programs (Chippewa Valley Nursing Alliance – CVNA, Western Technical College Alliance – WTC) provide the opportunity for many non-admitted UWEC nursing students to attend an associate degree nursing program. Eligibility requires that students have met all minimum requirements for the UWEC nursing program, applied once, and been denied due to lack of space in the program, and be currently enrolled. Students admitted to one of the alliance programs receive advising to facilitate BSN completion.

Non-admitted students frequently require considerable support and information. Careful consideration needs to be given to their academic status, any difficulties encountered, options they are interested in pursuing, and strategies for success. Early in the student advising process it can be helpful to support students in their understanding of options for nursing education or in exploring alternative majors. This can assist students to think about their needs and better understand the implications of competitive admissions into nursing.

Nursing Assistant Certification
Certification as a nursing assistant is required for admitted students, prior to registering for the first clinical courses. Certification may be expired and does not need to be from the state of WI. NA certification is not required to apply to the program. Due to the fast turn-around time after admission, it is important to assist students in planning ahead for NA certification. Please identify early whether or not the student has NA certification. Those who are not NA certified need to be informed of their certification options in the area, or encouraged to identify options in their home community. Completion of NA certification generally requires 3-8 weeks with costs ranging from $350 – $900 or more. Courses tend to fill quickly once registration opens.

Program Plan Change Form
Once admitted to the program, students requesting to change their course sequencing from the typical program are required to complete a Program Plan Change Form. This form is available in Blugold Insider. Completion of this form is required for admitted students participating in study abroad and national student exchange. It is also required for students requesting to go to part-time status or if a course repeat is required. Students changing their program plan are carefully tracked to ensure that course and clinical capacity is available. Department chair and assistant/associate dean approval are required.

Study Abroad/National Exchange
Students interested in study abroad need to contact the Center for International Education at their earliest opportunity. For national exchange, students work through the Dean of Students office. The program plan change form needs to be completed at the same time application is made to the study abroad or national exchange program, preferably one year in advance of the planned program.

A nursing study abroad program is available at Harlaxton, England, in partnership with University of Evansville. This program occurs in the 1st semester of the senior year (fall semesters only). Other study abroad programs of interest to nursing students include the Costa Rica and Nicaragua summer programs and the South Africa winterim program. All other full-semester study abroad/national exchange programs require that the student step out of the nursing program for the semester of study.
Nurse Scholar Students
Nurse Scholars are pre-nursing students meeting the criteria for the UWEC Honors program who have accepted an invitation to participate in the Nurse Scholar program and UWEC Honors program, immediately following admission to the University. The Nurse Scholar program provides conditional admission into the traditional undergraduate nursing program upon admission to UW-Eau Claire. The purpose of the program is to identify highly motivated and academically capable students with a strong interest in nursing and encourage them to undertake a challenging undergraduate university program, i.e., University Honors, thereby attenuating the pressures of grade competition for admission to the nursing program. Nurse scholar conditional admission to the undergraduate nursing program is available exclusively to new college first year students who are declared nursing majors at the time of admission to the University. To maintain Nurse Scholar eligibility for admission to the nursing program, the student must maintain a credit load of at least 15 credits per semester of the pre-nursing year or register for and earn new 30 credits by the end of the second semester, complete all of the pre-nursing courses and requirements needed for admission including the application, maintain an overall GPA of at least 3.50, and participate in the UWEC Honors program, including completing HNRS 100 and 2 Honors colloquia or electives (excluding AP courses). Note: HRNS 100 is waived for those students completing an Honors FYE Colloquia course. Formal application to the Nursing program is required for these students by May 1st of the first year student year.

University Honors
Please see the University Honors website for current information.

Departmental Honors in Nursing
Students admitted to nursing with a GPA of 3.5 or higher are eligible for Nursing Honors. After receiving a letter of invitation to participate in Nursing Honors, the students will meet with their Academic Advisors to discuss their interests and motivations for application. The academic advisor will assist interested students in completing the Nursing Honors Acceptance Form and in selecting a nursing honors advisor. See the Nursing Honors packet/web site for further information.

2nd Degree Students
A second degree program plan must be completed, signed by the advisor and submitted to the Assistant Dean in Marshfield and the Associate Dean in Eau Claire. The form is available electronically in Blugold Insider and at e-form1.uwec.edu.

Students interested in a Minor or Certification Program
Students interested in completing a minor or certification program must review the minor/ certification program requirements in the university catalogue and make plans to meet those program requirements. Students must contact that department for a minor advisor. Students who are delayed in their admission into nursing may be interested in pursuing a minor or certification program. Also students with high potential or advanced standing in a subject area may wish to formalize their learning with an earned minor/certification.

Spanish for Health Professions
The Spanish for Health Professions minor was developed specifically for nursing and other health majors interested in advancing their Spanish language expertise. The program requires completion of 24 credits beyond Spanish 102. Students should be referred to the Foreign Languages department or the university catalogue for further information.
**RN/BSN/MSN Option***

Students in the BSN Completion program are allowed to take: NRSG 701, Nursing Research: Methods (4 credits); NRSG 715, Leadership and Health Policy in Nursing (3 credits); and a cognate (2 credits) which may include another core course, in lieu of the BSN Completion courses: CND 446 Nursing Research & Evidence Based Practice (3 credits); CND 447 Leadership and Management (3 credits); and an elective (2 credits). Only a total of 9 credits is allowed. Interested students must meet with their BSN Completion advisor to complete the proper forms. This opportunity is dependent on space availability in the courses.

*Policy specifications include:
- Senior standing
- 90 semester credits completed, including 2 courses in upper division nursing
- GPA
- If a second degree student, pre-requisites for nursing, University requirements for a second degree, and two courses in upper division nursing completed
- Approval of the Nursing Graduate Programs Director

07/22/10; 6/26/15; 1/16.
Nursing Advising Database

Purpose of this Site
The Nursing Advising Database was put into place for a number of reasons. The first of which was to allow a single interface that all advisors could use to keep track of appointments, clinical evaluations, etc. It also serves a purpose by keeping all entries in a centralized location, making it easy for any advisor or instructor to look up past meetings with a student, while allowing the entire program to move toward a paperless state. This system isn’t restricted to only admitted UW - Eau Claire nursing students. Appointments with students at other institutions who may be considering transferring to UW - Eau Claire, or who are applying to the nursing program, should also be tracked on this site. If the student is later admitted to the nursing program, their past meetings can be merged with their new UW - Eau Claire username.

Accessing the Nursing Advising Database
The link to this site can be found in Blugold Insider. You will be asked to log in with your UW - Eau Claire username and password. Be assured that this page is secure. This site uses the Centralized Authentication Service (CAS) login page. Advisers and instructors having difficulty accessing the site should contact the Associate Dean to be added to the system. Once logged in, an information page and tutorial within the site provide directions for adding and searching for students, documenting, reviewing notes, uploading forms, etc.
BSN Program – General Information

Enrollment
Students wishing to pursue a nursing degree register as prenursing students. Formal application to the professional program must be made. Students are encouraged to apply during the semester in which 30 credits will be completed. Deadline dates for filing admission applications to the nursing program are **DECEMBER 1** and **MAY 1**. Students must select Eau Claire Campus or Marshfield Site.

Admission Requirements
In order to be considered for admission to the nursing program, applicants must have:

1. Been accepted as a pre-nursing student at the University in good standing.
2. Completed at least 30 semester credits, not including courses for nursing assistant certification, with an overall grade point average of at least 3.00.
3. Completed at least three required natural science courses, two of which are laboratory science courses, with a grade point average of at least 2.50.
4. Earned a grade of “C” or better in all courses required for nursing.
5. Completed all application materials.

Other data used by the Admissions Committee are derived from a variety of sources that include admission applications to the University and the nursing program, high school transcript showing rank in class, previous college records, and standardized tests such as ACT or SAT. International, non-native speakers of English applying to the program must have a TOEFL score as follows: TOEFL Written >560; TOEFL (CBT) >220; TOEFL (iBT) >83.

CNA, CPR and Health Records
1. Evidence of Health Care Provider level CPR certification (American Red Cross or American Heart Association) and all required health information and background check information must be submitted at the time of admission to the program.
2. Evidence of current or previous certification as a Nursing Assistant must be submitted prior to registering for NRSG 267.

Requirements for Bachelor of Science in Nursing — Total of 120 semester credits

**Overall Requirements**
- Writing Requirement – 5 credits
- Design for Diversity (DD) Requirement – one experience/course
- Service Learning – 30 hours

**Required Non-nursing Courses**
- Chemistry 103 General Chemistry (provides K1) 4 credits
- Chemistry 150 Survey of Biochemistry (provides K1 for Nursing majors) 3 credits
- Biology 214 Human Anatomy and Physiology 1 4 credits
- Biology 250 Microbiology 3 credits
- Biology 314 Human Anatomy and Physiology 2 4 credits
- Psychology 230 Human Development (provides K2, R1) 3 credits
- Math 246 Statistics (provides S2) 4 credits

**Liberal Education Requirements**
- K1 Knowledge: Natural Sciences (2 experiences, one with lab) Chem 103 and Chem 150
- K2 Knowledge: Social Sciences (2 experiences) Psyc 100 and Psyc 230
- K3 Knowledge: Humanities (2 experiences) Two K3 experiences/courses
- K4 Knowledge: Fine Arts (1 experience) One K4 experience/course
S1 Skills: Written & Oral Communication (2 experiences) WRIT 116 or appropriate Blugold seminar, plus 2nd S1 experience
S2 Skills: Mathematics (1 experience) Math 246
S3 Skills: Creativity (1 experience) NRSG 428
R1 Responsibility: Equity, Diversity, & Inclusivity (2 experiences, including one Design for Diversity-DD) Psyc 230 and 2nd R1 experience/course including DD
R2 Responsibility: Global Perspectives (1 experience) One R2 experience/course
R3 Responsibility: Civic & Environmental Issues (1 experience) One R3 experience/course
I1 Integration (2 experiences) NRSG 428 and 2nd I1 experience/course NRSG 428

**Nursing Courses**

60 credits, including NRSG 428

**Program Costs:** In addition to the regular university and course fees, students are responsible for the costs associated with (1) purchase of uniforms and selected equipment and supplies, (2) purchase of textbooks, (3) transportation to and from clinical experiences, (4) required immunizations and health and background check monitoring practices, (5) non-refundable application fee of about $35.00, and 6) wireless laptop access.

June 2016
**Nurse Scholars Program**

**For Prenursing University Honors Students**

The Nurse Scholars Program provides a mechanism for involvement in an academically rigorous and satisfying course of study while giving some assurance of admission to the undergraduate nursing program. The Nurse Scholars Program gives eligible students who participate in University Honors, and meet the requirements listed below, admission to the nursing program, immediately upon their admission to UW-Eau Claire. Academically accomplished and highly motivated students who accept this opportunity are able to lessen the competitive pressure for admission to the nursing program.

Invitation to the Nurse Scholars Program is extended, upon admission to the University of Wisconsin-Eau Claire, to students declaring nursing as a major, and having a:

- **Composite ACT score of 28 or higher** and ranking in the upper 5% of high school graduation class, or
- **Composite ACT score of 29 or higher** and ranking in the upper 10% of high school graduation class, or
- **Composite ACT score of 30 or higher** and ranking in the upper 15% of high school graduation class.

In the case of unranked students, an ACT composite score of 28 or higher along with a GPA of 3.95 on a scale of 4.00 is required. Pre-nursing students admitted to the University Honors Program using other University Honors Program criteria (e.g., through holistic admissions) immediately upon their admission to the University may be invited to the Nurse Scholars Program.

To maintain Nurse Scholar eligibility for admission to the nursing program, the student must meet the following requirements **during the first two semesters in the pre-professional year**:

- Maintain a credit load of at least 15 credits per semester
  - OR
- Earn 30 new credits (fall and spring combined credit load of 30 credits) by the end of the second semester
  - AND
- Maintain at least a 3.50 grade point average during the first year student year
  - AND
- Participate in the University of Wisconsin-Eau Claire Honors program, including completing HNRS 100* and 2 Honors colloquia or electives (excluding AP courses).

Additional admission requirements as applicable to all students include, for example, completing at least three of the required sciences (two of which are laboratory courses) with a GPA of 2.50, and the admission application.

*HNRS 100 waived for those students completing Honors FYE Colloquia Course.

Formal application to the Nursing program is required by May 1st.

The College of Nursing and Health Sciences nursing program admission criteria are based largely on cumulative and science GPA. Normally a student is not eligible to apply to the program until they have completed 30 credits including 3 science classes. The nursing program admits only a limited number of students each semester; as a result, admission to the program becomes a competitive process. Participation in the Nurse Scholars Program can reduce some of the competitive aspects of the first year student year while providing an intellectually challenging and stimulating course of study.

11/8/13
Credit by Examination - Undergraduate Nursing Courses

Assumptions
1. There are students with exceptional motivation and backgrounds who wish to earn credit by examination.
2. The Nursing Program may improve relationships with these students/potential students by offering a credit by examination option for required nursing courses.
3. Credit by examination may offer flexibility in the baccalaureate program for students who have expertise in an aspect of nursing.
4. It is possible to create an examination which evaluates the candidate’s ability to meet all course objectives. The examination may include such tools as:
   a. objective and essay tests
   b. clinical performance
   c. assignments such as care plans, papers, critiques, video or audio recordings
   d. portfolios
5. Faculty members have the ability to design discriminating examinations and to determine that successful completion reflects knowledge and skill similar to that of students earning credit by completion of the course.

Policy
1. Course faculty, with the department chair, determine which undergraduate nursing courses are available for credit by examination.
2. A student may earn credit for a maximum of two clinical nursing courses. No more than 20 credits in nursing may be earned through credit by examination.
3. Credit by examination results in a grade of CR for credit or no credit, and does not affect grade point. A blanket waiver is in place to accept credits through Department of Nursing testing/credit by exam for which a grade of satisfactory was received.
4. Prerequisite courses must be completed prior to pursuing credit by examination. Student and adviser need to be mindful of course scheduling when pursuing credit by examination.
5. Each clinical nursing course examination includes instructor observation of student clinical performance, along with other examinations, check-offs, or portfolio reviews, as needed.
6. Objective and/or essay components of the examination must be completed successfully before assignment, clinical examination and/or portfolio evaluation is attempted.
7. Course faculty have autonomy in decisions about the type of examination, identification of critical behaviors, if appropriate, and passing requirements.

Procedure
1. Student meets with academic adviser to determine if credit by examination would be appropriate.
2. If appropriate, the Department Chair, in consultation with the course coordinator/faculty meets with the student to determine eligibility for and availability of credit by examination.
3. As needed, course coordinator provides the student with current syllabus, requirements, and timelines, etc.
4. Department chair completes and submits Credit by Exam eform.
5. Student pays fee to Business Office, Schofield 108.
6. After payment is received, student makes arrangement with Department Chair (course coordinator/faculty, as appropriate) to complete the credit by examination requirements. Credit by examination must be completed prior to registration for the semester when the course would otherwise be taken.
7. Department Chair completes eform, indicating if credit or no credit was earned.

Note: Please watch Academic Testing web site for updates in procedure and forms.
Approved by General Nursing Department, April 14, 1989
Reviewed and edited by UGCAC, December 3, 1992
Revised by SAUAC, November 8, 2012. Approved by Department 11/15/12.
Policy and Procedure for Coordinating International Study within the UW-Eau Claire Nursing Program

As a licensed practice discipline, nursing’s highest commitment is to excellence in patient care. Because nurses are educated in a variety of ways and systems worldwide, a single approach to the management of the educational experience would likely be unhelpful. However, the Ad Hoc Committee on International Education/Global Health in the Department of Nursing recommends that a routine approach be developed and implemented to facilitate the student experience.

Policy

1. Communication regarding an international student’s interest in studying nursing at UW-Eau Claire is to include the CONHS Dean, UW-Eau Claire Office of International Education, Nursing Department Chair, and the Chair of the International Education and Global Health Ad Hoc Committee. Initiating communication between people in these positions is initially the responsibility of the faculty or staff member first learning of a student’s or students’ interest. International students cannot apply to the Marshfield site at this time.

2. It is requested that international students applying to study in the Nursing Program should apply one year in advance of their proposed study period. Students will not be accepted unless there is a minimum of six months’ advance time for preparation.

3. Visiting students will be asked to develop a written list of goals for the UW-Eau Claire experience which is submitted at the time of application to their primary contact, Office of International Education.

4. Students applying to study at the UW-Eau Claire Nursing Program will be assigned a faculty/IAS advisor from the Nursing Department, preferably a member of the Committee on International Education/Global Health. This advisor will serve as the liaison for the student in all matters pertaining to student placement; communication with the student prior to arrival and once here; coordination of needs of the student with the Office for International Education and/or the student’s home institution; and identification of student learning needs. The faculty/IAS advisor will collaborate with course coordinators, departments and, as indicated, the Undergraduate or Graduate Curriculum Committees, in order to determine the most educationally sound placement for the student in the program. In this way the advisor, the department, course coordinators and, if indicated, the Curriculum Committee, will recommend to the CONHS Dean the best “fit” for the international student within the program. The student will therefore be assigned to courses/experiences on a case-by-case basis, based on the student-developed list of learning goals and the Dean’s decision regarding the most appropriate student placement. The advisor will be responsible for communicating these decisions both to the student before his/her arrival, to Nursing Department and CONHS personnel, and to the Office of International Studies. The Office of International Studies will also be kept abreast of student’s needs/concerns (if any). The advisor will make arrangements for special transportation for required off-campus experiences as needed.

5. Clinical placement and issues (e.g., immunization, licensure, legal issues) will be addressed on a case-by-case basis.

6. The faculty advisor will keep an abbreviated log of activities in support of the international student in order to determine the nature of assistance needed by the student and to document the amount of time required to perform the role of faculty advisor to the international student.

7. Upon approval of this policy, a form outlining the requirements contained herein will be developed for distribution to appropriate faculty, staff, prospective international students and the Office of International Education.

Approved by Ad Hoc Committee 5/8/01
Rev. FASO 5/02; Editorial updates 7/09, 7/12
Clinical Immersion Experiences

Students who participate in international immersion clinical experiences will adhere to the protocol developed by Center for International Education (CIE). Students who participate in Domestic Intercultural Immersions (DII) will adhere to the protocol developed by the DII Office.

Students who participate in domestic immersion clinical experiences through the Department of Nursing must complete the following forms accessed through the Domestic Intercultural Immersion (DII) office: Emergency contact information, Medical Form and Waiver Form. The Deans of Students may be contacted to obtain additional information. These forms must be completed prior to the immersion experience as directed by course faculty. The information provided by self-disclosure will be reviewed by course faculty and may be shared with appropriate administrative offices, including the Dean of Students as needed. Information on the medical self-assessment is confidential.

Approved 5/15/14.

Undergraduate BSN Students taking MSN Courses

The conditions for an undergraduate student to apply for graduate coursework are as follows:

- Must be a UWEC undergraduate student, with 90 credits completed.
- Second degree students are not eligible (exception: BSN Completion Students; please see Dr. Rosemary Jadack for details if a BSN Completion Student).
- The student’s total undergraduate, cumulative grade point average must be at least a 3.0.

No exceptions can be made for students who do not meet these conditions. Undergraduate students interested in taking graduate nursing course should discuss this option with their academic advisor, and then contact the Graduate Nursing Programs Coordinator for the proper form (“Application for an Undergraduate Student to Enroll in Graduate Coursework”) and approval.

After form approval, students must remember to register for the requested class.

Only selected graduate nursing courses are available; permission to enroll will be dependent on seat availability in the courses.
Sample program plans can be found on the College of Nursing and Health Sciences web site: http://www.uwec.edu/CONHS. Click on the “Programs” tab to find specific information regarding our various programs, including the sample program plans.

- UW-Eau Claire (Eau Claire site)
- UW -Marathon County
- UW -Marshfield-Wood County
- UW -Stevens Point
# Course Schedule Overview:

<table>
<thead>
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<th>Term</th>
<th>Credits</th>
<th>Theory</th>
<th>Clinical</th>
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<tbody>
<tr>
<td><strong>Summer Term (Term 1)</strong></td>
<td>15</td>
<td>10</td>
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<tr>
<td>NRSG 246</td>
<td>Nursing: Pharmacology in Nursing Practice I</td>
<td></td>
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<tr>
<td>NRSG 340</td>
<td>Introduction to Professional Nursing</td>
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<td></td>
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<tr>
<td>NRSG 303</td>
<td>Foundations of Professional Nursing and Nursing Practice</td>
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<tr>
<td>NRSG 325</td>
<td>Human Concepts and Responses to Health and Health Deviations</td>
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<td><strong>Fall Term (Term 2)</strong></td>
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<tr>
<td>NRSG 247</td>
<td>Nursing: Pharmacology in Nursing Practice II</td>
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<td>NRSG 416</td>
<td>Health Care Systems as Context for Professional Practice I</td>
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<td>NRSG 425</td>
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<td>NRSG 427</td>
<td>Nursing Practice: Children, Adolescents, Families, Expanding Families, &amp; Communities</td>
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<td>NRSG 429</td>
<td>Nursing: Human Concepts and Responses to Health and Health Deviations II</td>
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<td>NRSG 431</td>
<td>Nursing Practice: Human Concepts and Responses to Health and Health Deviations II</td>
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<td><strong>Winterim Term (Term 3)</strong></td>
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<td>NRSG 437</td>
<td>Nursing Care of Families, Newborns, Children, and Adolescents with Health Deviations (2 of 2 credits)</td>
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<td>NRSG 417</td>
<td>Health Care Systems as Context for Professional Practice II (1 of 4 credits)</td>
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<td><strong>Spring Term (Term 4)</strong></td>
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<td>NRSG 417</td>
<td>Health Care Systems as Context for Professional Practice II (remaining 3 of 4 credits)</td>
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<td>NRSG 439</td>
<td>Nursing Practice: Families, Newborns, Children, and Adolescents with Health Deviations (remaining 1 of 2 credits)</td>
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<td>NRSG 445</td>
<td>Nursing and Nursing Practice: Responses of Chronic Illness, Disability, and End of Life Transitions</td>
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<td>NRSG 458</td>
<td>Contemporary Issues in Professional Nursing</td>
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<tr>
<td>NRSG 460</td>
<td>Transition to Professional Nursing Practice</td>
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BSN Completion Program – CNP/BSN@Home

UNIVERSITY OF WISCONSIN-EAU CLAIRE
COLLEGE OF NURSING AND HEALTH SCIENCES
BSN Completion Program

The BSN Completion Program at UW-Eau Claire is for registered nurses who wish to combine online courses with on campus courses and a clinical experience to complete a BSN (Bachelor of Science Degree in Nursing). Nurses must apply and be admitted to both the University and the BSN Completion Program in the College of Nursing and Health Sciences.

UW-Eau Claire participates in the BSN@HOME collaboration, which is a joint effort of six University of Wisconsin System (UW-Eau Claire, UW-Green Bay, UW-Madison, UW-Milwaukee, UW-Oshkosh, and UW-Stevens Point) nursing programs. Campuses share in the online offering of nursing core and elective courses to nurses admitted in one of the UW System BSN Completion Programs.

Nursing students enrolled in the UW-Eau Claire BSN Completion Program select UW-Eau Claire as their home campus. UW-Eau Claire BSN Completion students must complete all degree requirements for the nursing degree from UW-Eau Claire. Students in this program are eligible for the benefits of the articulation agreement between the UW System and the Wisconsin Technical College System (WTCS).

The BSN degree at UW-Eau Claire consists of two academic components:

1. **Liberal education coursework**, which includes university and other non-nursing requirements for a bachelor’s degree, specific to and required of all UW-Eau Claire students.
2. **Nursing coursework**, which includes credit for prior ADN nursing coursework, upper division nursing courses taken at UW-Eau Claire, and online courses offered through the UW System collaboration (on campus classes are scheduled on Wednesdays only).

**DEGREE REQUIREMENTS** - Students who declare UW-Eau Claire as their home campus must fulfill the following requirements: *(Note: your academic advisor will assist you in choosing coursework to meet course requirements)*

- University Writing Requirement  
  5-6 credits
- Design for Diversity (DD)  
  3 credits
- Statistics (Math 246; meets S2)  
  3-4 credits
- Biochemistry (Chem 150; meets K1)  
  3 credits
- Liberal Education *(see Liberal Education requirements for BSN Completion table for details)*
  - Knowledge
    - K1: Natural Sciences  
      2 exp/courses
    - K2: Social Sciences  
      2 exp/courses
    - K3: Humanities  
      2 exp/courses
    - K4: Arts  
      1 exp/courses
- Skills
  - S1: Communication  
    2 exp/courses
  - S2: Math  
    1 exp/courses
  - S3: Original/Creative  
    1 exp/courses
- Responsibility
  - R1: Cultural Diversity  
    2 exp/courses
  - R2: Global  
    1 exp/courses
  - R3: Civic  
    1 exp/courses
- Integration
  - I1: Transfer between  
    2 exp/courses
- Nursing Requirements  
  60 credits
- Electives to total 120 credits for the degree
Liberal education and other non-nursing requirements for the BSN may be earned in a variety of ways:

- Course enrollment at UW-Eau Claire
- Transfer from an accredited college or university
- Independent study through an accredited college or university (e.g., UW-Extension)
- Credit by examination (e.g., CLEP, ACT-PEP, teacher-made)

COMPREHENSIVE MAJOR IN NURSING consists of 60 credits. Of these, 30 credits are awarded for prior learning upon completion of CND 310 with a grade of B or better

- Credits by confirming course for prior nursing education: 30 credits
- Upper division nursing courses: 30 credits
  - Bridge to Professional Nursing – CND 310: 2 credits
  - *Foundations of Professional Nursing – CND 407: 3 credits
  - *Chronic Care Management – CND 441: 3 credits
  - *Nursing Research & EBP – CND 446: 3 credits
  - *Leadership & Management – CND 447: 3 credits
  - *Informatics & HC Technology – CND 453: 3 credits
  - *Community Health Nursing – CND 454: 3 credits
  - Upper Division Nursing Electives: 6 credits
  - Nursing within Systems: Analysis & Application – CND 480: 4 credits

**TOTAL** 60 credits

CND 310 and the capstone course CND 480 are hybrid courses (taught partially face-to-face and partially online and require some on-campus class attendance. Both of these courses are offered in Fall and Spring semesters. In Fall semesters, CND 480 is also offered via interactive television (ITV) to the Marshfield site based on enrollment. In Spring semesters, CND 310 is also offered via ITV to the Marshfield site based on enrollment. CND 480 includes a clinical component. As much as is possible, clinical is arranged near the student’s place of residence.

The six core* nursing courses – CND 407, 441, 446, 447, 453, 454 (18 credits) and upper division nursing electives (6 credits) are offered online. Each core course originates from one of the six participating universities. Nursing electives are offered on a rotating basis online through BSN@HOME and UWEC.

Applicants must be admitted to the University by the application deadlines. Nursing program application deadlines are October 1st and November 1st for Spring semester and March 1st, April 1st, and June 1st for Fall semester. Please go to www.bsnathome.com and complete a STUDENT INTEREST INQUIRY form for further information.

*All students must have a Wisconsin RN license at time of admission or by the designated deadline once admitted.

A RN-to-BSN to MSN option is also available

ADVISING

Students are assigned to a UW-Eau Claire BSN Completion adviser. Regular contact with the adviser by telephone, videoconference, Skype, or email serves to keep both the student and the adviser informed.

6/16/16
A RN to BSN to MSN option is also available

ADVISING
Registered nurse students are assigned to a UW-Eau Claire BSN Completion adviser. Those who participate in the program from sites other than UW-Eau Claire will find it helpful to make an appointment for a face-to-face meeting with the adviser for initial program planning. Regular contact with the adviser by telephone, video conferenceing, email, and/or regular mail serves to keep both the student and the adviser informed.

BSN Completion Schedule of Courses by Teaching Institution

Please see the BSN@Home website for scheduled course offerings:
http://academic.son.wisc.edu/bsnathome/
Departmental Honors in Nursing

Philosophy:

The philosophy of the Department of Nursing aligns with the philosophy of the University. All nursing students are provided a broad educational base for intellectual, aesthetic, social, emotional, and physical development as the foundation upon which the professional program is built. Nursing also believes in providing opportunities for qualified and motivated students to enhance their scholarship abilities within their academic professional program.

Purpose and Outcomes:

Student learning outcomes in Departmental Honors in Nursing

The purpose of Departmental Honors in Nursing is to provide an opportunity for students to discover nursing knowledge in a specific topic area using advanced scholarship abilities beyond the student learning outcomes of the baccalaureate nursing program.

Nursing Honors student will:

1. Demonstrate professional motivation and commitment to the contribution of nursing knowledge by participating in a scholarly project that engages the student in any of the following formats: research, evidence-based practice, service project with a health care/community partner, and/or leadership.

2. Demonstrate some or all of the following scholarly behaviors with abundant depth and breadth through the scholarly project:
   a. Formation of a focused practice/academic/management problem or need
   b. Retrieval, appraisal, analysis, and synthesis of scholarly literature/evidence
   c. Collaboratively design a scholarly project to meet the identified need
   d. Implement the honors scholarly project
   e. Disseminate results of the scholarly project in a professional format (oral/poster presentation, manuscript, or other).

3. Cultivate professional relationship(s) with Nursing Honors Advisor and/or other significant professional partners.

Criteria for Participating in Departmental Honors in Nursing

- Admitted UWEC baccalaureate nursing students with a minimum GPA of 3.5 will be invited to apply for participation in Departmental Honors in Nursing.
- Acceptance and initiation of participation in Departmental Honors in Nursing is required by the start of the Junior 1 semester. Application with written rationale to the Departmental Honors in Nursing after Junior 1 semester may be submitted to the Nursing Honors Chair for consideration by the Nursing Honors Committee.
- Nursing honors students must maintain a minimum GPA of 3.3 in nursing courses throughout the nursing honors program.
- Demonstrated ongoing active participation with honors work through submission and approval of progress reports and successful completion of scholarly project.
Student Learning Outcome - Artifacts

1. Departmental Honors in Nursing Acceptance form
2. Nursing Honors Scholarly Project Proposal
3. Nursing Honors Scholarly Project Progress Reports
4. Nursing Honors Scholarly Project Product (poster, written paper, presentation documents, etc)
5. Nursing Honors Scholarly Project Completion form (Nursing Honors Advisor signature)
6. Product of Scholarly Project (manuscript, scholarly poster, written oral presentation, etc)
7. Supporting documentation of Scholarly Project Dissemination (abstract, acceptance to present at conference, recognition of submitted manuscript, etc)
8. Completed evaluation by Nursing Honors student/ and Nursing Honors Advisor/ Professional Partner(s)

Approved by Dept of Nursing 12.5.14; Revised 5.12.15

- Notification of completion must occur by April 15/November 15 in order for Departmental Honors in Nursing recognition to appear on commencement and convocation programs.
<table>
<thead>
<tr>
<th>Sophomore 2</th>
<th>Junior 1</th>
<th>Junior 2 and Senior 1</th>
<th>Senior 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration and Application to the Departmental Honors in Nursing</td>
<td>Honors Topic Exploration and Scholarly Project Development</td>
<td>Scholarly Project Implementation</td>
<td>Scholarly Project Dissemination</td>
</tr>
<tr>
<td><strong>Student Requirements:</strong></td>
<td><strong>Student Requirements:</strong></td>
<td><strong>Student Requirements:</strong></td>
<td><strong>Student Requirements:</strong></td>
</tr>
<tr>
<td>1. After receiving letter of invitation to participate in Nursing Honors, student will meet with Academic Advisor to discuss interests and motivation for application.</td>
<td>1. Attend Nursing Honors Student Forum 1.*</td>
<td>1. Establish goals, activities and timeline for implementation of scholarly project in collaboration with Nursing Honors Advisor.</td>
<td>1. Attend Nursing Honors Student Forum II.* (offered once per semester)</td>
</tr>
<tr>
<td>2. Complete the Nursing Honors Acceptance form and return to the Nursing Honors Chair.</td>
<td>2. Complete the Nursing Honors Acceptance form and return to the Nursing Honors Chair.</td>
<td>2. Submit Scholarly Project Progress Report to Nursing Honors Committee at the end of each semester prior to dissemination.</td>
<td>2. Demonstrate professional dissemination of Scholarly Project with Nursing Honors Advisor guidance.</td>
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<tr>
<td>3. Collaborate with Academic Advisor to select Nursing Honors Advisor.</td>
<td>3. Collaborate with Academic Advisor to select Nursing Honors Advisor.</td>
<td>3. Complete Scholarly Project Proposal and submit to Nursing Honors Committee for approval.</td>
<td>3. Complete Nursing Honors Scholarly Project Completion Form (with Nursing Honors Advisor signature). Submit form and product of Scholarly Project (copy of manuscript, poster, abstract of presentation, etc.) to Nursing Honors Chair by November 12 (fall semester) or April 12 (spring semester).</td>
</tr>
<tr>
<td>4. Design scholarly project in collaboration with Nursing Honors Advisor.</td>
<td>4. Design scholarly project in collaboration with Nursing Honors Advisor.</td>
<td>5. Complete Scholarly Project Proposal and submit to Nursing Honors Committee for approval.</td>
<td>*The Student Nursing Honors Forum I and Forum II will be scheduled at a designated time arranged by the faculty facilitator. The Forum is not for credit, but is required for development through the Departmental Honors in Nursing program.</td>
</tr>
</tbody>
</table>

*12.5.14 Approved by Dept of Nursing; Revised 5/7/15

**Students admitted to the nursing program prior to 2015 should see the Departmental Honors in Nursing information located in Blugold Insider for their appropriate honors program requirements.**
Harlaxton Study Abroad (University of Evansville at Harlaxton)

HARLAXTON FALL NURSING COURSE EQUIVALENCIES & REGISTRATION
For Students who would be in the 1st semester senior nursing courses in a fall semester.

Eligibility
In order to be eligible, one must:
- Be in the first semester of the senior year of the nursing program during a fall term.
- Be in good academic standing.
- Have a minimum resident GPA of at least 2.50 and semester GPA of at least 2.25, to be in good standing in the nursing program.

Procedural Notes:
1. Application to the Harlaxton program must be made through the UW-Eau Claire Center for International Education one year in advance of the anticipated semester abroad.
2. Prior to the application to the Harlaxton program, the student completes the Department of Nursing Program Plan Change Form. Please contact your adviser or Dr. Debra Jansen, Associate Dean, for assistance (jansenda@uwec.edu).
3. Arrangements must be made with the traditional undergraduate program director in the spring semester prior to the fall Harlaxton experience for the winterim one credit directed study.
4. Students attending the Harlaxton program will be registered into a specific NRSG 477 clinical section in order to facilitate completion of NRSG 446.

Course Descriptions:
NURS 463 Professional Leadership (3) Focuses on principles of leadership and management as they are practiced in nursing. Concepts of organizational behavior, transformational and transactional leadership are emphasized along with client advocacy, change agency, power, and politics.

NURS 467 Dynamic Integration: Health Promotion within the Community (3) Focuses on individuals, families and groups within the community. Emphasis on vulnerable populations, their health and the provision of health care. Examines health of the community including communicable disease, environmental health hazards, mortality and morbidity and epidemiology. Placement: Senior. Prerequisites: All 300 level nursing courses. Co requisite: Nursing 468. Fall.

NURS 468 Nursing Modalities for the Community (4) Clinical laboratory includes instruction and practice with the modalities of teaching, counseling, alternative health, social support and augmented social support. Focuses on vulnerable groups within the community who require health promotion and/or suffer chronicity. Primary emphasis on teaching and augmented social support. Prerequisites: All 300 level nursing courses. Course includes care of adults and children in the community. Co requisite: Nursing 467. Fall.

ID282 or ID382 The British Experience from the Celts to the Present Day (6) Two British identity and culture courses, taken at either the 200 or 300 level: A core British Studies course and an interdisciplinary seminar, examining themes such as travel, language, ethnicity, architecture, and communication. Most nursing students register for ID 282. ID 382 is intended for students needing upper division liberal education credit; it involves additional writing assignments in comparison to 282. ID 382 also is available for University Honors credit.
Course Schedule for Nursing Students who study abroad at Harlaxton

Senior 1 term (fall semester):
U of Evansville at Harlaxton courses, in place of UW-Eau Claire courses NRSG 424, 428, & 447

- Nurs 463 Professional Leadership I (3 cr)
- Nurs 467 Dynamic Integration: Health Promotion within the community (3 cr)
- Nurs 468 Nursing Modalities for the Community (4 cr – clinical)
- ID 282 British Experience LD (6 cr)
  OR
- ID 382 British Experience UD (6 cr)—also available for University Honors; intended for students needing upper division liberal education credit; involves additional writing assignments in comparison to 282.

Semester Total: 16 credits

Winterim between Senior 1 and Senior 2:

- NRSG 495 Directed Study (1 credit)
  - Objectives pertain to achievement of NRSG 428 Integration (I1), S3 Creativity, and Service Learning requirements.

Winterim Total: 1 credit

Senior 2 term:

- NRSG 446 (4 cr) – a first-semester senior UW-EC nursing course for which the UE/Harlaxton experience does not have an approximate equivalent.
- NRSG 457 Chronically Ill Patients and Families (3 cr)
- NRSG 467 Innovative Solutions to Complex Healthcare Problems (2 cr)
- NRSG 477 Practicum: Leadership II (4 cr)
- NRSG 487 Transition to Practice (3 cr)

Total: 16 credits

It is acknowledged that the students who have the U of Evansville/Harlaxton experience will not take NRSG 447 Practicum: Children & Families (2 cr).

This program plan will insure students have at least 60 nursing credits.

UGCC & Dept: 5/13, 2/16.
School Nurse Certification Program

School Nurse Certification can be obtained through the UW-Madison School of Nursing in cooperation with the UWM School of Education. Nursing students who wish to meet requirements for school nurse certification should meet with their academic advisor to determine the feasibility of completing the UW-Madison certification program. Registered nurses with a degree may apply to enter the certification program as "Special Students." All candidates apply to enter the certification program through the UW-Madison School of Nursing.

For further information contact the UW-Madison School of Nursing, Director of advising and admissions for undergraduate programs, K6/132, Clinical Science Center, 600 Highland Avenue, Madison, WI 53792-2455; 608-263-5302
Academic Standards and Progression Issues

Academic Standards
Students must maintain the following scholastic standards after admission to the nursing program if they are to be considered in good standing:

1. achieve a semester grade point average of at least 2.25
2. maintain a resident grade point average of at least 2.50
3. achieve a grade of at least “C” in each specific course required by nursing

Students who do not meet these standards will be placed on probation with the nursing program. The nursing student who is placed on probation in the nursing program will be officially notified of the change in academic standing within the college and will be required to negotiate a contract designed for regaining good standing with the Associate Dean. Failure to submit an appeal to continue in the nursing program by the designated due date assumes the student no longer wishes to continue in the nursing program and constitutes withdrawal from the nursing program. Should a grade of less than “C” in a required nursing course be a factor in the probationary status, the student must repeat that course before earning credit for any course for which the repeated course is a prerequisite. For the traditional undergraduate nursing program, students are not allowed to progress further in the nursing program until the course with the less than satisfactory grade is successfully completed. No more than one instance of probation within the nursing programs is allowed.

Policies Related to Student Progression

1. Students must receive a satisfactory clinical evaluation in each of the following critical areas in each clinical course on a summative clinical evaluation of a course (also see Lasater Clinical Judgment Rubric below):
   a. Effective noticing (focused observation, recognizing deviations from expected patterns, and information seeking).
   b. Effective interpreting (prioritizing data and making sense of data).
   c. Effective responding (calm, confident manner, clear communication, well-planned intervention/flexibility, and being safe and skillful).
   d. Effective reflecting (evaluation/self-analysis and commitment to improvement).
   e. Respectful and professional behavior.
   f. Professional attire.
   g. Professional values.
   h. Accountability and responsibility for own professional behavior.

2. If a student demonstrates deficiencies that the instructor determines are clearly unsafe or unprofessional behaviors, the student will be immediately removed from the clinical situation.

3. Remedial work is a faculty decision and includes a number of factors, including but not limited to consideration of workload, faculty availability, resources, scheduling, and potential for the student to succeed.

4. Remedial work not completed before the end of a semester will result in the student receiving an incomplete or a failing grade.

5. A student may repeat only two required nursing courses. Only one of these repeated courses may be a clinical course. Failure in or withdrawal from a third nursing course, or a second clinical course, will result in dismissal from the program.

6. When a faculty member has determined that a student has failed a clinical component of a course at any point during the semester, a course grade of F will be assigned and the student cannot withdraw from the course.
Clinical Evaluation Policy

- Use the Lasater Clinical Judgment Rubric (LCJR) (modified) at all levels for evaluating clinical performance in all clinical experiences, with the additional Professional Conduct in Clinical Experiences rubric (derived from the Undergraduate Student Handbook)
  - As per current practice, state attendance policies, make-up policies, etc. in the syllabus
  - The entire tool, containing both Rubrics, will be published in every clinical course syllabus
- Performance benchmarks (minimum standard for progression) –
  - For the LCJR component
    - Unsatisfactory is unacceptable performance in any category at any level and the student will fail the experience
    - Accomplished 1 is sophomore 2 and junior level performance expectation and if a student does not achieve this in all categories, the student will fail the experience
    - Accomplished 2 is senior 1 and 2 performance expectation and if a student does not achieve this in all categories, the student will fail the experience
    - The Exemplary designation is reserved for students who meet the exemplary criteria; it is anticipated that very few students will achieve this performance level
  - For the Professional Conduct in Clinical Experiences component
    - Unsatisfactory is unacceptable performance at any level, and the student will fail the experience
- Grading
  - It is suggested that faculty use the Scoring Sheets for both Rubrics to document students’ performance across the semester and to serve as a summative evaluation report
  - Students can use the Scoring Sheets for both Rubrics to document their own performance, both as formative and summative self-evaluations
  - Grading of clinical performance will continue to be Satisfactory/Unsatisfactory
  - Current policy that unsatisfactory clinical performance results in a failure of the entire course will continue

Sample Syllabus Language:

Attendance and Submission of Assignments Policy:

Attendance at all clinical sessions and activities is required. If you are ill or encounter an emergency please notify your instructor in advance unless you are at risk and unable to do so. Make-up clinical time will be arranged for missed clinical days, at the discretion of the faculty.

Course assignments must be submitted by the posted due date/time. If you encounter unforeseen circumstances any change in assignment due dates/times must be negotiated with your clinical instructor.

Evaluation: Successful completion of this clinical experience is dependent upon achieving
  1. A satisfactory clinical performance evaluation. Clinical performance will be evaluated using both the Lasater Clinical Judgment Rubric and the Professional Conduct in Clinical Experiences Rubric.

And

  2. A final grade of at least “C” (minimum of 73%) for the course written assignments.

Therefore, a “satisfactory” performance evaluation is required for successful completion of the course as well as at least a “C” final grade on the written work.
<table>
<thead>
<tr>
<th>Effective NOTICING involves:</th>
<th>Exemplary</th>
<th>Accomplished Senior 1 and 2 (A2)</th>
<th>Accomplished Sophomore 2, Junior 1 and 2 (A1)</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focused Observation</strong></td>
<td>Focuses observation appropriately; regularly observes and monitors a wide variety of objective and subjective data to uncover any useful information</td>
<td>Regularly observes/monitors a variety of data including both subjective and objective; most useful information is noticed, may miss the most subtle signs</td>
<td>Attempts to monitor a variety of subjective and objective data, but is overwhelmed by the array of data; focuses on the most obvious data, missing some important information</td>
<td>Confused by the clinical situation and the amount/type of data; observation is not organized and important data is missed, and/or assessment errors are made</td>
</tr>
<tr>
<td><strong>Recognizing Deviations from Expected Patterns</strong></td>
<td>Recognizes subtle patterns and deviations from expected patterns in data and uses these to guide the assessment</td>
<td>Recognizes most obvious patterns and deviations in data and uses these to continually assess</td>
<td>Identifies obvious patterns and deviations, missing some important information; unsure how to continue the assessment</td>
<td>Focusses on one thing at a time and misses most patterns/deviations from expectations; misses opportunities to refine the assessment</td>
</tr>
<tr>
<td><strong>Information Seeking</strong></td>
<td>Assertively seeks information to plan intervention; carefully collects useful subjective data from observing the client and from interacting with the client and family</td>
<td>Actively seeks subjective information about the client’s situation from the client and family to support planning interventions; occasionally does not pursue important leads</td>
<td>Makes limited efforts to seek additional information from the client/family; often seems not to know what information to seek and/or pursues unrelated information</td>
<td>Is ineffective in seeking information; relies mostly on objective data; has difficulty interacting with the client and family and fails to collect important subjective data</td>
</tr>
<tr>
<td>Effective INTERPRETING involves:</td>
<td>Exemplary</td>
<td>Accomplished Senior 1 and 2 (A2)</td>
<td>Accomplished Sophomore 2, Junior 1 and 2 (A1)</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td><strong>Prioritizing Data</strong></td>
<td>Focuses on the most relevant and important data useful for explaining the client’s condition</td>
<td>Generally focuses on the most important data and seeks further relevant information, but also may try to attend to less pertinent data</td>
<td>Makes an effort to prioritize data and focus on the most important, but also attends to less relevant/useful data</td>
<td>Has difficulty focusing and appears not to know which data are most important to the diagnosis; attempts to attend to all available data</td>
</tr>
<tr>
<td><strong>Making Sense of Data</strong></td>
<td>Even when facing complex, conflicting, or confusing data, is able to (1) note and make sense of patterns in the client’s data, (2) compare these with known patterns (from the nursing knowledge base, research, personal experience, and intuition), and (3) develop plans for interventions that can be justified in terms of their likelihood of success</td>
<td>In most situations, interprets the client’s data patterns and compares with known patterns to develop an intervention plan and accompanying rationale; the exceptions are rare or complicated cases where it is appropriate to seek the guidance of a specialist or more experienced nurse</td>
<td>In simple or common/familiar situations, is able to compare the client’s data patterns with those known and to develop/explain intervention plans; has difficulty, however, with even moderately difficult data/situations that are within the expectations for students, inappropriately requires advice or assistance</td>
<td>Even in simple or familiar/common situations has difficulty interpreting or making sense of data; has trouble distinguishing among competing explanations and appropriate interventions, requiring assistance both in diagnosing the problem and in developing an intervention</td>
</tr>
<tr>
<td>Effective RESPONDING involves:</td>
<td>Exemplary</td>
<td>Accomplished Senior 1 and 2 (A2)</td>
<td>Accomplished Sophomore 2, Junior 1 and 2 (A1)</td>
<td>Unsatisfactory</td>
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<tr>
<td>Calm, Confident Manner</td>
<td>Assumes responsibility; delegates team assignments, assess the client and reassures them and their families</td>
<td>Generally displays leadership and confidence, and is able to control/calm most situations; may show stress in particularly difficult or complex situations</td>
<td>Is tentative in the leader’s role; reassures clients/families in routine and relatively simple situations, but becomes stressed and disorganized easily</td>
<td>Except in simple and routine situations, is stressed and disorganized, lacks control, making clients and families anxious/less able to cooperate</td>
</tr>
<tr>
<td>Clear Communication</td>
<td>Communicates effectively; explains interventions; calms/reassures clients and families; directs and involves team members, explaining and giving directions; checks for understanding</td>
<td>Generally communicates well; explains carefully to clients, gives clear directions to team; could be more effective in establishing rapport</td>
<td>Shows some communication ability (e.g., giving directions); communication with clients/families/team members is only partly successful; displays caring but not competence</td>
<td>Has difficulty communicating; explanations are confusing, directions are unclear or contradictory, and clients/families are made confused/anxious, not reassured</td>
</tr>
<tr>
<td>Well-Planned Intervention/Flexibility</td>
<td>Interventions are tailored for the individual client; monitors client progress closely and is able to adjust treatment as indicated by the client response</td>
<td>Develops interventions based on relevant patient data; monitors progress regularly but does not expect to have to change treatments</td>
<td>Develops interventions based on the most obvious data; monitors progress, but is unable to make adjustments based on the patient response</td>
<td>Focuses on developing a single intervention addressing a likely solution but it may be vague, confusing, and/or incomplete; some monitoring may occur</td>
</tr>
<tr>
<td>Being Safe and Skillful</td>
<td>Identifies system-wide violations of safety standards and proposes solutions; shows mastery of necessary nursing skills</td>
<td>Consistently maintains safety standards; displays proficiency in the use of most nursing skills; could improve speed or accuracy</td>
<td>Usually maintains safety standards; is hesitant or ineffective in utilizing nursing skills</td>
<td>Violates culture of safety standards; is unable to select and/or perform the nursing skills</td>
</tr>
<tr>
<td>Effective REFLECTING involves:</td>
<td>Exemplary</td>
<td>Accomplished Senior 1 and 2 (A2)</td>
<td>Accomplished Sophomore 2, Junior 1 and 2 (A1)</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Evaluation/Self-Analysis</td>
<td>Independently evaluates/analyzes personal clinical performance, noting decision points, elaborating alternatives and accurately evaluating choices against alternatives</td>
<td>Evaluates/analyzes personal clinical performance with minimal prompting, primarily major events/decisions; key decision points are identified and alternatives are considered</td>
<td>Even when prompted, briefly verbalizes the most obvious evaluations; has difficulty imagining alternative choices; is self-protective in evaluating personal choices</td>
<td>Even prompted evaluations are brief, cursory, and not used to improve performance; justifies personal decisions/choices without evaluating them</td>
</tr>
<tr>
<td>Commitment to Improvement</td>
<td>Demonstrates commitment to ongoing improvement: reflects on and critically evaluates nursing experiences; accurately identifies strengths/weaknesses and develops specific plans to eliminate weaknesses</td>
<td>Demonstrates a desire to improve nursing performance: reflects on and evaluates experiences; identifies strengths/weaknesses; could be more systematic in evaluating weaknesses</td>
<td>Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance but tends to state the obvious, and needs external evaluation</td>
<td>Appears uninterested in improving performance or unable to do so; rarely reflects; is uncritical of him/herself, or overly critical (given level of development); is unable to see flaws or need for improvement</td>
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<tr>
<td><strong>PROFESSIONAL CONDUCT IN CLINICAL EXPERIENCES</strong></td>
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<tr>
<td><strong>Respectful and professional behavior</strong></td>
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<tr>
<td>Satisfactory (All levels)</td>
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<tr>
<td>Is respectful of all faculty, student peers, professional colleagues, institutional staff, patients/clients and their family members or other visitors, community/clinical hosts, and community members; exhibits active engagement, participating in and contributing to a positive learning environment; behavior honors cultural beliefs, expectations and practices.</td>
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</tr>
<tr>
<td>Unsatisfactory (All levels)</td>
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<tr>
<td>Exhibits behavior that is distracting, disruptive, disrespectful, inappropriate or disengaged from the teaching-learning activities.</td>
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</table>

| Professional attire                            |
| Satisfactory (All levels)                      |
| Follows the attire policies as described in the UW-Eau Claire Nursing Undergraduate Student Handbook; selects attire for cultural events or activities, or during clinical immersion experiences, that is respectful of cultural expectations for the setting. |
| Unsatisfactory (All levels)                    |
| Deviates from the attire policies as described in the UW-Eau Claire Nursing Undergraduate Student Handbook; adopts attire during cultural events or activities that disregards cultural expectations for the setting. |

| Professional values                            |
| Satisfactory (All levels)                      |
| Adheres to the professional code of ethics, professional standards, and workplace/academic ethics and standards, including those standards related to privacy, confidentiality and the use of social media; exhibits integrity, honesty, compassion, empathy, altruism, responsibility, maturity, respect and acceptance of differences. |
| Unsatisfactory (All levels)                    |
| Exhibits behavior that is unethical, uncaring, irresponsible, immature, disrespectful, and indicative of bias; violates academic and/or workplace ethical and practice standards. |

| Accountability and responsibility for own professional behavior |
| Satisfactory (All levels)                           |
| Adheres to attendance standards; completes assigned responsibilities; demonstrates awareness of need for improvement in performance; takes responsibility for personal behaviors; identifies personal plan for improving performance; responds positively to faculty suggestions for improvement and acts on the suggestions. |
| Unsatisfactory (All levels)                         |
| Is late, absent without notice, or has excessive absences.; fails to complete assigned responsibilities; appears uninterested in improving performance or fails to do so; justifies behaviors without evaluating them for their appropriateness. |


Minor modifications by UW-Eau Claire Nursing Faculty 2012
**Outcome-Present State-Test (OPT) Model**

Faculty in the Department of Nursing use the Outcome-Present State-Test (OPT) Model as the clinical reasoning process, for use across the undergraduate curriculum in teaching students and modeling the nursing process.
Unsatisfactory Grades in Nursing Courses (Grade of less than C)
Any of the following may result in an unsatisfactory grade in a nursing course:
1. Clearly unsatisfactory achievement in either the theoretical or the practicum components of a nursing course
2. Failure to submit course assignments or projects
3. Failure to meet make-up requirements in relation to course work missed
4. Failure to appear for the final examination, unless prevented by illness or other emergency from taking the examination at the scheduled time. In this case the Dean's Office must be notified. See University Catalogue for policy.
5. Offenses as defined by the University of Wisconsin Board of Regents in Chapter UWS 17 and published on the Dean of Students website.
6. Failure to comply with attendance policy as stated in writing by the instructor

Incompletes
A grade of "incomplete" is negotiated with the course coordinator and is allowed only when illness or other extenuating circumstances beyond the student's control have interfered with completion of the course, and the plan for completion is a clearly viable alternative for meeting the course objectives. Students may not progress to courses that have a prerequisite course in which a grade of "incomplete" has been received. For the traditional undergraduate nursing program, students are not allowed to progress further in the nursing program until the course with the incomplete grade is successfully completed.

Withdrawing From a Class
There are issues to consider before withdrawing from a nursing class. A student must maintain 12 credits to be considered full-time. If the student falls below full-time during a semester it may affect health insurance (if covered under parents' plan), athletic eligibility, veteran's benefits, financial aid, eligibility for the dean's list. Students should meet with their advisor and discuss implications of withdrawing from a class before the withdrawal date. It is expected that course faculty are also included in considering need to withdraw from a class.

Termination From Program
A student may be terminated from the nursing program for any of the following reasons:
1. Failure to regain good standing.
2. A second instance of probation.
3. Failure to demonstrate the potential for consistently safe and responsible nursing practice.
4. Likelihood that a student's condition or prior experience will adversely affect the student, other persons, the University, an agency or unit used for clinical practice or the patients or clients served.
5. Failure in or withdrawal from a third nursing course, or a second clinical course.

Termination from the program constitutes dismissal from the nursing program only. A student's status within the University is not affected, providing the University standards for good standing are met. A student who has been notified of termination from the program may appeal for reinstatement through the Dean's office. Further appeal procedures are described on the Dean of Students Office website.

Academic Conduct and Misconduct
The student's work is expected to be his/hers alone, unless the instructor has granted prior approval for assistance. Students are expected to appropriately acknowledge ideas borrowed from the work of others through use of quotation marks for short quotations, setting off of longer quotations, and identification of the sources of both direct quotations and materials paraphrased or summarized. Failure to acknowledge such resources is considered academic dishonesty, and will be handled according to University policy.

FALSIFICATION OF ANY PATIENT/CLIENT RECORDS OR MISREPRESENTATION OF A STUDENT'S NURSING ACTIONS IN RELATION TO PATIENTS/CLIENTS ASSIGNED FOR CLINICAL PRACTICE ARE REGARDED BY THE FACULTY AND ADMINISTRATORS OF THE COLLEGE OF NURSING AND HEALTH SCIENCES AS ACADEMIC MISCONDUCT AND SUBJECT TO DISCIPLINARY ACTION.
Classroom Expectations, Assignments, Schedule Changes

Classroom Behavior Expectations
The classroom is considered an extension of the professional practice environment. Students are expected to extend the usual common courtesies to the faculty and others in the classroom of attentiveness to what is being said or demonstrated, and refraining from behaviors that may be distracting to others. Faculty may request students whose behavior is distracting, disruptive, or disengaged from the teaching-learning activities in process to leave the classroom.

Written Assignments
Students are expected to know and use appropriate literary style for written reports and papers or to follow format designated by faculty. Faculty request that students be guided by: Publication Manual of the American Psychological Association (Current edition). It is available in the University Bookstore for purchase and in the library.

Absences
Students are expected to attend all sessions of nursing courses in which they are enrolled. Instructors should be contacted concerning class absences. For clinical absences, please provide students with information on how to report both to the instructor and to the clinical site. When absences are anticipated and approved, make-up work should be negotiated as reasonable and possible. Students are responsible for arranging for make-up work with their course instructor. This includes absences planned/required as a member of university athletics, music and other extramural activities, etc. Extended absences must be reported to the UW-Eau Claire Office of the Dean of Students.

Final Examination Schedule Changes
Only the Dean of the college in which a course is taught may authorize changes of time for a final examination. (See policies regarding final examinations in "Academic Policies and Regulations" of current University Catalog.)

Deans consider the following in granting permission to change an examination schedule:
1. Three or more examinations scheduled for one day.
3. Work or employment related reasons, if they existed prior to publication of the examination schedule and the employer verifies the need for the request.
4. Illness that clearly renders the student incapable of demonstrating his/her achievement through the exam. The illness must be verified through the Dean of the College of Nursing and Health Sciences or the Associate Dean of Students for the University.
5. Death or serious illness of family members that are verified as in four above.
6. Personal or family events that are verifiable and deemed sufficiently cataclysmic to warrant the student’s absence from campus.

"Emergency" or "extraordinary circumstances" that are planned are generally not honored. For example, circumstances typically not approved for final exam rescheduling may include: family vacations, weddings, baptisms, family reunions, medical tests, dental appointments, job interviews, fishing trips.
Nursing Program Sponsored Examinations

Selected professional examinations are administered to students for special purposes.

During the second semester of the junior year (NRSG 357) and first (NRSG424) and second (457) semesters of the senior year, nursing program assessment exams (Elsevier exams) are administered. The exams have been prepared by a national testing service. They cover content that may be tested on the national nursing licensure (NCLEX) exam. *Note: For those graduating 2015 or earlier.

The Elsevier examinations are administered at specific scheduled times, some of which are outside of assigned classroom hours. Students need to plan ahead to reserve the exam dates.

Students receive their exam results confidentially with an interpretation on how they are progressing toward building knowledge needed for the nursing licensure exam. Students will have an opportunity to talk with faculty members about their results and areas in which improvement may be needed.

Students are encouraged to spend some time reviewing past nursing course content in preparation for these exams. In-depth studying is not expected, but review of previous content areas may help to better represent the student’s knowledge on the exam. Exam scores are incorporated into nursing course grades. Course fees are associated with these exams.
Graduate Course Eligibility

Eligibility for Graduate Courses
Upon the recommendation of the student's advisor, course instructor, and Nursing Department Chair, a senior may be allowed to enroll in a limited number of graduate courses. Consult the University Catalog under "Academic Policies and Regulations" and the Graduate Catalog for information. Seniors may wish to plan their programs to include some of the courses offered in the Master of Science in Nursing program. To be eligible for this privilege, students must have earned a 3.0 cumulative grade point average.
Clinical Behavior Expectations

When students are participating in clinical (including immersion experiences) they are representatives of the Department of Nursing. Students are expected to conduct themselves in a professional manner. The clinical setting, or in the case of immersion experiences, the full immersion experience is considered the professional practice environment. Students are expected to be respectful of all faculty, student peers, professional colleagues, institutional staff, patients/clients and their family members or other visitors, community/clinical hosts, and community members. Respect and professional behavior are demonstrated through active engagement, participating in and contributing to a positive learning environment, honoring cultural beliefs, expectations and practices, and taking responsibility for personal behaviors. Attire in the clinical setting is required to follow the policies as addressed under UW-Eau Claire dress requirements in the Undergraduate Student Handbook. Attire for and behavior at cultural events or activities, or during clinical immersion experiences, must be respectful of cultural expectations for the setting. Faculty may request students whose behavior is distracting, disruptive, disrespectful, inappropriate or disengaged from the teaching-learning activities to leave the clinical site. This may result in failure of the clinical course.

Approved 10/16/09
COMMUNITY-BASED CLINICAL PRACTICUM GUIDELINES

Guidelines for Clinical Experiences in Public Health Agencies, Residential Facilities, Homes, and Other Community Settings:

Community-based practicums involve specific planning to maximize effectiveness and maintain safety. The following guidelines are designed to help meet the above aims.

Clinical practicums may occur in community-based settings, in order to meet specific program requirements and course objectives. The purpose of community-based practicums is to learn to assess, plan, and deliver care for families, communities and populations (e.g., in schools, correctional facilities) in their natural environment.

Professional Conduct and Safety Guidelines

1. Standards of professional conduct and communication, as well as protection of client confidentiality, apply in community settings as in all other clinical settings. Additionally, conduct and communication are expected to be culturally sensitive.

2. Dress code guidelines of the clinical agency, Department of Nursing, and specific syllabus instructions are to be followed.

3. Professional nurse-patient boundaries must be maintained. Only agency contact information is to be shared with clients for follow-up.

4. Visit preparation and communication with the clinical instructor or preceptor is necessary for maximum safety and effectiveness. Most clinical visits are made by students in pairs. Specific timing, goals, and itinerary for the visit must be developed in advance with instructor or preceptor knowledge and approval. For example, students must be familiar with the setting’s geographic location and travel by the safest direct route. Remember that cell/GPS service may not be available in rural areas.

5. Student safety is of highest priority. Maintain alertness to identify hazardous circumstances in the setting. If a student feels unsafe for whatever reason (e.g., alcohol or other substance use in the home, developing altercation, or visible presence of a weapon), withdrawal from the situation is required. Immediate contact with the clinical instructor must be made and documentation completed as instructed.

6. Students are encouraged to practice automobile safety precautions. Examples include being aware of fuel levels, weather conditions, and emergency numbers. Lock automobile doors; do not display valuables. Following a home or community visit, travel to a safe place, such as the agency, university, or local library to complete documentation. Please be aware that student driver authorization may be a requirement, depending upon the circumstances of university related travel.

Approved 4/8/16
Consents and Wills
Consent is defined as a free, rational act which presupposes knowledge of the thing to which the consent is given. The person witnessing the signing of a consent or will verifies that the person signing did in fact sign the form and was in a condition to give valid authorization.

In accord with customary practice within medicine, a person consents to medical treatment after being informed of its nature and consequences. This consent should be obtained by the physician with the assistance of the hospital personnel.

Although the responsibility for securing consent is that of the physician, for the sake of expediency the nursing staff often secures the permission of the patient.

Recommendation
The student will not witness the signing of consents or wills.

Testimony
Testimony is defined as an oral statement made under oath, at a trial.

Eyewitness is defined as a person, under oath, reporting what he/she saw or heard (what happened in a particular instance). This is factual testimony of observations.

Recommendation
A student may give testimony as an eyewitness but is not qualified to be an expert witness. The instructor will accompany the student to any session involving legal inquiry or counsel as well as to the trial.

Involuntary Admission
Involuntary admission is "compulsory hospitalization of an individual when medical reasons indicate such need for his own welfare or act of society."

Procedure for involuntary admission requires the signature of three persons, who may or may not be relatives, to petition the court to evaluate and determine action.

Recommendation
If the involuntary admission is not urgent, the student and the instructor will jointly notify the agency of her/his observations so that the responsible person in the agency may evaluate the situation and initiate action.

If the admission is an emergency, the student, at the request of the agency and with the approval of the instructor, may be one of the three persons signing the petition.
“Patient Rights”
There are different types of "patient's rights" for the voluntary and involuntary types of admission of the mentally ill or incompetent patients.

Each patient must be given a written copy of his/her rights, in addition to a verbal explanation of them. This "Patient's Rights" form must be signed by patient and the person presenting the information.

Recommendation
A staff member should explain and sign "Patient's Rights" forms to ensure better uniformity in explanations for rationale for any interventions that may seem to violate these rights.

Abused Child
An abused child is any minor who has been neglected physically or abused physically, sexually and/or emotionally.

A physician, coroner, medical examiner, nurse, dentist, chiropractor, optometrist or any other medical or mental health professional, social or public assistance worker, school teacher, administrator or counselor, child care worker in any day care center or child caring institution or police or law enforcement officer having reasonable cause to suspect that a child seen in the course of professional duties has been abused or neglected, shall report to the Eau Claire County Department of Human Services (839-2300), Marshfield Department of Social Services (387-6374), sheriff, or city police.

Penalties for not reporting may include fines and/or incarceration.

Recommendation
The student and the instructor will jointly notify the agency of his/her observations and request the responsible person(s) in the agency to evaluate the situation and initiate action.

4/84
Revised 9/91; 8/09
Students enrolled in a nursing course with a didactic and/or clinical component are expected to follow the policies and procedures of the nursing program, course and assigned clinical agency. Professional, academic and performance behaviors all need to be followed. Violations may result in failure of the nursing course and possible dismissal from the nursing program.

An accountability contract is a joint agreement between the course faculty and a nursing student. The student’s academic advisor and the department chair are notified of the contract. This agreement is entered into when a student has been found to demonstrate action that is not consistent with university, nursing program, clinical agency or course policies/expectations or policies and procedures. Through dialog with the faculty, the student is able to reflect on ways to meet course outcomes. The student will earn a failing grade in the course if the outcomes are not met. The “Accountability Contract Agreement” form is located in Blugold Insider on the Department of Nursing website.

1. A student who demonstrates behavior not consistent with course and/or clinical agency policies/expectations will receive warning notification from the course faculty.

2. An Accountability Contract Agreement will be developed if the behavior continues or at the time of initial notification, if warranted. The agreement will include conditions for progression and services/resources recommended to the student. The student will meet with course faculty and their academic advisor, as appropriate. In egregious situations immediate course dismissal may occur.

3. The student and course faculty must sign and date the Accountability Contract Agreement. The agreement must be signed by the student in order for the student to continue in the course or the student will receive a grade of F for the course. The student may respond with written comments.

4. An original agreement will be placed in the advising file. The student will receive a copy of the agreement. Copies will also be forwarded to the academic advisor, Department Chair and to the appropriate Assistant/Associate Dean.

5. A student can be placed on an Accountability Contract Agreement a maximum of two (2) times while in the nursing program. At the time of initiating the contract, course faculty will review the student’s academic file for previous contracts. If previous contracts have been written the student, academic advisor, dept chair, and assistant/associate dean will be notified.

6. If course faculty need to place a student on an accountability agreement for a third time, a performance review will be conducted by the Department Chair and the Dean's office, and may be grounds for dismissal from the nursing program. The Dean of the College of Nursing and Health Sciences will notify the student of dismissal from the nursing program.
Uniform
Traditional baccalaureate nursing students engaged in clinical experiences must wear the official College of Nursing and Health Sciences nursing uniform. The uniform visibly differentiates students from clients and others in health care settings. The uniform consists of a royal blue top and pants.

Uniforms are to fit appropriately and be in good condition. Uniforms pants are not to be altered by pinning or rolling and may not drag on the floor. No substitutions of color or style are acceptable. The uniform top must have the UWEC nursing patch sewn above the LEFT breast and the name pin is worn above the RIGHT breast.

A plain WHITE tee shirt, short or long sleeve, may be worn under the top. Sleeves must be able to be pushed to the elbow. The uniform is to be laundered after each wearing and ironed, if needed, to provide a neat, professional appearance. The uniform is worn ONLY in clinical settings or in the UWEC skills lab.

Lab Coat
All students will wear the white lab coat with the UWEC Nursing patch SEWN on the LEFT sleeve when visiting agencies or carrying out activities not related to direct patient care or in accordance with agency policy. Lab coat is to be laundered and ironed to maintain professional appearance and personal protection.

Name pin
A UWEC College of Nursing name pin will be worn during all clinical assignments unless otherwise directed by the instructor or agency. A UWEC name pin will be provided. The designated staff member at either the Eau Claire Student Services office (Nursing 127) or Marshfield campus (program office) will order name pins and distribute them. If the name pin is lost, students are expected to order a replacement. The student will pay for the replacement pin which is approximately $9.00. Payment must be submitted before a pin will be ordered.

Attire in Skills Lab and Clinical Practice:

Practice and open lab
Lab coat and name pin must be worn when in the lab. Hair must be contained as in the clinical setting. Clothing should cover abdomen and torso front and back with no visible cleavage, tattoos, or underwear. Jeans should be intact. Pant leg may not drag on the floor. Closed-toed shoes are required.

Hospital Units
Attire must comply with College and agency policies. Contact your instructor with questions.

Community Health visits and agencies
Attire is determined by the clinical instructor and the agency, and is expected to be consistent with professional street clothes. Lab coats and/or name pins may be required. Contact your clinical instructor for questions.

Professional appearance
Meticulous personal cleanliness, good grooming, and neat appearance are essential.

Shoes
Shoes are to be white, cleanable, and worn ONLY in the lab or clinical setting. No open-toed shoes, crocs, or clogs are acceptable. Athletic-type shoes are acceptable if they fit the above criteria and do not detract from professional appearance.
Hosiery
Socks or hosiery must be white or neutral (beige) and cover the ankle.

Jewelry
Rings other than plain wedding bands are not acceptable for patient care. Other jewelry including pendants, necklaces, dangling earrings, and jewelry for other body parts (i.e. pierced eyebrows, nose, tongue, lip) may not be worn. Some jewelry may scratch clients, serve as a reservoir of infection, or in other ways be offensive. Students with pierced ears may wear ONE small stud earring in each ear lobe. Tattoos must not be visible.

Nails
Nails should be clean, smooth, and of a length that does not interfere with client care, scratch, or injure clients. No artificial nails nail jewelry, or nail polish.

Hair
HAIR MUST BE CLEAN AND CONTROLLED so that it remains in place when leaning forward, and so that the hands need not be used to push it back during client care. Extreme hair colors and styles are not acceptable. Plain pins or clasps may be used to anchor the hair. Beards and moustaches must be short, neatly trimmed, well groomed, and if applicable, allow for fit respiratory isolation/protection masks.

Undergarments
Required and discreet.

Equipment
Beginning with the first clinical laboratory course (NRSG 267), a watch with a second hand and plain band, black pen, bandage scissors, penlight, ruler, OSHA approved eye protection, and a stethoscope are required. Students entering NRSG 317 will purchase a skills bag containing clinical practice supplies and equipment.

STUDENTS NOT DRESSED APPROPRIATELY OR IN PROFESSIONAL APPEARANCE MAY BE ASKED TO LEAVE THE CLINICAL SETTING OR SKILLS LAB AT THE DISCRETION OF THE CLINICAL INSTRUCTOR.

12/09; 7/12; 6/13; 1/15.
Clinical Affiliation Agreements

A formal *Clinical Affiliation Agreement* is required for all clinical sites used in the Nursing program. New affiliations are requested by completing the “Request to Initiate Affiliation Agreement,” and for undergraduate clinical sites, the “For Clinical Facility Selection.”

The *Agreement* uses common language for all campuses, as dictated by the UW System Board of Regents, primarily addressing liability and discrimination issues. The *Program Memorandum* is much more specific and details the responsibilities of both the College of Nursing and Health Sciences and the facility. Within this document, you will find reference to the sharing of information, certifications, immunization standards, assignments, facilities, and oversight.

Requests for new affiliations are submitted to the Department Chair. The affiliation agreement must be requested with sufficient advance notice to allow processing and completion of the affiliation request, prior to students being present on site.

The following Clinical Affiliation forms and documents are included in the Department of Nursing Website, in Blugold Insider.

- Request to Initiate Nursing Affiliation Agreement Form
- Agreement Form
- Form for Clinical Facility Selection
- Program Memorandum Form
- Time Line for Staffing Schedules, Affiliation Agreements and Securement of Graduate and Undergraduate Clinical Sites

Process and Procedure for Undergraduate Clinical Site Recruitment and Securement
### Process and Procedure for Undergraduate Clinical Site

<table>
<thead>
<tr>
<th>Step</th>
<th>People</th>
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<tbody>
<tr>
<td>1. Secure Affiliation Agreement: Undergraduate faculty will communicate to the Chair the potential clinical site proposed, unit, name of contact person, number to call, and RN job description. The Chair will communicate this information to the CAC. The CAC will contact the agency to establish the agreement.</td>
<td>CAC, Faculty, Department Chair(Chair), Budget manager</td>
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<tr>
<td>2. Sites that have completed affiliation agreements in the past: CAC will get in touch with faculty and Chair to confirm interest in using these sites. CAC will check if an affiliation agreement is in place and verbally confirm with clinical agency and renew the agreement if needed.</td>
<td>CAC, Faculty, Chair, Budget manager</td>
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<td>3. CAC will communicate to Chair and CC confirmation of clinical site.</td>
<td>CAC, Chair, CC</td>
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<td>4. Department Chair will identify the faculty and the students at each clinical site.</td>
<td></td>
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<tr>
<td>5. Department Chair will communicate to the Undergraduate Academic Department Associate (ADA) the information needed for development of the letters for the EC clinical sites.</td>
<td>Chair, Undergraduate ADA</td>
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<tr>
<td>6. Clinical faculty (or course coordinators) are responsible for sending a letter to their assigned unit/clinical site including dates and times of clinical, names of students, faculty name and contact information as well as the syllabus for that course.</td>
<td>CC, Clinical Faculty</td>
</tr>
<tr>
<td>7. End of clinical experience for a course: Clinical faculty will provide the manager of the unit/clinical site with a clinical evaluation form and self-addressed return envelope. Faculty write thank you notes; follow up with future use of clinical site.</td>
<td>Clinical Faculty</td>
</tr>
</tbody>
</table>
** Please note that the funding to make the CAC position a fulltime position came from BluGold Dollars which are to be spent on Undergraduate education needs.

*** Please refer to job descriptions of CAC, DC, ADA, Course Coordinator, Faculty, IAS, Graduate Programs Director and Budget Manager

**** Graduate Clinical Sites: Faculty will consult with the Graduate Program Director and Department Chair regarding clinical placement
Clinical preceptors are registered or advanced practice nurses or other appropriate healthcare providers who practice in a variety of clinical, administrative, and/or academic settings and work in a one-to-one relationship with a student for an extended period of time. Preceptors guide students in the development of enhanced critical thinking, clinical performance, decision making, leadership, and professional skills in the clinical care, academic, or administrative setting. The preceptor serves as teacher, role model, and on-site supervisor of the clinical learning experience.

**Procedural Notes:**
1. Preceptorships are generally longer term student-clinician relationships, consisting of several student-clinician interactions over a length of time, as opposed to single shift or single encounter interactions.
2. If the precepted clinical is not part of an established clinical course, the student must be registered for independent or directed study credit, as appropriate.
3. The Preceptor Biographical Form must be completed by the preceptor; the completed form is housed in the Nursing Department Office.
4. For all precepted experiences, upon conclusion the student completes the Student Evaluation of Preceptor. The evaluation is stored with the Preceptor Biographical Form in the Nursing Department Office.

**Aims of Precepted Clinical Experiences:**
- Provide an enrichment opportunity for nursing students
- Assist students to gain insight into practice roles of the professional nurse
- Expand students’ clinical nursing knowledge base
- Increase students’ clinical decision-making and care-management skills
- Foster students’ intentional use of critical and reflective thinking
- Facilitate the student’s professional growth

**Principles of Precepting - Preceptors:**
- Act as role models of competent practitioners using best practice approaches
- Create a thinking/learning environment with the student
- Create a teaching/learning relationship directed toward achieving the student’s learning objectives
- Foster the development of learning that supports student independence, initiative, professional comportment, accountability, and collaboration
- Critically choose learning experiences appropriate to the student’s learning needs and objectives
- Provide positive and growth-focused feedback to enhance student learning and development
- Maintain productive, ongoing communication with the student
- Follow through with faculty communications and initiate faculty communications as needed

**Responsibilities of the Preceptor:**
- Return the Preceptor Biographical Data form indicating willingness to serve in the preceptor role
- Orient the student to the nurse’s practice role
- Become familiar with the clinical objectives and focus clinical experiences toward their achievement
- Share observations regarding the student’s progress toward achieving clinical objectives with the course faculty. This may include completion of a formal evaluation of the student’s performance.
Qualifications of the Preceptor:
• Demonstrated knowledge and skills in the practice of clinical nursing
• Interest in clinical teaching
• Demonstrated professional commitment and performance
• Knowledge of the agency’s internal organization and functioning
• BSN educational preparation preferred (or higher as appropriate to the student’s academic program)
• Minimum one year of nursing practice experience preferred

Benefit to Preceptors:
• Personal and professional growth
• Satisfaction in having contributed to a nursing student’s clinical and professional development
• Opportunity to cultivate a highly productive team member

Student Responsibilities:
• Advise the preceptor of your strengths, competencies, and areas for growth/learning needs
• Limit your practice to that which is within legal and organizational parameters for a student nurse
• Demonstrate accountability to the client, preceptor, organization, course faculty, and to the profession
• Evaluate your own experience, achievements, and areas for growth
• Demonstrate appropriate self-direction for your identified learning needs
• Participate fully as a member of the healthcare team

Benefit to Students:
• Increased independence in the clinical setting
• Development of professional collegial relationships
• Transition from faculty-directed clinical supervision to more self-directed learning
• Transition from accountability to clinical faculty, to collaboration with and accountability to professional colleagues

Faculty Responsibilities:
• Establish, coordinate and maintain indirect supervision of the precepted clinical experience
• Provide the preceptor with written documentation about the clinical experience, including objectives, requirements, student competencies, and responsibilities of all parties
• Communicate clearly and regularly with the student on their progress in the clinical setting
• Communicate as needed with the preceptor regarding the preceptor’s needs and/or concerns
• Provide assistance to the student and preceptor as needed
• Make on-site visits to evaluate student performance as needed
• Receive student and preceptor input on the student’s performance in the clinical setting
• Determine the student’s level of accomplishment toward clinical objectives and provide the final evaluation of the student’s performance

Benefit to Faculty and to the Nursing Program:
• Enhances communication and collaboration with practice partners
• Provides faculty with direct assistance with the clinical education process
• Facilitates students’ professional development
• Provides opportunities for a wide range of student clinical experiences with expert practicing nurses, including specialty care and areas requiring advanced knowledge
Benefit to the Healthcare Organization:

- Strengthens the student-healthcare agency relationship
- Facilitates ongoing staff development and expertise
- Assists students with role transition from student to highly accountable professional
- Helps fulfill organizational missions of teaching, outreach, and academic-practice partnerships

UGCC: February 10, 2011; Dept of Nursing: February 17, 2011

Guidelines for Selection of Undergraduate Teaching Assistants
(both for teaching apprenticeship courses and non-credit bearing instances):

1. Minimum overall grade point average (GPA) of 3.00
2. Minimum grade of B in the nursing course for which the student will be a teaching assistant
3. Minimum grade of B in all prior and current (in progress) required nursing courses
4. No past or current clinical contracts
5. No past or current instances of probation within the College
6. Currently in good standing within the College
7. Demonstrated interest in serving as a teaching assistant

Approved by Dept. 12/4/14.
Guidelines for Evaluating Clinical Areas for Students in Nursing

A desirable learning environment for students in a baccalaureate or graduate nursing program is contingent on an agency that can provide the kind of quality of nursing services that patients have a right to expect. To acquire the desired attitudes and skills requisite for professional nursing, the student must have the opportunity to engage in and witness high quality nursing care given by the nursing staff. The agency, through its philosophy, organization, administrative policies and practices, staff, equipment and materials, provides for those conditions which enable students to achieve program objectives.

The Agency

1. Is approved by the appropriate accrediting agency.
2. Has adequate clinical resources and clients available for students to meet course/program objectives.
3. Has sound administrative policies and practices.
   a. Nursing department has the authority and responsibility for nursing practice.
   b. Nursing department participates in the planning and decision making which affects the operation of the nursing department and the care of patients.
4. Is receptive to becoming an extended unit of the University and is willing to accept its role in the education of professional nurses.

Nursing Department

1. Has a statement of philosophy and objectives which:
   a. Reflects the changing nature of nursing in society and attaches high value to innovative nursing practices.
   b. Is consistent with the overall purpose and philosophy of the institution and is approved by the administrative or controlling body of the agency.
   c. Has been developed by the nursing personnel and has been distributed to other departments of the institution.
   d. Is being used as a basis for organizing and planning the department as a whole and in making decisions.
   e. Is reviewed by personnel periodically and evaluated realistically in terms of long and short-range goals.
2. Has an organizational plan for the functioning of the department.
   a. The plan is in writing and defines the authority, responsibility, and relationships of all positions in the nursing department.
   b. The organization plan defines inter-departmental relationships and relationships with extramural agencies.
   c. A system of communication has been established for transmitting verbal and written information within the department, between departments, and between the department and agency administration.
3. Provides an adequate nursing staff.
   a. A staffing plan for the department has been prepared based on the philosophy and objectives of the department.
   b. The actual staffing provides adequate professional nurse coverage as required by the appropriate accrediting agency.
   c. Written policies are established for the recruitment, selection and placement of qualified personnel.
   d. Newly employed staff members are provided an orientation to the agency, the department and to their jobs. Each employee at time of employment is given a written job description as well as a copy of the personnel policies.
e. The development and continued growth of the nursing staff is promoted through in-service education, attendance at special programs, workshops, etc. Encouragement is given to enroll in academic courses.

4. Provides for safe working conditions, has a system for reporting accidents and incidents, provides for employee health supervision and is responsive to injury and illness on the job.

Qualifications
1. All professional and practical nurses will be currently registered in state.
2. Nursing director and supervisory personnel should be qualified by preparation and experience and possess necessary leadership qualities.
3. Advanced practice nurses and staff nurses are assigned responsibilities that are commensurate with their qualifications and abilities to perform.

Quality of nursing care and factors that affect quality
1. There is evidence that the facility has a planned program of nursing care adequate to meet the needs of the patients. This program shall include:
   a. A current nursing plan for each patient, including nursing diagnosis.
   b. A program for assisting patients to achieve and maintain an optimum level of self-care.
2. Records provide needed client information, giving evidence of the nursing care provided and progress made by patient.
3. The dignity of the individual is maintained at all times and independence is encouraged to the extent possible.
4. A proper environment is maintained for the patient who protects him/her from infections, accidents and other hazards.
5. Professional nursing practice is within the legal scope of the state Nursing Practice Code.
6. An effective system of communication exists which provides for continuity of patient care.
7. The quality of client care is monitored through evaluative programs and action is taken based on findings.

Facilities for teaching
1. Space for conferences and resources to meet needs of students is adequate.
2. Access to client records and other informational resources is appropriate.

8/94, Reviewed 8/09; rev 7/12
Faculty Guidelines for Simulation, Skills lab, and Clinical Room:
A “Safe” Place to learn

GOAL: Provide a realistic setting in which the student can learn and practice nursing skills in an environment in which the instructor and student have adequate resources.

AIM: Provide a foundation from which to launch clinical practice, decrease anxiety, and build self-esteem.

GENERAL POLICIES:
1. Skills lab staff will be responsible for orienting faculty to use of the space, equipment, and supplies in the skills lab and clinic areas. Faculty are responsible for orienting students to use of the lab and clinic area.
2. Evaluation will be done regularly to assess how effectively these resources support the College of Nursing programs.

SAFETY:
1. Gloves will be worn when practicing technical skills involving skin contact with blood or mucous membranes.
2. Disposable syringes, needles and other sharp items which have been used to break skin or vascular integrity will be disposed of uncapped or with a safety cap in puncture-resistant containers. Containers will be removed and processed by the UWEC Environmental Services department.
3. If an injury occurs, refer to “Policies Relating to Injuries and Risk in Clinical and Skills Lab Settings.”
4. If there is a body fluid exposure or spill of blood or other bodily fluid, refer to “Policy regarding Bloodborne Pathogens.”

PRIVACY AND CONFIDENTIALITY:
1. Faculty will be available whenever students are practicing.
2. Signs denoting restricted areas will be posted. Schedule will be posted when lab is in use.
3. Curtains and drapes will be used to provide privacy.
4. Doors will not be locked during practice sessions.
5. Red privacy lights, where available, will be turned on when examination rooms are in use.
6. Whenever videotaping, recording, or photographing, a signed consent from the participant will be obtained. These records will be kept by the media specialist or faculty member.

SPACE:
Each bed space contains the basic items found in a hospital room (*all but 3 bed spaces in room 234):

<table>
<thead>
<tr>
<th>Bed, pillow and linens</th>
<th>emesis basin</th>
<th>bath basin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedside table</td>
<td>fracture or bedpan</td>
<td>glove/sharps container</td>
</tr>
<tr>
<td>Overbed table</td>
<td>call light</td>
<td>hand sanitizer</td>
</tr>
<tr>
<td>Trash can</td>
<td>*suction regulator</td>
<td>*oxygen flowmeter</td>
</tr>
</tbody>
</table>

1. There is no eating or drinking (other than water in closed containers) except by arrangement.
2. Users of skills lab and clinic areas are responsible for maintenance of the area following established procedures. Allow enough time for the students to clean up the lab before leaving. It should look as good as or better than it did when you arrived.
3. Remove shoes when lying on the beds. When using lotions, creams, oils, or any liquid other than clear water, fold back or remove the bedspread.
4. Room requests should be submitted to the Skill Lab Coordinator prior to the end of the previous semester. Room Assignment Guidelines will be utilized. One-time or limited time requests will be accommodated as schedule and space permits. In case of room request conflicts, the conflict will be resolved by the persons involved. College instructional use takes priority over non-instructional use.
5. Keys to the clinic area rooms are available in the LRC for short-term sign-out and must be returned within 24 hours.
6. Faculty responsible for skills lab or clinic room activities will lock those areas when leaving.

SUPPLIES AND EQUIPMENT:
1. There is an alphabetical and categorical listing of supplies on the “S” drive. There is also a paper copy in the Skills Lab Stock Room and in room #164 (wet lab).
2. CDs and DVDs for faculty and students are available for viewing and check-out in the LRC.
3. Contact the Skills/Simulation coordinator for preferences in brand, quantity, additions or deletions of supplies to stay current with your needs. Remember that each institution changes equipment often, suggesting that we have to be flexible.
4. Course faculty who wish to make changes and/or introduce new skills, laboratory experience, or equipment will present a proposal to the Skills Lab Coordinator and course coordinator.
5. Course coordinators will inform the Skills lab Coordinator when changes in learning experiences will cause variation in needs for supplies.
6. Equipment will be maintained in working order and cleaned on a regular basis and/or after use by the lab staff.
7. Equipment may be checked out of the Skills Lab using the “Nursing Equipment Checkout Agreement” form. Equipment will be returned in clean and working order within 24 hours or by arrangement.
8. **Lost/Found:** There is a box labeled “Lost/Found” in room 234. Any item(s) left in the lab will be placed in this box.
9. Used linen will be placed in linen bags.
10. Room supplies will be restocked by the skills lab staff. Students are responsible to bring their own stethoscope, penlight, pen, paper, and course specific supplies as directed by course faculty.

MAINTENANCE
1. Skills lab and clinic rooms will be clean and stocked with appropriate supplies prior to scheduled lab by skills lab staff.
2. Models and equipment will be operated and maintained according to manufacturer’s directions.

Revised 9/09; 7/12; 1/15
Policies Regarding Professional Relationships

Clinical Laboratory Experience
Students should not be assigned to care for members of their own family or close friends. Students are requested to refrain from accepting employment and entering into social contacts with the clients or the client's family while maintaining a professional relationship.

Acceptance of Gifts
Students should be discouraged from giving gifts to faculty or accepting gifts from clients. Faculty/IAS are expected to guide students so that a climate of gift giving is not created.

Home/Cell Telephone Numbers
Students are not to give their home or cell phone numbers to clients. They should be told to have the clients contact them either through the agency or the Department of Nursing. This will prevent unnecessary and/or unwanted contacts. Cards are available from the department office for students to share a department contact number.

Calling of Clients
Students should call their clients during the regular workday whenever possible. Unscheduled calls should not be made after 9:00 p.m. or on the weekend.

Confidentiality
Special caution should be taken to maintain client confidentiality. Students should exercise caution concerning any papers that contain information regarding the health needs or other personal information about the client. The client's situation should not be discussed in other than a private professional setting.

Liability Insurance
The University maintains general liability insurance that covers students while they are caring for patients or clients as part of a University course. Students should consider carrying their own liability insurance if they work in a nurse related position outside of their student responsibilities.

Witnessing Legal Documents
Students should not sign as witnesses for such legal documents as surgery permits. It is also recommended that students not witness wills or other similar legal documents. Refer any such requests to the instructor or appropriate nursing personnel in the clinical agency.

Transportation of Clients
Students must not transport clients in their cars for health care purposes. Students should arrange to meet the client as needed at the health care agency.

4/84
Reviewed 9/91; 8/00; 7/09; revised 8/2012
Policies Related to Medical and Safety Issues

Policies Relating to Injuries and Exposure Risk in Clinical and Skills Lab Settings

1. Faculty/IAS and students are responsible for exercising reasonable prudence to prevent injury or risk. This means that faculty/IAS must be aware of risks inherent in situations to which students are exposed and assignments must be structured in a way that takes into consideration the student’s capacity and readiness to deal with the risks. Faculty/IAS and students will comply with approved safety precautions so as to not compromise their own safety or that of others in the vicinity. Students having any work restrictions due to surgery, illness, pregnancy, etc., should notify their clinical instructor immediately.

2. Both students and faculty/IAS will refer to "Guidelines to Promote Safety and Prevent Infection with Bloodborne Pathogens for Students and Faculty/IAS in All Clinical Experiences”.

3. All accidents, injuries, and exposure incidents (including needle sticks), either to themselves or their patients, are to be reported promptly to the supervising faculty/staff and appropriate agency personnel.
   a. ON CAMPUS - follow the UW-Eau Claire Bloodborne Pathogen Exposure Control Plan. ([http://www.uwec.edu/lps/plans/index.htm](http://www.uwec.edu/lps/plans/index.htm)).
   b. OFF CAMPUS – follow the agency policy(s) for reporting and follow up.

4. The instructor is responsible for recording the event following the procedures of the College of Nursing and Health Sciences and clinical agency.

5. Documentation of injury or exposure to a bloodborne pathogen, occurring to a student or College of Nursing and Health Sciences employee:
   a. ON CAMPUS – complete the UWEC Incident Record of Injury or Exposure Risk form. Reporting form is available on the department website under “forms”. After all signatures are obtained, submit the form to the Dean’s office (Main office at the MF site). This record is not kept in the individual’s personal file.
   b. OFF CAMPUS
      1. Complete the clinical agency incident report. Do not submit this to the CONHS. This is for the clinical agency only.
      2. Complete the UWEC Incident Record of Injury or Exposure Risk. This form is available on the department website under “forms”.
      3. Submit only the UWEC Incident Record of Injury or Exposure Risk. After all signatures are obtained, submit the form to the Dean’s office (Main office at the MF site). This record is not kept in the individual’s personal file.
   c. Nursing faculty/IAS and other CONHS employees who are injured or exposed must also complete the UWEC Worker Compensation form: [http://www.uwec.edu/hr/WorkComp.htm](http://www.uwec.edu/hr/WorkComp.htm); [http://www.uwec.edu/hr/FormsAlpha.htm#W](http://www.uwec.edu/hr/FormsAlpha.htm#W)
      Submit completed forms to the UWEC Human Resources Office, and a copy to the CONHS Dean’s office.

6. Students must be advised that they should notify their health insurance carrier of their academic activities involving bloodborne pathogenic materials. Neither UW-Eau Claire departments nor the Student Health Service will fund post-exposure follow up procedures should the student become exposed to bloodborne pathogens (UW-Eau Claire Exposure Control Plan, April, 2007).


7/88; Reviewed 9/91; Rev: 8/00; Revised 10/09; 7/12; 1/15
Policy Regarding Bloodborne Pathogens

Control of Bloodborne Pathogens is a principal concern of the College of Nursing and Health Sciences (COHNS) Department of Nursing, including nondiscriminatory treatment of students and faculty/staff who may have a bloodborne illness, faculty/IAS and student education, and exposure or infection control issues that may arise with nursing students, department faculty/IAS, and clients served in clinical practice.

Objectives

1. Protection of the rights and welfare of patients, employees, students, faculty/staff, and the public who come in contact with each other through various Department of Nursing programs and activities.
2. Continuation of the Department of Nursing’s ability to carry out its mission in the setting of bloodborne pathogen concerns.

Definitions of Bloodborne Pathogens

**HIV antibody positive** - A person who has serum antibody to Human Immunodeficiency Virus as confirmed by reliable testing.

**Bloodborne pathogens** - Include, but are not limited to, Hepatitis B, Hepatitis C, Human Immunodeficiency Virus (HIV), Syphilis, Malaria, and Creutzfeldt-Jakob Disease.

**AIDS**- Acquired Immune Deficiency Syndrome as defined by the Center for Disease Control (CDC).

**Direct patient contact**- Care or contact with a patient that requires direct physical contact. Contact with mucous membranes, body fluids/excretions, or performance of an invasive procedure are of particular concern.

Admission and retention of students: Nondiscriminatory treatment

The same admission and retention policies prevail with regard to the person who is HIV antibody positive, has AIDS, Hepatitis C, or other bloodborne illness, as for any student admitted to the program with a known medical condition.

Decisions regarding admission or retention for the student with a known bloodborne illness are based on the following:

1. The student’s condition is relatively stable and well controlled.
2. The student is able to carry out activities essential to meeting course and program objectives.
3. The student is able to function in the program without significant risk to her/himself or others.
4. The student is regarded as one who will be able to carry out the responsibilities of professional nursing practice after graduation.

Education: Faculty/IAS and Students

Education regarding Bloodborne Pathogens including current OSHA standards is required annually for students and Department of Nursing faculty/IAS. (OSHA 29CFR1910.1030.) Education materials are available electronically on the CONHS D2L website and will be updated and maintained by the Skills Lab Coordinator.

**Bloodborne Pathogen Annual Requirement.** Evidence of completing the annual update will be maintained as indicated below.

**Faculty/IAS:** It is the responsibility of the faculty/IAS member to view the D2L materials and pass the quiz. Department Chair or designee will monitor D2L site for successful completion of quiz. The bloodborne pathogen quiz must be completed by October 1 of every academic year.
Students: Annually, it is the responsibility of the student to view the D2L materials and pass the bloodborne pathogen quiz. This requirement will be met in the following courses prior to the start of on-site clinical experiences: NRSG 267, 357, and 457, CND 480, and NRSG 730, 741, 742, 744, 750, 820, and 821. Course coordinators or designees will monitor successful completion of the quiz and inform appropriate course faculty and students.

Approved by Dept. 10/17/13; updated 1/16.

**Guidelines to Promote Safety and Minimize Risks**

Associated with the Instruction and Practice of Technical Skills within the Department of Nursing

(On Campus, Skills Lab or Nursing Clinic areas)

1. Items coming in contact with mucous membranes or resulting in breaks in skin or vascular integrity will be considered as potentially infectious and handled with universal precautions to prevent transmission of infectious agents.

2. Puncture-resistant containers will be used for the disposal of potentially infectious disposable items.

3. Potentially infectious reusable items such as thermometers and basins will be cleaned and replaced according to established skills lab protocols.

4. All reusable items used in practice of parenteral procedures (syringes, IV equipment, sponges) will be sterile/clean with first use of each semester.

5. All invasive procedures performed by students require faculty supervision.

6. Practice of technical skills by students in the Department of Nursing will take place during designated lab hours.

7. Condition of equipment and supplies used for practice of technical skills will be monitored by a responsible faculty member.

8. Students are responsible to promptly report any injury sustained during learning experiences to a faculty/IAS member.

9. Completed UWEC Incident Record of Injury or Exposure Risk form will be submitted to the CONHS Dean’s office. The completed form will then be kept in the Dean’s office.

[http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5210a1.htm](http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5210a1.htm)


Approved 9/91
Revised 10/09, 1/15
Guidelines to Promote Safety and Prevent Infection with Communicable Diseases

for Students and Faculty/IAS in all Clinical Experiences

ALL CLIENTS WILL BE CONSIDERED POTENTIALLY INFECTED WITH COMMUNICABLE DISEASES

1. Barrier precautions must be used to prevent contact with blood and other body fluids including potential for splash.
   a. Gloves, whenever contact is likely.
   b. Masks, protective eyewear, face shields, gowns or aprons if potential for generation of droplets of blood or other body fluids exists.

2. Following removal of gloves, hands and other skin surfaces must be washed with soap or other cleansing agent immediately and thoroughly if contaminated with blood or other body fluids.

3. If a glove is torn it must be removed and promptly replaced with a new glove.

4. Individuals who have exudative lesions or weeping dermatitis should refrain from all direct client care until the condition is resolved.

5. Clinical agency policy must be followed when providing immediate newborn care.

6. To prevent needle stick injuries, needles should not be recapped, purposely bent or broken by hand or removed from disposable syringes after use. After they are used, disposable syringes and needles or other sharp instruments should be placed in puncture resistant containers for disposal according to Institutional procedures.

7. Mouthpieces, resuscitation bags or other ventilating devices must be used in the event that resuscitation becomes necessary.

8. Spills of blood or other body fluids must be cleaned with soap and water, then rinsed with a 1:10 solution of 5% sodium hypochlorite (household bleach) or an equivalent disinfectant. Housekeeping personnel must be alerted immediately if they are to clean the area.

9. Institutional procedures will be followed relative to the handling of soiled or contaminated linen. Gloves must be worn whenever handling contaminated equipment or materials.

10. All other agency infection control policies must be followed for students and faculty/IAS in clinical settings.

http://www.cdc.gov/HAI/prevent/prevent_pubs.html


Approved 6/91
Revised 10/09; 1/15
Chapter N 1

APPROVAL FOR SCHOOLS OF NURSING

N 1.01 Authority and intent.
N 1.02 Definitions.
N 1.03 Authorization to plan a school of nursing.
N 1.04 Authorization to admit students.
N 1.05 Approval of school of nursing.
N 1.06 Approval of out of state school of nursing.
N 1.07 Accreditation.
N 1.08 Standards.
N 1.09 NCLEX pass rates.
N 1.10 Continuation of board approval.
N 1.11 Closure of a school of nursing.
N 1.12 Nursing refresher course approval.

N 1.01 Authority and intent. (1) The rules in this chapter are adopted pursuant to authority of ss. 15.08 (5) (b) and 441.01 (3), Stats.

(2) The intent of the board of nursing in adopting rules in this chapter is to clarify requirements and develop efficient timelines for the nursing school approval process and to reduce duplication that exists between the board and nursing accreditation processes for nursing schools.

History: Cr. Register, January, 1983, No. 325, eff. 2−1−83; am. (2), Register, August, 1989, No. 404, eff. 9−1−89; correction in (1) made under s. 13.93 (2m) (b) 7., Stats., Register, August, 1989, No. 404; correction in (1) made under s. 13.93 (2m) (b) 7., Stats., Register, October, 2000, No. 538; CR 14−004: cr. Register July 2014 No. 703, eff. 8−1−14.

N 1.02 Definitions. In this chapter:
(1) “Annual NCLEX pass rate” means the NCLEX pass rates for those who took the NCLEX between January 1 and December 31.

(2) “Board” means board of nursing.

(3) “Certificate of completion” means a student has completed the portion of the program equivalent to a diploma in practical nursing or professional nursing.

(4) “Class” means a graduating class for each 12−month period.

(5) “Institution” means the college, university or governing body which has the authority to conduct a school of nursing.

(5g) “Institutional accreditation” means that institution conforms to the standards of education prescribed by a regional or national accrediting commission recognized by the U.S. department of education.

(5r) “NCLEX” means national council licensure examination.

(6) “Nursing accreditation” means the school of nursing conforms to the standards of a board recognized nursing accreditation agency.

(8) “Out−of−state school” means a school in Wisconsin with a physical location outside of Wisconsin.

(10) “School of nursing” means a school for professional nurses or practical nurses.

(11) “School of practical nursing” means a school preparing students for practical nurse licensure.

(12) “School of professional nursing” means a school preparing students for registered nurse licensure. This includes schools granting certificate of completion for practical nurse licensure or professional nurse licensure.

History: Cr. Register, January, 1983, No. 325, eff. 2−1−83; r. and recr. (1), r. (5) and (7), renum. (2) to (4), (8), (10) and (11) to be (3) to (5), (7), (13) and (14), cr. (2), (8), (10) to (12) and (15), am. (6) and (9) (intro.), Register, July, 1989, No. 403, eff. 8−1−89; CR 14−004: cr. Register July 2014 No. 703, eff. 8−1−14; renumbering (7) and (9) to (5r) and (5g) under s. 13.92 (4) (b) 1., Stats., Register July 2014 No. 703.

N 1.03 Authorization to plan a school of nursing.

(1) An institution planning to establish and conduct a school of nursing for professional or practical nursing shall file with the board an application including all of the following:
(a) Name and address of the controlling institution and evidence of the accreditation status of the controlling institution.
(b) Statement of intent to establish a school of nursing, including the academic and licensure levels of all programs to be offered and the primary method of instruction.
(c) Evidence of the availability of sufficient clinical facilities and resources.
(d) Plans to recruit and employ a qualified educational administrator and qualified faculty.

(2) A proposed timeline for planning and implementing the program and intended date of entry for the first class.

(3) Withdrawal of authorization may occur for failure to meet the standards in s. N 1.08.

History: CR 14−004: cr. Register July 2014 No. 703, eff. 8−1−14.

N 1.04 Authorization to admit students. (1) The school of nursing shall file with the board an application including all of the following:
(a) Verification of employment of an educational administrator.
(b) Evidence of provision of faculty meeting the qualifications in s. N 1.08 (3).
(c) The school of nursing’s philosophy and objectives.
(d) An overview of curriculum including all of the following:
1. Content.
2. Course sequence.
3. Course descriptions.
4. Program evaluation plan.
5. Course syllabi for the first year and plan for subsequent years.
(e) Verification of the establishment of student policies for admission, progression, retention, and graduation.
(f) Verification of the students’ ability to acquire clinical skills by providing all of the following:
1. Letter of intent or contracts from clinical facilities securing clinical opportunities and documentation of the facility, type, size, number of beds, and type of patients.
2. Documentation of simulation equipment and experiences.
(g) An updated timeline for implementing the program and intended date for entry of the first class.

(2) The board shall make a decision on the application within two months of the receipt of the completed application.

History: CR 14−004: cr. Register July 2014 No. 703, eff. 8−1−14.

N 1.05 Approval of school of nursing. (1) A school of nursing may apply for approval of the school of nursing upon graduation of the first class or eligibility to sit for the NCLEX, but N 1.05 WISCONSIN ADMINISTRATIVE CODE 2 Published under s. 35.93, Wis. Stats., by the Legislative Reference Bureau.

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may not apply later than graduation of the third class. The school of nursing shall submit all of the following:
(a) A self−evaluation report setting forth evidence of compliance with the standards in s. N 1.08.
(b) The school of nursing’s ongoing systematic evaluation plan, including an evaluation of the NCLEX success rate.

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(2) The board may conduct a site survey of the school of nursing. A determination to conduct a site survey shall occur within 2 months of receipt of completed application for approval.

(3) The board shall make a decision on the application within two months of the completed site survey or receipt of the completed application, whichever is later. The board shall approve the school based on verification that the school of nursing is in compliance with nursing education standards in s. N 1.08.

(4) The board may grant conditional approval. The notice of conditional approval shall contain a short statement in plain language of the basis, specifying the standard upon which the conditional approval is based. A school of nursing that receives a conditional approval may not admit new students to the school of nursing until the school of nursing receives full approval. The school of nursing may apply for full approval in three months from the date the school of nursing receives conditional approval.

(5) If the board denies the school of nursing approval, the notice of denial shall contain a short statement in plain language of the basis for denial, specifying the standard upon which the denial is based. The controlling institution shall do all of the following:

(a) Implement the time frame established by the board for transfer of enrolled students to an approved school of nursing and report to the board the date of transfer for each student by name.

(b) Arrange for the secure storage and access to academic records and transcripts for the next 50 years. Provide the board with the name and address of the educational institution or other organization that will be responsible for secure storage and access to academic records and transcripts for 50 years.

(c) Close the school of nursing occur when the last student has transferred.

(d) Submit progress reports during the closure process upon request of the board.

(6) A school of nursing denied approval or given a conditional approval may request a hearing within 30 calendar days after the mailing of a notice. The school of nursing may be granted a stay of the school closure during the appeal process.

History: CR 14−004; cr. Register July 2014 No. 703, eff. 8−1−14; correction in (1) (intro.) made under s. 35.17, Stats., Register July 2014 No. 703.

N 1.06 Approval of out of state school of nursing.

(1) APPROVAL. An out−of−state school of nursing shall be approved if all of the following requirements are met:

(a) The school is approved by the board of the state the school is located.

(b) The school is accredited by a nursing accreditation body recognized by the Wisconsin board.

(2) CONTINUED APPROVAL. An out−of−state school shall maintain approval as long as school of nursing meets the requirements in sub. (1).

History: CR 14−004; cr. Register July 2014 No. 703, eff. 8−1−14; correction in (2) made under s. 13.92 (4) (b) 1., Stats., Register July 2014 No. 703.

N 1.07 Accreditation. (1) A school of nursing shall receive nursing accreditation by a board recognized nursing accreditation agency within three years of school approval. Schools of nursing which have received board approval prior to July 1, 2014 shall receive nursing accreditation by a board recognized nursing accreditation agency by July 1, 2017.

(2) Schools of professional nursing that grant a certificate of completion shall hold accreditation at the level of the complete degree at which a diploma is conferred.

(3) Failure to maintain nursing accreditation shall result in withdrawal of school approval.

History: CR 14−004; cr. Register July 2014 No. 703, eff. 8−1−14.

N 1.08 Standards. (1) ORGANIZATION AND ADMINISTRATION. The institution shall assume legal responsibility for overall conduct of the school of nursing. The institution shall do all of the following:

(a) Designate an educational administrator, establish administrative policies, and provide fiscal, human, physical, clinical, and technical learning resources adequate to support school processes, security, and outcomes.

(b) Maintain institutional accreditation.

(c) Develop and maintain written school of nursing administrative policies which are in accord with the institution.

(d) Have written contracts between the school of nursing and institutions which offer associated academic study, clinical facilities, and agencies for related services for students.

(2) EDUCATIONAL ADMINISTRATOR. (a) The qualifications for the educational administrator are all of the following:

1. Current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.

2. A graduate degree with a major in nursing.

3. Knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation and either educational preparation or 2 years experience as an instructor in a nursing education program within the last 5 years.


(b) The institution shall notify the board within 48 hours of the termination, resignation, or retirement of an educational administrator and designate the interim educational administrator within 5 business days. The institution may request board approval of an interim educational administrator who does not meet the qualifications in par. (a). The interim educational administrator may serve no longer than 6 months. The institution may request an extension of time based upon hardship.

(3) FACULTY. (a) Faculty standards. The school of nursing shall have evidence of the faculty meeting the standards in this section on file in the school of nursing office and available upon request to the board.

(b) Qualifications for professional nursing faculty. The qualifications for the faculty of a school of professional nursing are all of the following:

1. Hold a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.

2. A graduate degree with a major in nursing. Interprofessional faculty teaching non−clinical nursing courses shall have advanced preparation appropriate for the content being taught.

(c) Qualifications for practical nursing faculty. The qualifications for the faculty of a school of practical nursing are all of the following:

1. Hold a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.

2. A baccalaureate degree with a major in nursing.

(d) Faculty exceptions. An educational administrator may apply to the board for exceptions to faculty requirements. A school of nursing that is granted a faculty exception for a faculty member shall provide the faculty member with a supervisor who meets the qualifications in par. (b) or (c). A minimum of 50 percent of faculty must meet the faculty qualifications. The board may grant one of the following exceptions:

1. ‘Standard exception.’ A standard exception may be renewed upon showing proof of progress and continued active enrollment each year. The standard exception is for a person who has a baccalaureate degree in nursing and is actively enrolled in one of the following:

3 BOARD OF NURSING N 1.09

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a. A master’s program with a major in nursing.
b. A bachelor’s in nursing to doctorate program in nursing.
c. A doctorate program in nursing.

2. ‘Emergency exception.’ A person with a baccalaureate degree in nursing may be employed for a short-term, unanticipated emergency situation including medical leave. The emergency exception is for a term no longer than one semester and may not be renewed.

3. ‘Non–nursing masters degree exception.’ Each school of professional nursing may apply for one non–nursing masters degree exception provided the person has all of the following:
   a. A bachelor’s degree in nursing.
   b. A graduate degree related to the topic of the course the person is teaching.
   c. Nursing experience in the area of teaching assignment.
   d. A unique combination of knowledge, experience, and skills that will best serve the school of nursing, faculty, and students in a specific content area.

4. CURRICULUM. The curriculum shall ensure the student to develop the nursing knowledge, skills and abilities necessary for the level, scope and standards of competent nursing practice expected at the level of licensure. All curriculum shall be developed by a faculty member with a graduate degree. Curriculum shall be revised as necessary to maintain a program that reflects advances in health care and its delivery. The curriculum shall include all of the following:
   a. Evidence–based learning experiences and methods of instruction consistent with the written curriculum plan. The methods of instruction may include distance education methods.
   b. Diverse didactic and clinical learning experiences consistent with program outcomes.
   c. Coursework shall include all of the following:
      1. Content in the biological, physical, social and behavioral sciences to provide a foundation for safe and effective nursing practice.
      2. Content regarding professional responsibilities, legal and ethical issues, and history and trends in nursing and health care.
      3. Didactic content and supervised clinical experiences in the prevention of illness and the promotion, restoration and maintenance of health in patients across the lifespan and from diverse cultural, ethnic, social and economic backgrounds.

5. CLINICAL LEARNING EXPERIENCES. (a) Patient experiences shall occur in a variety of clinical or simulated settings and shall include all of the following:
   1. Integrating patient safety principles throughout the didactic and clinical coursework.
   2. Implementing evidence–based practice to integrate best research with clinical expertise and patient values for optimal care, including skills to identify and apply best practices to nursing care.
   3. Providing patient–centered culturally competent care that recognizes that the patient or designee is the source of control and full partner in providing coordinated care by doing the following:
      a. Respecting patient differences, values, preferences, and expressed needs.
      b. Involving patients or designees in decision–making and care management.
      c. Coordinating and managing patient care across settings.
      d. Explaining appropriate and accessible interventions to patients and populations that may positively affect their ability to achieve healthy lifestyles.
   4. Collaborating with interprofessional teams to foster open communication, mutual respect, and shared decision–making in order to achieve quality patient care.
   5. Participating in quality improvement processes to monitor patient care outcomes, identify possibility of hazards and errors and collaborate in the development and testing of changes that improve the quality and safety of health care systems.

6. Using information technology to communicate, mitigate errors, and support decision–making.

b. All cooperating agencies selected for clinical experiences shall have standards which demonstrate concern for the patient and evidence the skillful application of all measures of safe nursing practices.

c. All faculty teaching clinical or practicum courses shall be experienced in the clinical area of the course and maintain clinical expertise.

d. Faculty–supervised clinical practice shall include all of the following:
   1. Development of skills in direct patient care.
   3. Care and management of both individuals and groups of patients across the lifespan.
   4. Delegation to and supervision of other health care providers.
   c. Clinical experiences shall be supervised by qualified faculty.
   d. All student clinical experiences, including those with preceptors, shall be directed by nursing faculty.

6. PRECEPTORS. (a) Preceptors shall be approved by the faculty of the school of nursing.

(b) The school of nursing shall provide each preceptor with an orientation concerning the roles and responsibilities of the students, faculty and preceptors. The preceptor shall have clearly documented roles and responsibilities.

(c) Clinical preceptors shall have an unencumbered license or privilege to practice in Wisconsin as a nurse at or above the licensure level for which the student is being prepared.

(d) Preceptors shall demonstrate competencies related to the area of assigned clinical teaching responsibilities.

7. EVALUATION. The school of nursing shall implement a comprehensive, systematic plan for ongoing evaluation. Evidence of implementation shall reflect progress toward or achievement of program outcomes.

History: CR 14–004; cr. Register July 2014 No. 703, eff. 8–1–14; corrections in (3) made under s. 13.92 (4) (b) 1., Stats., in (3) (a) made under s. 13.92 (4) (b) 2., Stats., and in (4) (intro.), (c) (intro.), (5) (a) (intro.), (d) (intro.) made under s. 35.17, Stats., Register July 2014 No. 703.

N 1.09 NCLEX pass rates. (1) Generally. The school of nursing NCLEX pass rate includes all programs or tracks in the school of nursing. The board shall consider both the registered nurse NCLEX and practical nurse NCLEX pass rates when evaluating a school of professional nursing that grants a certificate of completion for practical nursing.

(2) NCLEX PASS RATE STANDARD. A school of nursing shall meet the NCLEX pass rate standard by one of the following:
   (a) The annual NCLEX pass rate of graduates taking the NCLEX for the first time is a minimum of 80%.
   (b) The annual NCLEX pass rate of all graduates taking the NCLEX, including those who repeated the test, is a minimum of 80%. The school shall submit an explanation or analysis documentation and the school’s plan to meet the pass rate of those who take the NCLEX for the first time. The plan does not require board approval.

(3) NCLEX PASS RATE STANDARD NOT MET. (a) If the NCLEX pass rate standard is not met, the school of nursing shall receive a warning letter. The school shall identify factors that are potentially affecting the low NCLEX pass rate and submit an institutional plan for assessment and improvement of NCLEX results including outcomes and timeframes which shall be approved by N 1.09 WISCONSIN ADMINISTRATIVE CODE 4
the board no later than July 1. The plan shall address administration, faculty, students, curriculum, resources, and policies.

(b) The school of nursing shall submit annual progress reports to the board including the outcomes of the institutional approved plan as long as the NCLEX pass rate standard is not met.

History: CR 14–004; cr. Register July 2014 No. 703, eff. 8–1–14; correction in (1) (title) made under s. 13.92 (4) (b) 2., Stats., Register July 2014 No. 703.

N 1.10 Continuation of board approval. (1) Schools of nursing shall file with the board all of the following:
(a) Annual self-evaluation reports.
(b) All documents submitted to or received from nursing accreditation agencies.
(c) Notification of withdrawal or change in school nursing accreditation status.

(2) Failure to maintain nursing accreditation shall result in withdrawal of board approval and the procedures in s. N 1.11 (2) will commence.

(3) The board may review the school of nursing to determine whether s. N 1.08 standards are being met in the following situations:
(a) Change in school nursing accreditation status.
(b) Nursing accreditation reports indicate standards are not being met.
(c) Complaints regarding the conduct of the school are received and it is necessary to validate the complaints.
(d) Failure to meet NCLEX pass rate standards in s. N 1.09 (1) for more than 2 consecutive years.
(e) Violation of any of the rules under this chapter.

(4) The review of the school may include any of the following:
(a) A site survey.
(b) A self-study report.
(c) A progress report.

(5) If the board makes a determination that s. N 1.08 standards are not being met, all of the following procedures shall be followed:
(a) The school of nursing shall submit an institutional plan, including timelines, to correct identified deficiencies in the school of nursing.
(b) The board shall review the proposed plan and may make modifications to the plan.
(c) The school of nursing shall make progress reports to the board as requested.
(d) The board may withdraw board approval if the school of nursing continues to not meet standards.

History: CR 14–004; cr. Register July 2014 No. 703, eff. 8–1–14; correction in (5) (intro.) made under s. 35.17, Stats., Register July 2014 No. 703.

N 1.11 Closure of a school of nursing. (1) VOLUNTARY.

When a school of nursing intends to close, the institution shall do all of the following:
(a) Submit a plan of intent to close a school of nursing to the board, including all of the following:
1. The date of intended closure.
2. Reason for the closure.
3. Place for students who have not completed their nursing education.
(b) Ensure that the school of nursing is maintained, including retention of adequate number of faculty and approved curriculum, until the last student is transferred or graduates from the school of nursing.
(c) Notify the board of the name and address of the educational institution or other organization that will be responsible for secure storage and access to academic records and transcripts for 50 years.

(2) WITHDRAWAL OF NURSING APPROVAL. (a) If the board withdraws approval of the school of nursing, the notice of withdrawal of approval shall contain a short statement in plain language of the basis for withdrawal of approval. The school of nursing may request a hearing within 30 calendar days after the mailing date of the notice.
(b) The institution shall do all of the following if approval of the school is withdrawn:
1. Implement the time frame established by the board for transfer of enrolled students to an approved school and report to the board the date of transfer for each student by name.
2. Arrange for the secure storage and access to academic records and transcripts for the next 50 years. Provide the board with the name and address of the educational institution or other organization that will be responsible for secure storage and access to academic records and transcripts for 50 years.
3. Close the school when the last student has transferred.
4. Submit progress reports during the closure process upon request of the board.
(c) The school of nursing may be granted a stay of the closure of the school during the appeal process.

History: CR 14–004; cr. Register July 2014 No. 703, eff. 8–1–14; corrections in (1) (intro.), (2) (b) (intro.) made under s. 35.17, Stats., Register July 2014 No. 703.

N 1.12 Nursing refresher course approval.

(1) INTENT OF NURSE REFRESHER COURSE. A nurse refresher course is designed for nurses who have not been practicing for five years or more.

(2) FACULTY. (a) The instructor shall have all of the following qualifications:
1. Masters degree in nursing.
2. Recent clinical experience or clinical teaching experience.
(b) If preceptors are used, the preceptor is selected by the instructor using criteria developed for the course and the instructor provides supervision of preceptors.

(3) PROFESSIONAL NURSE CONTENT. The nurse refresher course designed for professional nurse shall have all of the following content:
(a) Theory portion including all of the following:
1. Nursing process review.
2. Infection control.
3. Medication and pharmacology update.
4. Recent trends in nursing techniques and responsibilities.
5. Communication.
6. Documentation and reporting.
7. Supervision and delegation.
(b) Skills lab of at least 25 hours including basic nursing skills review and technology and equipment update.
(c) Directly supervised or precepted clinical experience of 100 hours or more performed in a hospital, clinic, long-term, or subacute facility.

(4) PRACTICAL NURSE CONTENT. The nurse refresher course designed for practical nurses shall have all of the following content:
(a) Theory portion including all of the following:
1. Nursing process review.
2. Infection control.
3. Medication and pharmacology update.
4. Recent trends in nursing techniques and responsibilities.
5. Communication.
6. Documentation and reporting.
7. Supervision and delegation.
8. Aging population.

4–1 BOARD OF NURSING N 1.12

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(b) Skills lab of at least 15 hours including basic nursing skills review and technology and equipment update.
(c) Directly supervised or precepted clinical experience of 70 hours or more performed in a hospital, clinic, long-term, or subacute facility.

(5) APPROVAL PROCESS. The board will review curriculum of nurse refresher courses submitted for inclusion on a listing of approved courses. Individual course participants shall be required to submit curriculum only if the course is not on the approved list.

History: CR 14–004: cr. Register July 2014 No. 703, eff. 8–1–14; correction in (4) (intro.) made under s. 35.17, Stats., Register July 2014 No. 703.
**Nursing Center for Health**

**PHILOSOPHY**
The mission statement of the University of Wisconsin system describes the broad mission as one of "instruction, research, extended education, and public service designed to educate people and improve the human condition." The mission statement of the University cluster, of which UW-Eau Claire is a member, places first priority on teaching excellence and reiterates a commitment to scholarly activity and public service. The School of Nursing has identified its purpose as providing a scholarly environment in which faculty and students gain and extend knowledge of health, health care, and professional nursing. The School of Nursing mission statement specifically delineates excellence in teaching, scholarly activity, and contribution to the health care of the community through faculty and student involvement in health-focused activities.

Consistent with these missions, the School of Nursing's Center for Health fosters excellence in teaching, provides an environment for learning, and the opportunity for scholarly activity and service. The faculty believe that faculty practice and scholarly activity are important means of facilitating excellence in teaching. Faculty who teach, conduct research, or practice in the Nursing Center serve as expert role models for graduate and undergraduate students. Clinical practice and scholarly activity in an Academic Nursing Center support a focus on diagnosis and treatment of human responses to actual or potential health problems, are theory-based, and expand nursing knowledge while advancing clinical skills. The Center provides nursing faculty with the opportunity for interdisciplinary collaboration and linkages with other health care agencies. The Center directs its services toward health maintenance and restoration for clients across the life span, particularly those who are underserved by existing health care services.

**PURPOSE**
The purpose of the Nursing Center for Health at UW-Eau Claire is to enhance the School of Nursing's ability to provide excellence in education, opportunities for scholarly activity, and service to the community.

**GOALS**
The Center:
1. Provides a learning environment that facilitates excellence in nursing education for graduate and undergraduate students.
2. Facilitates scholarly activity of faculty and students.
3. Contributes to expansion of nursing knowledge through the delivery and evaluation of theory-based nursing care.
4. Increases nursing's credibility and visibility, demonstrating nursing's contribution to health care.
5. Provides faculty with access to clients and, therefore, opportunities to maintain faculty expertise in clinical practice.
6. Provides a means for individuals, families, communities, and regional agencies to access the expertise of the nursing faculty.
7. Provides health care for selected client populations in the regions served by UWEC and the School of Nursing.

Approved: 2/19/87
Rev. 4/9/99
Review Process for Project Applications Nursing Center for Health

Upon receiving a project application, the Director will forward it to two Advisory Board members with expertise in the proposed subject area. One Advisory Board member will be the primary reviewer. The primary and secondary reviewers will review the application in its entirety. The primary reviewer will be responsible for presenting a summary of the proposed project which will include purpose, goals, and methods at a review meeting. The primary and secondary reviewers will also provide a written critique of the proposed project based upon the evaluation criteria with strengths and limitations identified.

If additional expertise is required for evaluation of the proposed project, a consulting member will be asked to provide a written critique. After the summary and critique are presented, discussion by the full Advisory Board is entertained. The primary reviewer will move for action by the full Advisory Board after all discussion is heard. A majority must approve. A summary of the discussion will be written.

Any proposed project requiring funds external to the School for support, which is not fully funded after approval by the Advisory Board, or conditionally approved, must be re-submitted and re-evaluated by the same process.

Until a Director and advisory board are approved, proposals are submitted to the Chair of the Nursing Center for Health Committee and reviewed by committee members according to review process.

Approved: 10/13/88, Deans Ad Hoc Committee, Nursing Center for Health.
Revised: 5/24/95; 4/25/97; 5/15/97; FASO; 6/25/97
Procedures for Project Application Nursing Center for Health

1. Secure application materials from the office of the Director, Nursing Center for Health. (Until the Director is appointed, please obtain materials from the Program Assistant supporting the committee.)
2. After application has been completed, return the original and three copies to the Chair, NCH, until the Director is appointed.
3. The Director and the Advisory Board will review the project application. (Until a Director and advisory board are appointed, the Associate Dean and the Nursing Center for Health Committee will review proposals.)
4. Following approval from number 3, the application will be forwarded to the Department Chair and to the Associate Dean of the School of Nursing for administrative approval.
5. Projects approved and funded in full may continue for a period of two years. The proposer must submit a progress report at the end of one year. If the project will continue beyond two years, reapplication and evaluative data must be submitted.
6. The project applications will be kept in the office of the NCH Director or Associate Dean until Director is appointed.
7. One copy, a letter of transmittal, and suggestions along with a statement regarding approval status will be returned to the proposer.

Approved 10/13/88, Dean's Ad Hoc Committee, Nursing Center for Health.
Rev: 5/24/95; 4/25/97; 5/15/97; FASQ; 6/25/97
Criteria for Project Application Review Nursing Center for Health

Project application for Nursing Center for Health must be completed. Project applications submitted for approval will be evaluated upon the following criteria:

1. Adequate protection of the rights of human subjects.
2. Contribution to the goals of the Nursing Center for Health.
3. Focus on nursing care.
4. Clarity, detail and concise description of the purpose, methods and evaluation of the project. All instruments, methods and statistics must be described.
5. Expertise of the investigator/project developer.
6. Efficient use of resources (money, time, support services).
7. The plan for evaluation needs to include quality indicators to be evaluated.

Approved, Dean’s Ad Hoc Committee on Nursing Center for Health 10/13/88
Rev. 4/25/97; 5/15/97
Rev. FASO 6/26/97
A. IDENTIFYING INFORMATION:

_____________________________  ____ __________
Last Name   First Name   Middle Initial

_____________________________  ____ __________
Office Address       Office Phone

_____________________________  ____ __________
Home Address       Home Phone

Current Academic Rank, UW-Eau Claire ____________________

B. PROFESSIONAL and/or EDUCATIONAL EXPERIENCE RELEVANT TO PROJECT:

C. LICENSURE AND CERTIFICATION:

1. ______________________________    ______________
Wisconsin Licensure Number       Expiration Date

2. List professional certification(s) that pertain to this project with expiration date of certification.

D. LIABILITY INSURANCE:

_____________________________  ________ _________
Insurance Carrier     Amount of Coverage

_____________________________  ________ __________
Policy Number      Expiration Date
(Attach verification of policy coverage)
E. PROJECT

1. Project Title:___________________________________________________

2. Description of Project: (1-3 Pages)

   Dates of proposed project implementation __________ to __________.

   Specify the details of your proposed Nursing Center for Health Project including purpose, scope of
   faculty practice if applicable (category of clients, theoretical framework, nursing diagnoses or
   phenomena, proposed interventions or methodology and plans for evaluation). Describe whether the
   project will emphasize education, scholarship/research and/or service components. If educational in
   nature, also specify student population, undergraduate or graduate course, educational objectives and
   proposed plan for faculty supervision as well as evaluation of student learning. (Please attach any
   necessary documentation such as data collection forms, informed consent statement, tools to be used
   or course proposal.) Include plans for IRB approval (if appropriate), and a statement of how this project
   will adhere to the ANA Code of Ethics.

3. Plans for dissemination of results (if appropriate). (Limit to 1-2 sentences.)

F. Proposed Budget. Include income and expenditures considering the following:
   1. client fees;
   2. plans for obtaining services and supplies;
   3. faculty reimbursement’
   4. contributions to the Nursing Center for Health (between 5-30% of collected fees should be contributed
      to the Nursing Center for Health for ongoing needs and development). (See Fiscal Policies, Nursing
      Center for Health).

G. Attach UW-Eau Claire Faculty Biography to application.

H. STATEMENT OF RESPONSIBILITIES:

Implementation of a Nursing Center for Health Project based on acceptance of the project by the Associate Dean,
Director and Advisory Board is a privilege which will be extended only to registered nurses who are faculty of the UW-
Eau Claire School of Nursing, who continuously meet the qualifications, standards and requirements set forth in this
application. Acceptance of this project will constitute the agreement of the proposers to strictly abide by the code of
ethics of the American Nurses’ Association. Privileges extend to faculty will be granted in specified areas of autonomous
practice based on the educational experience and competence of faculty. Nursing research conducted under the
auspices of the Nursing Center for Health must be approved by the UW-Eau Claire Institutional Review Board prior to
implementation.

I understand the above and agree to abide by the requirements if granted this privilege. I affirm that I have requested
acceptance of a project for which I am qualified. I am familiar with the laws of the state governing the practice of
nursing and pledge to abide by these laws.

____________________________________________________________
Signature of Applicant

____________________________________________________________
Date
Applicant: __________________________________________________________

Project Title: ________________________________________________________

ADVISORY BOARD RECOMMENDATION:
1. Approved    _____
2. Conditionally Approved   _____ (Explanation and/or recommendations on attached sheet)
3. Not Approved    _____ (Rationale on attached sheet)

DEPARTMENT CHAIR RECOMMENDATION:
1. Approved    _____
2. Conditionally Approved   _____ (Explanation and/or recommendations on attached sheet)
3. Deferred    _____ (Rationale on attached sheet)
4. Not Approved    _____ (Rationale on attached sheet)

Signature of Chair ________________________________  Date _______________

ASSOCIATE DEAN, SCHOOL OF NURSING:
1. Approved    _____
2. Conditionally Approved   _____ (Explanation and/or recommendations on attached sheet)
3. Deferred    _____ (Rationale on attached sheet)
4. Not Approved    _____ (Rationale on attached sheet)

Portion of F.T.E. which applicant may use for Nursing Center for Health activities ________

Signature of Associate Dean ____________________________  Date _______________

Signature of Director ________________________________  Date _______________

Copies to:
Director, NCH
Associate Dean
Department Chair
Applicant

Approved 5/6/88 Dean’s Ad Hoc Committee, Nursing Center for Health
Editing approved 4/20/89
Rev. 12/7/93; 5/24/95; 4/25/97 Nursing Center for health Committee
Rev. 5/15/97, FASO; 6/25/97, Associate Dean, M. Bottoms

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Student Records Retention Policy

The undergraduate and graduate nursing programs in the College of Nursing and Health Sciences necessitate policies pertaining to the retention of student and alumni records within the College that differ from those of the University of Wisconsin System Student Records General Records Schedule and the Academic Advising General Records Schedule. For each admitted student, advising files, which frequently include nursing application materials, must be retained for extended periods of time. Many of the documents within those advising files are needed for data collection for accreditation purposes, including the completion of mandatory surveys that are submitted to the Commission on Collegiate Nursing Education (CCNE) and the American Association of Colleges of Nursing (AACN), as well as reports for the National League for Nursing (NLN), the Health Resources and Services Administration (HRSA), and the Wisconsin Center for Nursing (WCN). Additionally, for many years following graduation, materials within those files frequently are used to provide references, letters, and verification documents as requested by alumni for certifying, credentialing, and licensing bodies as well as for admission to graduate programs. Providing information to state licensure boards 20-30 years following graduation has not been unusual.

Therefore, the following policy outlines the student records retention and maintenance practices in operation within the College of Nursing and Health Sciences undergraduate and graduate nursing programs:

- Individual Advising Files are maintained for each prospective and admitted student. These files may include and are not limited to nursing application materials; official and unofficial transcripts; logs of clinical site activities (e.g., locations of clinical practica, types of patients seen, and numbers of hours of patient care engagement); clinical evaluations of students by preceptors and nursing faculty/instructors; copies of letters sent to students related to academic standing, Dean’s List recognition, honors invitations, and scholarships; scholarship applications; forms and letters submitted on behalf of the students to certifying and licensing bodies, as well as employers and scholarship committees; and documentation of communications by advisers, faculty, and administrators with students.
- Individual Advising Files may be paper files and/or they may be electronic files, such as those within our electronic Nursing Advising Database.
- Paper files are maintained in locked file cabinets in locked file rooms within the Nursing Building. Electronic files are maintained within the Nursing Advising Database; the Database was created by Learning and Technology Services (LTS) and requires a UW-Eau Claire username and password in order to gain access; additionally, the Associate Dean for the College of Nursing and Health Sciences grants access to the site, thereby limiting the users of the site to selected active members of the College.
- Individual Advising Files are maintained for each graduate of the nursing programs for a period of 50 years following graduation. Documents are confidentially destroyed following this period.
- Records, including paper nursing application materials, for undergraduate and graduate students not admitted to the nursing programs are confidentially destroyed after a minimum period of two years beyond the last contact with the individual.
- Records for admitted undergraduate students who later leave the program without completing the BSN degree are confidentially destroyed after a minimum period of five years beyond the final semester of attendance within the College.
- Records for admitted graduate students who later leave the program without completing a graduate nursing degree or post-master’s certificate in nursing are confidentially destroyed after a minimum period of 7 years beyond the final semester of attendance within the College.

1/20/15; Approved per G. Kocken (Archives & Records Management) & T. O’Halloran (Legal Custodian of Records)
2/6/15.