



Department of Nursing

Faculty Handbook

Updated 12/2024

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Welcome to CEI (College of Eastern Idaho) Nursing Program

Welcome to College of Eastern Idaho Nursing Programs! We are pleased that you have chosen to work with us. Please ask questions and seek assistance from the director and nursing program staff. We are very fortunate to have an outstanding and dedicated faculty as we continue to educate the future generation of nurses. Your expertise is needed as we move forward to achieve our vision. With your continued assistance, the realm of possibilities will be everlasting. Thank you for your dedication and hard work in making the College of Eastern Idaho Nursing programs some of the best in the State of Idaho.

The Department of Nursing Faculty Handbook contains standards, procedures and communications specific to the Department of Nursing.

The College of Eastern Idaho Nursing Department Faculty Handbook was prepared as a guide for the faculty to assist in consistent interpretation of the program's standards and procedures. It is intended to help Nursing Faculty meet their responsibilities. This handbook is updated annually to provide current resources for existing nursing faculty when policies and practices change. New faculty will be assigned a mentor and/or lead faculty as a resource for the variety of questions and concerns that arise that are not addressed in this handbook. New faculty will also be referred to the online nursing student handbook for specific standards and procedures.

DEPARTMENT OF NURSING OVERVIEW

ORGANIZATIONAL STRUCTURE:

The Nursing programs are part of the Division of Health Sciences. Administrative linkages flow from the President of CEI to the Vice President of Academics and Student Affairs to the Dean of Health Sciences, to the Nurse Co-Administrators, to the faculty and staff of the associate degree and Technical Degree programs. Please see the CEI website for the organizational chart. <https://cei.edu/about-us/organization-charts/healthcare>

ACCREDITATIONS AND APPROVALS

College of Eastern Idaho is accredited by Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Council for Higher Education Accreditation and/or the Secretary of the U.S. Department of Education.

Northwest Commission on Colleges and Universities
8060 165th Avenue NE, Suite 100
Redmond, Washington 98052-3981

The associate nursing program at College of Eastern Idaho located in Idaho Falls, Idaho is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
404-975-5000
<http://www.acennursing.us/candidates/candidacy.asp>

The most recent accreditation decision made by the ACEN Board of Commissioners for the ADN nursing program is Initial Accreditation.

View the public information disclosed by the ACEN regarding this program at <http://www.acennursing.us/accreditedprograms/programSearch.htm>

The associate nursing program (ADN) and the LPN program are approved by the Idaho State Board of Nursing and in good standing. Last site survey January 2021 and will be up for approval January 2025.

Expected Level of Achievement (ELA) for PROGRAM OUTCOMES:

- A pass rate of 80% for first-time writers of the NCLEX-RN Licensure and the NCLEX-PN Licensure exam for any given calendar year.
- 90% of graduates will report employment as a RN (for the RN program) or as an LPN (for the LPN program) within 12 months of graduation.
- At least 80% of all students who begin the first nursing course in their program will complete the program within 100% of the usual timeframe for their program option. This equates to 2 semesters for the LPN program, 4 semesters for full-time RN option, 6 semesters for Alternative Schedule RN option, and 3 semesters for PN to RN Bridge RN option.

Registered Nursing End-of-Program Student Learning Outcomes (EPSLOs)

At the completion of the CEI nursing program, the graduate will be able to:

Patient-Centered Care	Demonstrate compassionate and culturally competent patient-centered care in the Registered Nurse's role of an interdisciplinary healthcare team.
Nursing Judgment	Utilize nursing judgment to develop and institute safe, quality care.
Active Learning	Actively seek quality information from current, reliable sources, as appropriate at an associate degree Registered Nurse level, to maintain current best practices in nursing.
Professional Identity	Exhibit professional values and attributes of a Registered Nurse.

Practical Nursing End-of-Program Student Learning Outcomes (EPSLOs)

At the completion of the CEI nursing program, the graduate will be able to:

Patient-Centered Care	Demonstrate compassionate and culturally competent patient-centered care in the Licensed Practical Nurse's role of an interdisciplinary healthcare team.
Nursing Judgment	Utilize nursing judgment to participate in the development and assist in the implementation of safe, quality care.
Active Learning	Actively seek quality information from current, reliable sources, as appropriate at a Licensed Practical Nurse level, to maintain current best practices in nursing.
Professional Identity	Exhibit professional values and attributes of a Licensed Practical Nurse.

COLLEGE OF EASTERN IDAHO MISSION:

To provide open access to affordable, quality education that meets the needs of students, regional employers, and community.

NURSING PROGRAM MISSION:

The nursing department supports the overall mission of CEI by serving individuals and communities through educating competent, compassionate, and knowledgeable nursing students.

NURSING PROGRAM VISION:

To inspire educators, students, and the community through an environment of desire, trust, respect, inclusion, collaboration, and need. To welcome and adopt change created by current evidence-based practices in education and nursing. To exemplify the goodness of the nursing profession.

NURSING PROGRAM PHILOSOPHY

The mission statement and values of the College of Eastern Idaho is to provide superior educational services in a positive learning environment that champions student success and meets regional workforce needs. This helps guide the nursing program's philosophy.

We aim to provide superior quality education, centered on positive and reflective learning experiences, which; provide students with foundational nursing knowledge; instill in students a desire for lifelong learning; and ensure necessary competencies required to enter the workforce.

The faculty believes that health is a dynamic state in which an individual adapts to their internal and external environments so that there is a state of physical, emotional, intellectual, social, and spiritual well-being. Each individual is a unique, complex holistic being in constant interaction with an internal/external environment. Health is a changing state on the wellness/illness continuum that can be altered by internal/external stressors. Illness is an abnormal process in which any aspect of an individual's functioning is diminished or impaired as compared with his/her previous state of health. Diverse values and beliefs exist in different social and physical environments that affect the individual's optimum wellness. Individuals possess dignity, unconditional worth, and the right to assume responsibility for the development of their own potential.

We believe that nursing is a dynamic profession that is scientifically based and directed toward promoting, restoring, and maintaining a state of optimum wellness or supporting the individual to experience death with dignity. The practice of nursing is based on holistic framework and is dedicated to the value of caring. This role requires theoretically based critical reasoning, clinical competence, accountability, and client advocacy. Nursing education involves the teaching of nursing theory, skills, and attitudes that assist the students to assume responsibility and accountability as nurses.

The nursing faculty believes the framework forms a basis for the curriculum structure, selection of content, and learning experiences.

Person, society, environment

We believe human beings are unique, dynamic, and holistic individuals with diverse needs. They are social in nature and create meaning in their lives through interactions with others and their environment. They desire compassion, dignity, and respect. These interactions contribute to worldviews, beliefs, values, norms, customs, and expectations. Healthy, safe, and positive environments and interactions engender optimal wellness and well-being.

Core Concepts: Professional Identity

Integrating Concepts: Integrity; Compassion; Accountability; Self-Improvement; Critical Thinking; Safety

Health

We believe health is more than a state of physical well-being. It is a dynamic process influenced by many factors (e.g., social, physical, economic, mental, and spiritual). An individual's ability to adapt to these internal and external factors is a substantial aspect of their overall health. We believe humans have a right to make informed choices regarding their health, be involved in decisions regarding their care, and are responsible for their decisions.

Core Concepts: Patient-Centered Care; Nursing Judgment

Integrating Concepts: Compassion; Communication; Collaboration; Critical Thinking; Cultural Competence

Nursing

We believe patients and their support systems are an integral part of effective patient care and the healing process. The nurse-patient relationship is an intimate, fluid, and complex process. Understanding each patient's and our own perceptions, values, and goals affects this relationship. It is crucial we demonstrate professional behavior and communication while caring for their needs and providing them with the necessary education.

Core Concepts: Patient-Centered Care; Professional Identity; Nursing Judgment

Integrating Concepts: Integrity; Compassion; Communication; Collaboration; Critical Thinking; Safety; Cultural Competence

Education and Learning

We believe education and learning are complementary and continuous processes. These processes are intentional and unintentional, formal and informal, and planned and unplanned. The teacher is responsible for creating a positive, safe, informative, and learner-centered experience. The student is responsible for being engaged, self-directed, inquisitive, and accountable. As time and experience build on foundational nursing education and learning, capacity for providing safe, competent, and evidence-based care increases.

Core Concepts: Nursing Judgment, Active Learning

Integrating Concepts: Safety; Critical Thinking; Accountability; Self-Improvement; Collaboration; Evidence-Based Practice

Definitions of Core Concepts

- 1. Patient-Centered Care:** Purposeful involvement of patients, support systems, and interdisciplinary healthcare teams in determining and providing care. This includes respect, advocacy, empathy, and communication.

- 2. Nursing Judgment:** Utilization of the nursing process, critical thinking, and clinical reasoning, in delivering safe and competent evidence-based care.
- 3. Active Learning:** Understanding that best practices for nursing care are ever evolving and that it is necessary to actively search out current best practice.
- 4. Professional Identity:** Development of core values, beliefs, and practices through reflection on experiences within the nursing profession.

Definitions of Integrated Concepts

Integrity: Strong moral and ethical principles with adherence to honesty and in dealings and practice.

Compassion: An attitude of caring, empathy, concern, and kindness in your association with others.

Accountability: An obligation to be responsible for your actions regardless of the outcome.

Self-improvement: A strong internal desire to achieve success and improvement without needing motivation from others.

Critical thinking: A strong internal desire to achieve success and improvement without needing motivation from others.

Safety: Incorporates scope of practice, adherence to policies and protocols, and the prevention of harm, errors, and adverse effects to patients, colleagues, and self.

Collaboration: Functioning effectively with other healthcare providers and interdisciplinary teams to establish quality patient care.

Communication: Verbal, nonverbal, and written exchange of information or expressions of thoughts, ideas, or feelings between two or more people. It is essential for nurse-patient relationships and collaboration with interdisciplinary teams.

Cultural competence: The ability to interact effectively with patients and families from various cultures, maintaining a nonjudgmental attitude, and gaining awareness and additional knowledge of their culture as necessary.

Evidenced-based practice: Integrating current evidence with clinical expertise and research to provide optimal patient care.

NURSING DEPARTMENT FACULTY REQUIREMENTS

Nursing Faculty Employment Requirements:

- Current unrestricted Idaho RN license
- Current Healthcare Provider level CPR card
- Proof of immunity for MMR, Varicella, Hepatitis B, Tetanus, Diphtheria, Pertussis, COVID 19, yearly flu, COVID Vaccine, and screen for Tuberculosis.
- Master's degree in Nursing or enrolled in a Master's program with completion within 3 years of employment.

- If hired on a Temporary basis, may have an ADN working on a Bachelor's degree, but will not teach didactic ADN courses until a Bachelor's degree is completed. Achieve initial CTE certification within 1 year and Advanced Occupational Specialist Certificate within 3 years of employment
- Emotional and physical health to enable full participation in the theory, lab, and clinical of nursing instruction.

Office Hours:

Each full-time faculty member is expected to schedule a minimum of five office hours per week to meet the needs of the students. At the beginning of each semester, faculty will list these office hours in the syllabus for each course they teach.

Schedule on Outlook Calendar:

For ease of communication with administration and other faculty, all faculty will keep their Outlook Calendar up to date with times they will be actively in assigned functions, including: class, clinical, simulation, lab, faculty or other meetings, and open office hours. If they will be working from home for a day, they should state "out of office" and choose all day. Please only put general information into the Calendar Entry Title, such as "Simulation for NRS 243". You may then put specific information for your own reference into the description section of the entry. This will maximize privacy while still ensuring appropriate communication of school schedules. The calendar should then be shared with the co-administrators, the nursing administrative assistant, and any co-workers you feel may benefit from access to your calendar. When you share your calendar, we recommend choosing the "can view titles and locations" setting, not the "all details" setting. This is to help maximize your privacy.

Mail:

Each full-time faculty member has a mailbox located in the copy room of the nursing administrative suite. Most correspondence is through email. Faculty are required to monitor their email each day of the work week for important communications.

Email can be accessed on or off campus via CEI website and going to the faculty tab. Then accessing email from the menu.

Classroom and Office Supplies:

Many classroom and office supplies are kept in the supply closet within the department. College skills lab supplies are stored in the storage cabinets of the skills lab. All skills lab supplies are ordered through the skills lab coordinator. All simulation supplies will be ordered through the simulation coordinator. For additional office supplies needed, please contact the nursing administrative assistant.

Computer Assistance:

Requests for technical assistance should be sent via an e-mail message to the IT Help desk. (helpdesk.it@cei.edu). If the need is emergent, please call the IT call line at 208-535-5444.

Faculty Work Hours

All CEI Full time faculty have some built in flexibility as, per the CEI Faculty Handbook, the expectation is to be on campus 30 hours/week. This implies that the rest of the hours may be worked from home. If any faculty foresees that they will work from home any portion of those expected on-campus 30 hours

on a regular basis, they must request to fill out a telecommuting agreement that, if approved, will allow for this increased flexibility. This request should be submitted, by email, to the co-administrators. All Faculty, regardless of whether the telecommuting agreement is completed, are required to communicate their schedule with the nurse administrators via Outlook Calendar.

Faculty Absence:

Planned Absence (non-illness)

In the event of a planned absence which necessitates the re-arrangement of classes or other work responsibilities or requires those classes or responsibilities to be given through a medium other than those originally planned in the syllabus, arrangements must be approved in advance and in writing by one of the Nursing Co-Administrators and/or the Dean of Health Sciences.

Illness

If you are sick or otherwise cannot make any scheduled work/workload assignment, our overall goal is to let students meet their expected outcomes with as little disruption as possible and to ensure appropriate communication within the department. To facilitate this, you must:

1. Email/text the nurse administrator and let them know about the situation,
2. If it is a lecture, you may record the lecture and post it, or arrange an alternate method where all learning objectives may be met. Ensure all information in a timely manner with your students.
3. If it is a situation where someone else could cover for you (simulation, clinical, lab pass-off etc), if you are able, please try to find your own replacement from the full-time faculty.
4. If you are not able to find a replacement, let the appropriate Coordinator (sim, skills lab, clinical) and the nurse administrator know ASAP. They can then continue to try to find a replacement from either the full-time faculty, or they may reach out to part-time faculty. Note: only coordinators or administrators should arrange for a replacement from part-time faculty.
5. If no one is available, the Coordinator will notify the facility and students of cancelled clinical experience. Alternate clinical assignments such as research paper, case studies, Swift River assignments, or other approved assignments may be substituted. Clinical lead faculty will be responsible for arranging alternate assignments.
6. Submit sick leave on your pay card for every absence from a scheduled time with students/other faculty/meetings due to personal or family illness.

The expectation is that either through your actions or your proxy's, students are able to meet all weekly outcomes without delay.

Dress Code:

The purpose of a dress code is to allow employees to work comfortably while projecting a professional image to students, coworkers, and community stakeholders. The dress code for the Nursing Department is business casual. Denim jeans must not have extreme holes or frayed edges.

Faculty attire in the clinical setting should be professional and appropriate and include proper identification. Faculty may wear professional attire or scrubs with a recommended white scrub coat with CEI logo on it. CEI logo white scrub coats are ordered through administrative assistant upon hire.

Grooming standards in the clinical setting mirror the students' standards.

Requirement to Ensure Nursing Faculty file is complete:

- Housed in HR: academic transcripts
- Housed on the One drive: current unencumbered Idaho registered nurse license, updated CV/resume with continuing education, current faculty profile table, BLS certification and immunizations if not housed in MyClinicalExchange
- Housed in MyClinicalExchange (for all faculty who have load for clinical instructing or who have oversight of clinicals): immunization history, annual TB screening, current BLS certification, annual flu vaccine, COVID vaccine (Each instructor is responsible to ensure MCE is updated every semester)

Reimbursement for Clinical Expenses and Local Travel:

Faculty should keep accurate records of mileage to and from the assigned clinical areas outside of the Idaho Falls area. At the end of each month, faculty may complete a Travel Expense Report obtained from the CEI Hub. The procedure for claiming mileage will follow the CEI procedure.

Methods of Delivery of Courses

CEI faculty deliver courses in 3 ways: face-to-face, online, or hybrid. Per ACEN, any course where any portion of it is delivered via distance (online or hybrid) must follow the requirements of distance learning. All nursing instructors must meet ACEN requirements of distance education. The definition of distance education, and the requirements for regular and substantive interactions, per ACEN, is as follows:

A method of delivery of nursing courses in which instruction occurs when a student and instructor are not physically in the same place. Instruction may be synchronous or asynchronous. Distance education uses one or more distance technology (e.g., one-way, or two-way transmissions, audio, video, the Internet) to support **regular and substantive** interactions between the instructor and the students.

Substantive Interaction

Engaging students in teaching, learning, and assessment, consistent with the content under discussion and includes at least two of the following:

1. Providing direct instruction;
2. Assessing or providing feedback on a student's coursework;
3. Providing information or responding to questions about the content of a course or competency;
4. Facilitating a group discussion regarding the content of a course or competency; or
5. Providing other teaching/instructional activities considered common practice and/or best practice.

Regular Interaction

1. Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course.

2. Monitoring the student's academic engagement, success, and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed based on such monitoring or upon request by the student.

Class, Lab, and Clinical Schedules

Alignment with Catalog and Syllabus:

- **Consistency with Catalog and Syllabus:**
- Class, lab, and clinical schedules listed in the syllabus must align with those published in the catalog for the semester being taught.
- **Instructor Responsibility:**

Instructors are responsible for ensuring that all class, lab, and clinical sessions occur as planned and during the scheduled times provided in the catalog.

- For example, a **1-credit lab course** must meet **2 hours per week** over a **15-week semester**, with **week 16 reserved for testing** in the nursing program. This totals **30 hours** of required skills lab time.
- If the catalog specifies lab times as **Friday, 0800–1000**, the lead instructor must ensure that lab is held at these times.

Interchangeable Use of Hours for Associated Courses:

- If a lab course is associated with a didactic course, the instructor has flexibility to interchange hours between the two courses as needed. However, this flexibility is contingent upon meeting the total contact hours for each course by the end of the semester.
- **Example:**
 - If the catalog lists the didactic portion of a course on **Saturday** and the lab portion on **Friday**, the instructor may choose to hold either session on either day.
 - However, the total contact hours for the didactic portion and the lab portion must still be adhered to separately and tracked appropriately by semester's end.

Hybrid Courses:

- Instructors teaching hybrid courses must specify in their syllabus at the beginning of the semester which weeks or portions of the course will be conducted virtually and which will be held in person.
- This level of clarity at the outset ensures that students can adequately prepare and plan their schedules for the semester.
- **Changes to Modality During the Semester:**
 - Once the semester has started, changes to the delivery modality of a lesson (e.g., switching from face-to-face to virtual or vice versa) are permitted only under specific conditions:
 - **Extenuating Circumstances:** The change must be justified by an extenuating circumstance and/or approved by a Co-Administrator.
 - **Timely Notification:** Students must be informed of any changes as quickly as possible.
 - **Administrator Notification:** Co-Administrators must be notified at the same time that students are informed.

- **Support for Objectives:** The instructor must ensure that students have all the necessary resources and information to successfully meet the learning objectives of the altered lesson.

Skills Lab

Credit-to-Time Ratio:

- For every **1 lab credit**, students are required to spend **2 hours per week** in the skills lab, totaling **30 hours** over the 15-week semester.

Instructor Presence:

- The skills lab must be open and staffed by the lead instructor for the entire time that the lab is scheduled. This ensures students receive the guidance and oversight necessary to meet course objectives.

Minimum Requirement:

- Students must complete the scheduled lab hours as outlined in the catalog and syllabus to pass the course and earn the associated credits.

Open Lab Hours:

- Additional open lab hours are available for students to use as needed for extra practice and skill refinement.
- In the case of **extenuating circumstances**, missed scheduled lab hours may occasionally be made up during open lab hours. However, open lab hours should not be used to regularly replace required scheduled lab time.

Clinical Hours

Credit-to-Time Ratio:

- Clinical hours are credited at a ratio of **1 credit for every 3 hours per week** spent in a clinical setting.

Accreditation Standards:

- Clinical hours are a critical component of nursing education and are necessary to meet accreditation requirements. These hours provide students with the opportunity to apply theoretical knowledge in a real-world patient care setting.

Full Participation:

- During clinical hours, students are expected to fully participate in patient care activities or tasks associated with patient care.
- **Lunch Breaks:** Students are expected to take lunch breaks. Lunch does not count as part of the required clinical hours since it is not considered a patient care activity. When clinical hours are calculated by the faculty and clinical coordinator for the semester, lunch is excluded.

Simulation Lab

Clinical Hour Equivalent:

- Simulation hours are credited at a **1:1 ratio** for clinical hours in the nursing program.

Time Expectation:

- To meet credit and program requirements, students must spend the full amount of scheduled time in the simulation lab as outlined in the syllabus and catalog.

Faculty Teaching Responsibilities:

Faculty responsibilities include but are not limited to:

- Planning student learning activities to meet course objectives
- Clearly articulating expectations for teaching/learning
- Assessing student learning
- Mastering course material and presenting in stimulating and creative ways
- Selecting and evaluating textbooks and other academic resources
- Providing timely feedback on student assignments (within 2 weeks)
- Facilitating student remediation or tutoring
- Making appropriate referrals for students experiencing difficulty
- Revising and updating courses as needed
- Maintaining records of class attendance
- Sharing and collaborating with colleagues
- Developing a plan for ongoing professional development
- Participate in course evaluations and adjustments as appropriate
- Have at least 80% of students participate in course evaluations
- All full-time faculty are expected to maintain competency in all aspects of nursing education at CEI. This includes didactic instruction as well as skills lab, simulation lab, and clinical site instruction. All full-time faculty must attend required orientations/refreshers to obtain and maintain these competencies.

Faculty Assignments Other Than Teaching:

In addition to teaching and clinical supervision, the faculty is responsible for assisting the Nurse Administrator/Chair in the smooth functioning of the Nursing Department.

Faculty Scholarship Standard/Nursing Faculty Professional Development Plan:

All Full-time faculty must annually demonstrate their commitment to lifelong learning and continuing education in two areas:

1. **Demonstration of continuing education in their nursing specialty area** (med/surg, mental health, fundamentals, maternal child etc)

and
2. **Demonstration of continuing education in best practices in nursing education**

Demonstration of continuing education in their nursing specialty area can occur in a number of ways, including, but not limited to, attaining new specialty certifications or a minimum of 4 continuing education units (CEU's)/year in specialty related topics. As an alternative to CEUs, the department sees great value in working in industry in the specialty area, and if the instructor wishes to use this as proof of continuing education, is encouraged to prepare a document detailing new standards/protocols that have been learned in the prior year of working in industry. Learning that does not involve formal CEU attainment may be recognized as fulfilling this requirement at the discretion of the nurse administrator.

Demonstration of continuing education in best practices in nursing education may also occur in a number of ways. Each nursing instructor is encouraged to attain their CNE, and the attainment of this certificate, with the accompanying required CEUs to maintain it, will satisfy this requirement. Another way this requirement may be satisfied is by attaining a minimum of 4 CEU's per year in topics specific to best practices in nursing education, including, but not limited to, curriculum development and review, assessment development and review, incorporating evidence-based practice into the curriculum, ensuring student's access to high-quality clinical experiences (including simulation and virtual simulation), how to promote a culture of lifelong learning, and ACEN accreditation needs. Learning that does not involve formal CEU attainment may be recognized as fulfilling this requirement at the discretion of the nurse administrator.

If faculty wishes to request funds for professional development, they must submit the request, in writing and using the appropriate forms, to the co-administrators for consideration.

Performance Appraisal

Prior to the faculty performance appraisal each year, every instructor is expected to demonstrate how they met the scholarship requirements for the previous year and develop a plan on how they will meet these requirements the next year. All plans must be agreed upon/approved by the Nurse Administrator. All completed plans and proof of completion of the plans must be documented by the faculty member to their individual faculty file. Explanation/list of ways scholarship standard was met each year should also be documented on the faculty profile table included in the faculty file.

Class and Classroom Scheduling:

Each semester, courses are planned in conjunction with the faculty as much as possible. Semester course scheduling is done during the first month of the previous semester. Scheduling of classrooms for courses is done at the same time. If additional rooms or computer labs are needed, that scheduling is done through the program administrative assistant.

Faculty Evaluation:

Faculty members are evaluated annually. Part-time skills lab faculty is evaluated by the Skills Lab Coordinator, sim lab faculty/staff is evaluated by the Sim Lab Coordinator, part-time clinical faculty is evaluated by the Co-Administrator as assisted by the Clinical Coordinator, and Full-time faculty is evaluated by the Chair/Co-Administrator.

The evaluator rates the faculty on the following:

- Course Instruction and Performance
- Student/Faculty Interactions
- Professional Knowledge and Expertise
- Professionalism
- Campus Support and Service

These appraisals are based on information such as feedback from students (via sources such as course evaluations), other faculty and staff, classroom observations, documentation from the evaluated faculty, and other interactions/observations by the evaluator.

To support the appraisal, and as a tool for course improvement, faculty are responsible to see that each course they teach each semester is evaluated by students. The Department of Nursing has set the benchmark of 80% of students from each course and section completing the course evaluations. Also, as part of the appraisal, faculty must plan at least three SMART goals for each academic year, and progress will be formally reviewed during the evaluation. Faculty will also be required to bring evidence of compliance with Nursing Scholarship Standard as well as College of Eastern Idaho campus service to their annual evaluation.

Mandatory Attendance Each Semester

There are mandatory meetings each semester which nursing faculty must have written administrative approval to miss. These meetings include, but are not limited to:

- CEI Inservice (generally held Monday of Week 0 for Fall semester and Thursday of week 0 for Spring Semester)
- Department Faculty and Department Committee meetings (Thursdays 1145-1300). If you are unable to attend, please contact a Co-Administrator.
- Division meetings (variable dates, 2-4 times a semester)
- Pinning (generally held Friday of week 16 for Fall semester, Tuesday of week 17 for Spring semester)
- Assessment Tuesday (Generally held Tuesday of week 17)
- Commencement (Generally held Tuesday of week 17 Spring Semester)
- Skills Days (Generally held week 1 of each semester. May have additional dates at the end of spring semester)

Changes to Course/Curriculum:

Course updates must go through the curriculum committee, including educational material changes such as textbooks.

Record Retention Policy:

The nursing department adheres to all institution, state and federal laws, rules, and regulations that apply to student records (<http://www.cei.edu/registrar/recordsretention-schedule>). A file for each student actively pursuing the nursing major is kept in a secure location and access is restricted to ensure that the records are not accessed, modified, or released by any person not authorized to do so. Individual faculty maintain course specific assignments in a secure location. These files are kept until the student graduates and are then destroyed.

Meeting Minutes:

Each official nursing committee meeting is expected to record minutes. If someone besides the administrative assistant takes minutes, the minutes must be sent to the administrative assistant who will upload them to the appropriate folder on the O drive.

Security:

The college has a contract to have security on campus when students are on campus. For emergencies first call 911 and then notify campus security at 208-604-4597. If you see something concerning, please notify security. To access the campus after hours, please call security and let them know where you need to access so they can meet you there. You must have your campus identification to verify to security that you can be given access.

Confidentiality:

Family Education Rights and Privacy Act (FERPA)

The nursing department follows the guidelines established under the FERPA. This policy is about maintaining student privacy. To avoid violations of FERPA rules, the faculty should not:

- Use student social security numbers
- Provide information or materials to students that allows them to see the work of other students
- Circulate a printed class list with student name and social security number
- Discuss the progress of any student with anyone other than the student without the express consent of the student through a FERPA release, including parents and/or spouse.
- Provide student schedules except as required by a clinical facility
- Share student email addresses, phone numbers, or home addresses

Health Insurance Portability and Accountability Act (HIPAA)

The HIPAA Privacy Rule creates national standards to protect individuals' medical records and other personal health information. All verbal, electronic, and written information relating to patients/clients and contracted agencies is considered confidential and is not to be copied or discussed with anyone. Information may be disclosed only as defined in HIPAA guidelines. Any breach of confidentiality will result in disciplinary action, up to and including possible dismissal from the program.

Grade Requirements:

There are Three Different Requirements which the student must achieve in order to pass nursing courses:

1. First – an overall percentage of 77% or above is required in each of the nursing courses.
2. Second – students must earn a 77% average on the test component of each nursing course.
3. **Third – students must pass the clinical/skills component of each course, regardless of grade in the theory component. Some courses are Pass or Fail, others require a 77% or higher average. A failure of the clinical component will result in a failure in the course.

Grade expectations for letter grades assigned:

An "A" student demonstrates the following:

- Attends all clinical assignments
- Attendance at all classes
- Always prepared for class including reading assignments/adaptive quizzing
- Demonstrates interest by asking questions
- Finds out what they do not understand
- Possesses determination and self-discipline
- Demonstrates intelligence, insight, and creativity
- Utilizes critical thinking in processing nursing problems
- Consistently functions with little or no guidance, except in very complex situations
- Demonstrates outstanding performance of nursing care
- Is consistently self-directed in their approach to learning
- Achieves high test scores
- Always displays professionalism

A “B” student demonstrates the following:

- Rarely absent from class or clinical
- Prepared for class including having assignments done
- Willingness to participate and demonstrate interest
- Positive attitude and generally completes assignments on time.
- Generally functions satisfactorily with minimum guidance in the usual clinical situation
- Demonstrates above average performance of nursing care
- Usually displays professionalism

A “C” student demonstrates the following:

- Meets minimum requirements for the nursing program
- Functions safely with a moderate amount of guidance in the usual clinical situation.
- Demonstrates average performance of nursing care

Nursing Department Grading Scale:

<u>Grade</u>	<u>Points Percentage</u>
A	100-93%
A-	92-90%
B+	89-87%
B	86-83%
B-	82-80%
C+	79-77%
<u>C</u>	<u>76-73%</u>
C-	72-70%
D+	69-67%
D	63-66%
D-	62-60%
F	59-0%

A grade below 77% is not a passing grade in any nursing course. There is no rounding up of grades.

Midterm and Final Grades

- If a student meets all the requirements (passes all clinical experiences, achieves a minimum C+ in the testing portion, and a minimum C+ overall), the student will receive their grade based on their overall course performance.

If a student does not meet any one of the requirements (fails any clinical experience, or scores below a C+ in the testing portion or overall course score), the student will receive the lowest grade among the three elements.

Examples:

- If a student has a B+ overall grade but a C- in the testing portion, the student will receive a C- for the course.
- If a student passes the clinical experiences, has a B in the testing portion, and a B- overall, the student will receive a B- for the course

- If a student has a B+ in testing, a B+ overall, but fails their clinical, the student will receive an F in the course.

Student Standards and Procedures

See Nursing Student Handbook. All faculty are required to be aware of and hold students to those standards.

Testing Policy

Students are required to successfully complete assigned tests as outlined in the course syllabi. Tests will be given online and taken through ATI with the exceptions of closed testing centers, unexpected ATI or computer issues, or if instructors feel it is necessary for an alternative testing style. Nursing school is highly structured around tests and students' ability to apply knowledge to situations. The purpose of this is to help prepare students to enter the practicing field and to prepare them to pass the National Council Licensure Examination (NCLEX). The following are testing policies adhered to by all nursing faculty:

1. All Didactic content tests will be timed. Students will be given 1.5 minutes per question. If the majority or an entire test is a medication/calculation test, then students will have 2 minutes for every question. A test that includes essays will be given an additional 5 min per essay question. Time adaptations may be applied to students in the first half of the program based on faculty preference. NGN type questions may receive additional time as recommended by ATI.
2. All tests will be a minimum of 40 questions (unless essay type test) and a maximum of 180 questions long.
3. Students may not be allowed to backtrack on tests.
4. Tests will be open for at least 3 days outside of class.
5. No more than 25% of unit tests for each course may be open book, take home tests, or allow testing aids such as notes into the test. Final exams will not be open book, take home tests, or allow testing aids such as notes into the test.
6. Students are responsible for their learning and are required to take all tests. Makeup tests are not allowed unless the student receives situational approval from the instructor. If approval is allowed and the test was missed for a non-extenuating circumstance, students will receive a 25% grade deduction on that test.
7. Each test will have at least 20% of the questions that are higher level questions (NGN (Next Generation NCLEX) NCLEX style questions). Adaptations, with a minimum of 10% that are higher level questions (NGN NCLEX style questions) may be applied to students in the first half of the program based on faculty preference.
8. Every test will be analyzed by individual course instructors for validity and reliability. If a question is found to be unsound or unreliable, then all students who had missed that question will receive a point for that question. If the test is found to have multiple, equally correct answers, the instructor will accept all equally correct answers. If a question is found to be difficult but meets test standards, extra credit may be given. All changes to test questions will be completed within one week of the test closing date. Applied changes to test will not elevate students' scores greater than 10%.
9. Instructors reserve the right to decide if they want a class test review and how they administer it. Please detail the process you will use in your course syllabi for the students.
10. Any final test administered in the program that is not an ATI test must be vetted by 2 faculty members prior to the administration of the test, and if a post-test analysis results in a change of

scores, this analysis must also be vetted by 2 faculty members (usually the course instructor and another subject expert).

11. All reference ranges required for a test question must be included in the test question.
12. The students must use the ATI online calculator. The student must not take anything into an ATI exam except scratch paper. This is in compliance with ATI standards.
13. See Nursing Student Handbook for any additional late or missing test requirements.

Course Failure Notice to Students:

Once it is statistically impossible for a student to pass a course, the instructor should send the Notice of Course Failure letter located under “templates” in the O-drive. Send the completed letter as a PDF attachment of an email to the student. Also attach a current copy of the Nursing Student Handbook. Please cc Co-Administrators and Administrative Assistants HHS (Health Sciences) and Nursing.

Decision to Decelerate a Program for a Student

In exceptional circumstances, nursing faculty may identify a student who could benefit from a purposeful deceleration of the program. Deceleration allows the student to complete the program in a timeframe exceeding the standard 100% duration, offering flexibility to address personal or academic challenges. If a faculty member believes a student is a candidate for deceleration, they must present the case to the nursing faculty as a whole for discussion and approval. Alternatively, if the student initiates the request, they must meet with a co-administrator to begin the process. The co-administrator will then present the case to the nursing faculty as a whole for discussion and approval.

Purposeful deceleration is available only to students in good professional standing and may require supporting documentation, such as a physician’s note or counseling letter, to justify the need. Eligible students must have demonstrated professional behavior and adherence to program policies.

If deceleration is approved, a written plan must be developed collaboratively by the program and the student, outlining the adjusted timeline and expectations. Before finalizing the plan, the student must consult with financial aid to understand any potential impact on funding.

The student is still required to meet all program requirements for advancement, including limitations on course failures—students may only fail one class and retake it once, regardless of deceleration

Maxient

Faculty should document interactions/meetings with students in Maxient. All student warnings, success contracts, and other student concerns must be placed in Maxient. If Maxient has not been built out for these interactions, send all documentation to a Co-Administrator, who will forward it to the appropriate person who can input it into Maxient.

Administrative Warnings

Administrative warnings may be issued by an instructor or administrator without going through the code of conduct procedures. This is appropriate in limited circumstances and is the result of an indisputable action by a nursing student. These warnings will result in a Major Misconduct Meeting if a total of 3 warnings are issued (any combination of administrative warnings and warnings through Code Procedures). These actions include:

1. Missed orientation

2. Non-compliance with clinical compliance paperwork deadlines (not keeping MyClinicalExchange current by deadlines given in nursing student handbook)

A warning will be sent to a student in these cases by email, with the email cc'd to the Co-Administrators and the Nursing Administrative Assistant. The administrative assistant will keep a spreadsheet for tracking and will notify the Co-Administrators if any student accumulates 3 warnings.

Nursing Faculty Orientation Program:

All newly hired nursing faculty will be provided with a campus and nursing program orientation. This orientation includes meetings with administrators and representatives from all divisions, student services, and other resource areas. In addition to a complete orientation to the Nursing Program and new faculty responsibilities, an ongoing mentoring program for faculty continues for at least one year. Each new faculty will be assigned to a seasoned faculty member as their mentor.

The completed checklist (See Appendix B) must be turned into the Administrative Assistants office for placement in their personnel file.

Standards for courses with more than one section:

- With input from other section instructors of the course, the course lead determines the module objectives of the course and ensures they align with course objectives and EPSLOs. (Any module objective changes must be approved by the curriculum committee.)
- Course lead ensures all sections of the same course have same course objectives and module objectives.
- All module objectives must be met in the course.
- Organization of the course modules, including the order they are taught, is at the discretion of the individual course section instructor.
- How course module objectives are assessed is at the discretion of the individual course section instructors.
- Communication between section instructors should ensure that all sections understand how the others are organized. This should include the sharing of course syllabi between section instructors. The course lead instructor should facilitate these communications.
- Section instructors should meet twice a semester, at a minimum, to coordinate sections. The first meeting should be prior to the semester starting to ensure all module objectives are the same between the sections (may be taught in any order) and for other coordination deemed useful by the section instructors. This will help to reduce/eliminate curriculum drift between sections. The last meeting is at the conclusion of the semester to review the course evaluations completed by the individual section instructors and plan for the following semester.

Appendix A: CEI Nursing Faculty Workload Policy

A full load for ARN/NRS/NUR courses is defined as 11–12 load hours per semester, which is considered equivalent to the 15–16 credit hours per semester expected of other CEI faculty. Each load hour represents approximately three hours of work per week. Load assignments are determined by the Nurse Chair and are based on the needs of the department, division, and college. In addition to their assigned load, faculty are expected to fulfill various responsibilities essential to the program and institution. These may include participating in faculty and student orientations, assisting with pinning ceremonies and graduations, attending faculty and committee meetings, contributing to accreditation-related tasks, assisting with skills week pass-offs/bootcamps, and addressing other program or institutional needs as they arise. Overload is defined as greater than 24 load hours assigned over an academic year (Spring/Fall semesters).

Role/Task	Load Hours
Didactic	
Per Credit Taught	1 load hour per credit
Classes with +25 students	Additional 0.5 load hours
Classes with +35 students	Additional 0.75 load hours
Classes with 45+ students	Additional 1 load hour
Clinical	
Clinical Instruction	0.5 load hours/student clinical hour/week
Clinical Oversight	0.25 Load hours <ul style="list-style-type: none"> • Train, orient, and oversee clinical instructors assigned to course • Work with clinical coordinator and simulation coordinator to complete clinical schedule for group • Work with clinical coordinator and lab coordinator to arrange orientation/skills day for course with lab coordinator • Update paperwork with the team • Work with clinical coordinator to update clinical paperwork • Communicate with clinical coordinator to ensure compliance with hospital clinical site, faculty, and clinical instructors • Visit clinical sites once per semester to complete evaluation of clinical instructor. • Maintain clinical competencies and compliance so may act as clinical instructor in extenuating circumstances. <ul style="list-style-type: none"> ○ If this occurs, request stipend at PT faculty rate.
Lab and Simulation	
Lead (course lead)	0.75 load hours/student lab/sim hour
Assist (not course lead)	0.5 load hours/student lab/sim hour
Preceptorship	
Lead	2 load hours per cohort
Assist	1.5 load hours per 12 students over 3 rotations (36 rotations)
Faculty Mentor	

First semester	1 load hour
Second semester	0.5 load hour
New Course, New Book, Tutoring	
New Course (First Semester)	0.5 load hours per credit
New Book/Edition (First Semester)	0.25 load hours per credit
Tutoring	Variable, 1 load hour = 48 hours over the semester. Restrictions: Faculty should not tutor students in their individual courses. If this is done, please discuss with a co-administrator
Special Assignments	
Student Nurses Association Mentor	1 load hour
Pre-student advising/outreach	2 load hours
Evening Course Lead	0.25 load hours per evening course
ACLS Lead	1 load hour (requires ACLS instructor certification)
ACLS Assist	0.75 load hour (requires ACLS instructor certification)
BLS Trainer/Tracker for Faculty	0.5 load hour
Coordinator Roles (requires summer agreement)	
Simulation Coordinator	4 load hours
Skills Lab Coordinator	4 load hours
Clinical Coordinator	4 load hours
Committee Chairs	
Accreditation Committee	1 load hour
Curriculum Committee	1 load hour
Administrative Roles	
CTE Lead	0.5 load hours
Co-Administrator (requires summer agreement)	6 load hours
Nurse Chair	3 load hours
Courses Outside ARN/NRS/NUR	Load is calculated/assigned based on CTE or General Education standards.

***Changes to the workload policy must be approved by the Dean of Health Sciences.
Approved by VPASA Angela Sackett 11/2024***

Appendix B: Nursing Faculty Orientation Checklists

Full Time Faculty

Nursing Instructor Full Time Orientation Checklist

Name:

<i>Topics</i>	<i>Subtopics</i>	<i>New Employee Signature</i>	<i>Mentor/ Manager Signature</i>	<i>Date</i>
<i>Welcome and Introduction</i>				
Meet with the Program Director and key administrative staff				
Overview of the nursing program’s mission, vision, and values				
Introduction to faculty and staff members	<input type="checkbox"/> Mentor Assignment			
Tour of the facilities, including classrooms, labs, and simulation centers	HR does college tour			
<i>Administrative and Institutional Information</i>				
Overview of institutional policies and procedures	<input type="checkbox"/> Website HR			
Review of faculty handbook and academic policies	<input type="checkbox"/> CEI Faculty Handbook <input type="checkbox"/> Nursing Faculty Handbook			
Explanation of grading and evaluation procedures	<input type="checkbox"/> 77% minimum scores (overall and testing) <input type="checkbox"/> Final grade percentages			
Information on academic advising and student support services	<input type="checkbox"/> Faculty advisor roles <input type="checkbox"/> Advising office advisor roles			

<p>Overview of faculty responsibilities and workload expectations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Time on campus <input type="checkbox"/> Hybrid agreement <input type="checkbox"/> Nursing Workload Formula <input type="checkbox"/> Graduation attendance <input type="checkbox"/> Pinning attendance <input type="checkbox"/> Skills days participation <input type="checkbox"/> Posting schedule on Outlook <input type="checkbox"/> Committee Assignments (curriculum, accreditation) <input type="checkbox"/> Accreditation responsibilities college <input type="checkbox"/> Accreditation responsibilities Nursing <input type="checkbox"/> Office Hours 			
<p><i>Curriculum and Course Information</i></p>				
<p>Review of the ADN and LPN program curriculum and course syllabi</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create/update course syllabi in Canvas <input type="checkbox"/> Inclusion of course schedule in syllabi 			
<p>Overview of assigned course objectives, learning outcomes, and competencies</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assigned course: _____ 			
<p>Understanding of clinical and lab course requirements</p>				
<p>Introduction to course materials and textbooks</p>	<ul style="list-style-type: none"> <input type="checkbox"/> ATI <input type="checkbox"/> Any others 			
<p>Overview of any online learning platforms or tools used</p>				

<i>Teaching and Assessment</i>				
Review of instructional strategies and best practices	<input type="checkbox"/> Checklist in handbook			
Training on the use of simulation equipment and teaching aids				
Guidelines for developing and grading assessments (tests, assignments, clinical evaluations)	<input type="checkbox"/> Nursing Faculty and Nursing Student Handbooks. <input type="checkbox"/> One-week max turnaround time			
Strategies for managing classroom and clinical settings	<input type="checkbox"/> Active learning <input type="checkbox"/> Clear expectations			
<i>Clinical and Laboratory Components</i>				
Overview of clinical site affiliations and agreements				
Understanding of clinical rotation schedules and requirements				
Orientation to lab and simulation procedures				
Safety protocols and infection control measures				
<i>Student Engagement and Support</i>				
Strategies for fostering student engagement and motivation	<input type="checkbox"/> Student Success contracts			

Understanding of academic support services and resources	<input type="checkbox"/> Faculty Advising <input type="checkbox"/> Center for New Directions <input type="checkbox"/> Disability Center <input type="checkbox"/> Counseling Center <input type="checkbox"/> Tutoring Center			
Procedures for handling student grievances and conflicts	<input type="checkbox"/> Maxient <input type="checkbox"/> Code of Conduct <input type="checkbox"/> Report a Concern			
Information on student counseling and wellness services	<input type="checkbox"/> Center for New Directions <input type="checkbox"/> Disability Center <input type="checkbox"/> Counseling Center			
<i>Technology and Resources</i>				
Training on educational technology and learning management systems (LMS)	<input type="checkbox"/> Canvas Access <input type="checkbox"/> Canvas Syllabus <input type="checkbox"/> Canvas Course creation <input type="checkbox"/> Canvas Gradebook <input type="checkbox"/> Canvas testing <input type="checkbox"/> Testing Center posting a test			
Overview of library and research resources available to faculty and students	<input type="checkbox"/> Up to Date <input type="checkbox"/> Library			
Introduction to any specialized software or tools used in the program	<input checked="" type="checkbox"/> ATI access HR <input type="checkbox"/> ATI educational resources <input type="checkbox"/> ATI testing <input type="checkbox"/> ATI Champion course			
<i>Professional Development and Expectations</i>				
Overview of professional development opportunities and requirements	<input type="checkbox"/> Faculty Scholarship standard <input type="checkbox"/> CTE certification <input type="checkbox"/> CPR <input type="checkbox"/> Current RN license <input type="checkbox"/> Complete ACEN faculty profile table			

Information on faculty meetings, committees, and governance structures	<input type="checkbox"/> Dept Faculty meetings Thursdays <input type="checkbox"/> Accreditation and Curriculum committees <input type="checkbox"/> division and college committees			
Understanding of performance evaluation and feedback processes	<input type="checkbox"/> Annual reviews <input type="checkbox"/> Classroom observations			
Expectations for participation in research, scholarly activities, and service	<input type="checkbox"/> 10 hours annually service (committees count)			
<i>Compliance and Safety</i>				
Review of health and safety protocols, including emergency procedures				
Overview of mandatory training	<input checked="" type="checkbox"/> Safe Colleges HR <input type="checkbox"/> Clinical site-specific training <input type="checkbox"/> Department and Division trainings			
Understanding of legal and ethical responsibilities in nursing education				
<i>Administrative Tasks</i>				
Completion of required HR paperwork and benefits enrollment	<input type="checkbox"/> Contract signed <input checked="" type="checkbox"/> New employee benefits paperwork completed HR <input checked="" type="checkbox"/> Name badge issued HR			
Access to faculty email, office, and necessary technology	<input type="checkbox"/> Physical Keys issued <input type="checkbox"/> Computer access <input checked="" type="checkbox"/> Email access HR <input type="checkbox"/> Outlook Calendar <input type="checkbox"/> Phones <input type="checkbox"/> Jabber <input type="checkbox"/> Shared and Personal Drives			

	<input type="checkbox"/> Timesheet/Self Service orientation HR <input type="checkbox"/> Mailbox access <input type="checkbox"/> IT helpdesk <input type="checkbox"/> Helpdesk tickets <input type="checkbox"/> Canvas access HR <input type="checkbox"/> Canvas modules <input type="checkbox"/> Review of copy machine, copy codes, and scan to email function <input type="checkbox"/> Out of office set up for email and phone <input type="checkbox"/> PowerPoint, Excel <input type="checkbox"/> Registering Test at testing center <input type="checkbox"/> Post test to canvas/ATI <input type="checkbox"/> Canvas course set up. <input type="checkbox"/> Syllabus set up on Canvas			
Orientation to office hours and administrative support resources	<input type="checkbox"/> 5 Office hours/week (must be in syllabus) <input type="checkbox"/> Administrative Assistants			
<i>Q&A and Wrap-Up</i>				
Opportunity to ask questions and clarify any concerns				
Review of key contacts for ongoing support				
Setting up follow-up meetings with mentors or program coordinators				
Checklist Completed (submit to Administrative Assistant)				
Signature _____				
Date Completed: _____				

Clinical Instructor Orientation Checklist

Name:

Start Date:

	New Employee Signature	Mentor Signature	Date
Overall Information			
Contract signed			
Issued Name Badge			
Oriented to Time sheet			
Mailbox			
Staff recourses & relevant phone numbers			
Parking for campus or facility where they are assigned			
Tour of CEI campus and/or facility where they are assigned			
Safe College Training			
Access to Technology			
Computer Access			
CEI.edu email setup			
Orientation to Outlook Calendar			
LMS access			
Course setup on LMS			
Orientation to Self Service			
Overview of the program			
Overview of the course they are clinical instructor for			
Nursing Student Handbook			
Nursing Faculty Handbook			
Teaching Responsibilities			
Supervision of Students			
Role Modeling			
Planning Post Conferences			
Evaluation of/Feedback to Students			

Checklist Completed (submit to Administrative Assistant)

Signature _____

Date Completed: _____

Appendix C: Checklist to Prepare for Upcoming Semesters and Weekly Lecture

Task	Due Date	Completed
At The start of the Semester		
Carefully review Syllabus and make sure class dates, course information, and due dates are all correct	Monday before school starts	
Set up your LMS (Learning Management System) course. Create your weekly folders with expected assignments for the 16-week semester. (Make sure the information is correct)		
Weekly		
Prepare your weekly lecture. Be sure to review the content and update what needs to be updated. Study the topics that you do not understand to ensure your ability to answer questions. If you do not know the answer, tell students "That is a great question, I will get back to you with the information" and email them following class or have the class race to google and find the answer.	Weekly before class	
Review your daily outcomes for the course and ensure you are meeting them as you prepare your lecture.	Weekly before class	
Prepare props needed for the lecture	Weekly before class	
Review your test and make sure it is correct and does not need to be updated.	Weekly before class	
Upload and Post your test in appropriate places	Before it is scheduled to open	
Review the test and lecture again and ensure you are covering the content to meet the daily outcomes and testing content.	Weekly before class	
Update your lesson plan as needed	Weekly before class	
If you are planning to give a study guide or notes, post them by time stated in your syllabus	Following class	

Once the test closes and is completed by all students, review the test looking at the statistics overall and of each question ensuring you covered the information. If there are any questions that need to be thrown out, more than one answer is clearly correct, or needs to be given as extra credit, update the test and post overall statistics for students (pre-changes and post changes). Usually no more than 2-3 questions per test, sometimes up to 5.	Before the following Class	
Respond to student emails within 24 hours	Daily	
Grade ATI and other assignments promptly	Make sure you grade book is up to date at least weekly	
If you are giving students participation points add them after each lecture	Weekly	
Follow up with students on missing/late assignments. All ATI assignments must still be turned in to be eligible to take the ATI final at the end of the semester	Weekly	
Contact Clinical Instructors weekly if there is a clinical component to your class to see if there are any concerns with students in the clinical setting.	Weekly	
Plan to proctor the ATI Assessment at the end of the semester (if applicable). Ensure your proctoring certificate is up to date.	Last couple weeks of the semester.	
Complete Course Analysis and submit by email to CTE Administrative Assistant and Nursing Administrative Assistant.	Last day before break.	

Appendix D: Full Time Nursing Faculty Job Description

Job Summary

Provide instruction to post-secondary potential and current nursing students in any assigned healthcare related content area including didactic, clinical, lab, and simulation instruction according to departmental needs.

Full-time nursing instructors report to the Chair of the Nursing Department.

Typical Job Functions

- Provide instruction to post-secondary potential and current nursing students in any assigned healthcare related content area including didactic, clinical, lab, and simulation instruction according to departmental needs.
- Develop related instructional materials (such as syllabus, lectures, course materials, evaluation tools, classroom activities, etc) based on best practices in nursing education.
- Work collaboratively with other faculty to maintain quality of program and meet accreditation requirements.
- Evaluate student performance using varied evaluation methods and maintain accurate and confidential student records.
- Must be willing and able to instruct evening and weekend courses as may be assigned according to departmental needs.
- May be required to instruct using face-to-face, online, and hybrid modalities as needed by the department
- Remediate students as needed.
- Participate in faculty training.
- Having an emotional and physical health to enable full participation in the theory, lab, and clinical of nursing instruction.
- Maintain professional and collegial relationships within the college and health care communities.
- Maintain consistent office hours.
- Attend and actively participate in any in-services, CEI Commencement, nursing pinnings, program and student assessment days, weekly faculty meetings, and faculty committee meetings.
- Ensure Nursing Faculty file is complete.
- Participate in statewide, college-level, and program-level planning and curriculum development as assigned.
- Participate in college and program recruiting events.
- Serve on college level committees or boards as assigned.
- Serve as a student advisor.
- Adhere to all college, division, and departmental policies and procedures, standard operating procedures, standards, and rules.
- Achieve CTE Advanced Occupational Specialist certificate within 3 years of hire and maintain certification.
- Perform miscellaneous job duties as assigned.
- Refer to Nursing Faculty Handbook for further clarification/responsibilities.

Minimum Qualifications

Updated 12/2024

- Emotional and physical health to enable full participation in the theory, lab, and clinical of nursing instruction
- Current unencumbered RN license
- Evidence of nursing practice experience
- Bachelor's Degree in Nursing from an accredited institution
- Must be enrolled in a master's program or complete a master's program in nursing within 3 years of hire
- Incumbent must reside in Idaho

Additional Desired Qualifications

- Bilingual (English and Spanish)
 - Master's Degree in Nursing
 - Experience as a nurse educator
 - This job requires emotional and physical health to enable full participation in the theory, lab, and clinical of nursing instruction.
-
- Onsite work is essential and regular predictable attendance is required.

Background Investigations:

Employment at College of Eastern Idaho will be contingent upon the successful completion of a criminal background investigation and may require a credit and/or motor vehicle background investigation depending on the position. Please refer to Policy 225: Background Checks.

- Employees work indoors and are protected from weather and/or contaminants, but not, necessarily, occasional temperature changes. The employee is regularly required to sit and often uses repetitive hand motions.

Appendix E: Nursing Faculty specific Responsibilities (in addition to those of Full-time Nursing Faculty Job Description)

Principle duties and responsibilities may include, but are not limited to:

Didactic (if assigned)

- Assist with planning course schedule.
- Assist course lead with preparation of course syllabi and related materials.
- Implement the course objectives as developed by the program's curriculum committee.
- Maintain up-to-date and in-depth knowledge of course content.
- Apply knowledge and skills obtained from workshops, seminars, conferences, literature review, and other instructional-related activities to the classroom experience.
- Use feedback from student evaluations to identify and implement professional development needs and to improve teaching effectiveness.
- Communicate with students regularly and timely as necessary.
- Assign and report a grade for each student assignment within two weeks.
- Have final grades and outcomes posted as per policy and dates.

Clinical (if assigned)

- Teach students in the clinical setting.
- Select assignments for one or more groups of students and guide them in correlating and integrating client care learning experiences with classroom instruction.
- Evaluate opportunities for clinical experiences in each clinical facility.
- Communicate promptly with clinical coordinator to report student absences, student behavior/progress, and unusual occurrences.
- Assess student performance in the clinical setting according to nursing program evaluation methods.
- Uphold current standards of nursing practice as established and required by clinical facilities, state regulatory agencies, and accrediting bodies.
- Assure students are following medical and legal requirements while participating in clinical experience.

Appendix F: Nursing Course Lead specific responsibilities

Purpose of Position

To provide primary responsibility for coordination and educational leadership of an assigned nursing course.

Principle duties and responsibilities may include, but are not limited to:

- Update and maintain course objectives as decided upon by curriculum committee.
- Inform nursing faculty in charge of book orders of correct textbook to be used.
- Keep course description current in catalog and other pertinent informational areas.
- Coordinate simulation activities with Simulation Coordinator for all courses.
- Schedule standardized testing and remediation according to program policy.
- Orientation of new faculty to the course.
- Participate in course outcome evaluation every semester.
- Maintain communication with faculty teaching additional clinical and or didactic sections to ensure course consistency.
- Ensure course documents are maintained according to CEI policies and ACEN expectations.
- Connect with team members for routine progress of the semester.
- Communicate faculty responsibilities related to student achievement of course objectives.
- Communicate with nursing program director and document any pertinent student information/behavior.
- Disseminate information to course faculty and students as necessary.
- Complete reports related to course content and activities as requested by program director and/or nursing committees.
- Perform other duties as assigned.

Appendix G: Nursing Skills Lab Coordinator

Purpose of Position:

To coordinate utilization of the nursing skills laboratory, maintain nursing skills laboratory facilities and equipment, and assist faculty with skills laboratory learning experiences.

Principle duties and responsibilities may include, but are not limited to:

- Schedule use of clinical space for laboratory activities.
- Identify objectives for laboratory activities, evaluate usage of the laboratory, determine methods for maximizing use, and establish nursing skills laboratory standards and procedures.
- Prepare a semester calendar that provides for maximum utilization of laboratory facilities in collaboration with faculty and part-time instructors.
- Prepare an annual report for the Nurse Chair/Co-Administrators and other college needs on lab usage data (hours and students served), inventory, condition of supplies, equipment, etc.
- Assume responsibility for all aspects of equipment management in the nursing skills laboratory.
- Perform the necessary routine maintenance and repair on training equipment to ensure longevity and proper functioning of all equipment.
- Maintain a master listing of all equipment.
- Obtain faculty input to determine supply needs for each nursing course
- Assure purchase of needed laboratory supplies and equipment.
- Collaborate with the Nurse Chair/Co- Administrators and Health Professions Administrative Assistant when ordering supplies to ensure cost effective purchases and staying within budget.
- Assist faculty in orientation to supply location and help set up for skills lab learning experiences.
- Maintain the laboratory in readiness for independent skills practice, skills demonstration, and skills testing.
- Serve as resource person to faculty in skill practice and equipment usage.
- Distribute specific skill supplies to students for practice.
- Aid faculty with skills checkoffs.
- Schedule skill practice and assist students in the laboratory during practice.
- Provide in-services to faculty for new equipment or other learning resources.
- Provide and participate in remediation of students on various nursing skills as needed.
- Maintain the cleanliness of lab and supply rooms; organize supplies, keep counters clean and bare, maintain cleanliness of equipment and mannequins.
- Dispose of non-usable items through proper processes.
- Oversee lab employees.
- Performs/assists with yearly evaluations and weekly timecards for part-time instructors working in the clinical skills lab.
- Assists in hiring part-time instructors for the clinical skills lab.
- Other duties as assigned.

Appendix H: Nursing Simulation Coordinator

Nursing Simulation Coordinator

Purpose of Position:

This position is responsible for coordinating the activities and functions of the nursing simulation lab to ensure that the specified goals and objectives for each clinical section are achieved in accordance with established guidelines.

Primary Duties and Responsibilities:

1. **Simulation Development and Integration:**
 - a. Collaborates with and supports faculty in designing, implementing, and integrating simulation activities for nursing students.
2. **Leadership in Equipment and Supplies:**
 - a. Provides leadership in purchasing simulation equipment and supplies, ensuring all necessary materials are available.
3. **Budget and Financial Management:**
 - a. Works with the Nursing Administrator and Health Professions Administrative Assistant to manage the simulation lab budget.
 - b. Maintains unit documents and financial records related to the lab.
4. **Technology and Equipment Management:**
 - a. Coordinates with IT to acquire, install, and maintain clinical simulation software and equipment.
 - b. Keeps the simulation lab equipment updated and functioning, troubleshooting any technical issues.
5. **Teaching and Support:**
 - a. Serves as an instructor, guiding students in nursing skills, simulations, and debriefing sessions.
 - b. Trains faculty, staff, and students in technical aspects of simulation.
 - c. Oversees the Simulation Technician and ensures their duties in the simulation lab are fulfilled.
6. **Professional Development and Best Practices:**
 - a. Provides ongoing professional development for faculty on best practices, new equipment, and updated simulation software.
7. **Lab Operations and Maintenance:**
 - a. Ensures the cleanliness and organization of the simulation lab, including cleaning mannequins and maintaining workspaces.
 - b. Maintains and updates simulation lab records, including student participation, faculty involvement, and video recordings of simulation events as per policy.
 - c. Regularly updates lab policies and procedures to meet current needs.
8. **External and Internal Communication:**
 - a. Acts as the primary contact for external organizations, departments, and visitors regarding nursing simulation.

- b. Leads tours and provides information about the lab to interested parties.
- 9. **Coordination and Scheduling:**
 - a. Coordinates simulation activities for each nursing course, ensuring smooth integration into the curriculum.
 - b. Assists in scheduling and organizing simulation sessions in collaboration with faculty.
- 10. **Evaluation and Improvement:**
 - a. Develops and conducts evaluations of the simulation program's effectiveness in enhancing learning outcomes.
 - b. Provides feedback for long-range planning for simulation use in nursing education.
- 11. **Hiring and Supervision:**
 - a. Assists in hiring adjunct employees for the simulation lab and evaluating full-time and part-time staff.
 - b. Reviews and approves timecards for simulation lab staff.
- 12. **Special Projects and Additional Duties:**
 - a. Participates in special projects related to simulation and other assigned duties as needed.

The role emphasizes leadership in simulation-based learning, technical management, faculty development, and collaboration with administration to ensure the lab's effective operation.

Appendix I: Nursing Clinical Coordinator

Purpose of Position:

This position is responsible for coordinating the schedules, activities, and functions of nursing students (excluding those in their preceptorship) during their clinical rotations. The goal is to ensure that the objectives and goals for each clinical section are successfully met, in alignment with established program guidelines and standards.

1. Clinical Scheduling:

- a. Works with clinical partners to arrange clinical experiences for non-preceptorship students.
- b. Collaborates with the Simulation Coordinator to prepare and distribute clinical schedules to students on time.
- c. Coordinates with faculty to ensure that clinical orientation, hours, and objectives are properly met.

2. Communication and Relationship Management:

- a. Assists co-administrators in communicating with clinical educators to maintain standards and foster positive relationships during clinical rotations.
- b. Ensures clinical coverage across all necessary locations and settings.

3. Affiliation and Site Management:

- a. Ensures that agreements with clinical facilities are current.
- b. Assists in evaluating the suitability of clinical sites alongside co-administrators.
- c. Maintains up-to-date insurance as required by these agreements.

4. Support to Faculty and Students:

- a. Coordinates with students and faculty on clinical makeup schedules in line with policy and procedure (P&P).
- b. Serves as a resource to faculty and adjuncts on clinical-related questions, with assistance from co-administrators.
- c. Communicates important clinical updates to both students and faculty.
- d. Works with faculty and adjuncts to keep clinical paperwork updated.

5. Orientation and Hiring:

- a. Assists co-administrators with the orientation of new clinical instructors to clinical sites.
- b. Schedules clinical orientation sessions with clinical partners, faculty, and adjuncts.
- c. Helps co-administrators in the hiring and yearly evaluation of part-time clinical instructors.

6. Administrative Support:

- a. Works with the Healthcare Administrative Assistant to ensure faculty and student requirements remain current.

- b. Maintains and updates schedules on "My Clinical Exchange" and acts as the point of contact for this system.
- 7. **Other Duties:**
 - a. Performs other related duties as assigned, such as assisting in additional administrative tasks or supporting co-administrators in further clinical management functions.

Appendix J: Job Description Nurse Co-Administrator

Job Summary

The Co-Administrator is responsible for planning, organizing, teaching, and leading all aspects of the nursing department to include internal and external customer service, student concerns, staffing, and financial management operations.

Typical Job Functions

- Teaches courses in the Nursing Department
- Demonstrates excellence in face to face and/or online teaching
- Works closely with the Co-Administrator in all aspects of leading the department
- Oversees nursing curriculum
- Manages and monitors multiple programmatic budgets
- Supervises assigned faculty and staff
- Works with various faculty coordinators to research, evaluate and decide on purchases of equipment for the division
- Leads faculty and staff within the Nursing program to provide cohesive teamwork and collective decision making
- Works with the Dean of Health Sciences (HHS) and other leadership within the division to determine personnel needs and participates in departmental hiring processes
- Reviews and approves leave requests, travel requests, and time-entry
- Completes performance reviews for assigned direct reports
- Participates in Academic Standards Committee (ASC) meetings and ensures proper state paperwork for changes to programs
- Maintains specialized Accreditation Commission for Education in Nursing (ACEN) accreditation and any others that are obtained
- Assists with accreditation process for College through Northwest Commission on Colleges and Universities (NWCCU)
- Supports activities and functions of the College
- Provides leadership within the College, state, and community in promoting mission and goals of the College
- Collaborates with others campus-wide
- Responsible for developing and implementing program policies and procedures
- Maintains close communication and coordination with administration, advisory committees, students, and external stakeholders
- Meets with nursing students as issues arise and assists with intervention as needed
- Participates on committees or boards both internal and external to the college
- Organizes regular nursing advisory meetings and Technical Advisory Committee (TAC) meetings and maintains proper state documentation
- Maintains excellent relationships with clinical partners who aid the program
- Ensures important documentation is filed appropriately and available easily

- Serves on the Council of Nurse Educator Leaders, the Idaho Nurse Leaders, and other state leadership committees, as well as acting as the liaison to the Idaho Board of Nursing
- Works with the Dean of Health Sciences to communicate needs of the nursing department to administration
- Acts as a conduit for information from administration to the faculty and back
- Performs miscellaneous job-related duties as assigned

Appendix K: Job Description Nurse Chair/Co-Administrator

In addition to/aligned with the responsibilities of the Co-Administrator, functions as the nursing Chair. This summary is below.

Summary of Position

The Nursing Department Chair is a professional educator whose primary responsibility is to provide leadership in maintaining and promoting a high-quality nursing educational program that is responsive to transfer education, employer needs, and the qualities of an educated citizenry in the Nursing Department. Constant efforts to improve instruction, student relations, relationships with clinical partners, and student retention are expected. This position is responsible for the budgetary needs and health of the entire department. This position also carries an expectation of an 11-month Faculty Employment Agreement.

Chair Duties and Responsibilities

1. Oversees all faculty and staff within the Nursing Department and the distribution of appropriate immediate supervision to other leaders within the department.
2. Performs yearly evaluations of nursing leadership and other faculty and staff within the department who are assigned to the department chair. Oversees and trains other supervisors within the department to ensure all assigned faculty and staff have timely and fair evaluations performed by their supervisor.
3. Works with department supervisors performing evaluations to develop corrective action plans for faculty who aren't meeting expectations or those who require progressive discipline. The nursing department chair will make final decisions with the help of the Human Resources Department as to disciplinary actions taken against any nursing faculty or staff.
4. Serves as the lead administrator for faculty within the department and works to bring faculty concerns forward to the Dean.
5. Evaluates adjunct faculty performance every semester during the first year of hire, then once a year for continued assignments.
6. In consultation with the Dean, the Nursing Department Chair recommends fall, spring, and summer schedules based on current and future students' availability to take courses and program/department needs.
7. The Nursing Department Chair will decide faculty load and course assignments. They may use input from other departmental leadership in creating the faculty load assignments.
8. Serves on CEI's Academic Standards Committee and other institutional and state-wide department chair committees. The Nursing Department Chair will be the representative for CEI's nursing department in any internal or external capacity unless this is delegated to the Nursing Co-Administrator by the department chair.
9. With guidance from CEI leadership, the Nursing Department Chair guides and ensures appropriate assessment and review is performed for the department, programs, and courses within their area of oversight.

10. Ascertains and communicates the nursing departments' changing curriculum needs through work with various internal and external stakeholders. Stakeholders may include CEI committees, other departments on campus, partner universities, industry leaders, secondary education partners, Department of Labor data, and statewide consortiums.
11. Prepares preliminary departmental budgets, recommends needs identified by the department in conjunction with faculty members, and conveys it to the Dean annually. These findings are based on data gathered through the program review process, enrollment numbers, and course needs.
12. Responsible for all nursing department budgeting activities including monitoring expenses and final budgetary decision-making.
13. Provides a regular flow of information from the administration to faculty and from the faculty to administration by means of regularly held department meetings.
14. Responsible for hiring, orienting, assigning faculty mentors, and training new faculty members within the department.
15. Leads all faculty and nursing leadership to maintain or acquire appropriate data related to assessment and accreditation. At least once per year, an "all faculty" session will be held by the department, on a day and time conducive to full-time and adjunct faculty attendance. These meetings may include curriculum, assessment, and accreditation efforts incumbent on the needs of every department of the college.
16. Directs and ensures that faculty keep current course syllabi that are reflective of current outcomes and assessment throughout the nursing department. The nursing department chair also is responsible for ensuring syllabi for each semester is archived appropriately.
17. Oversees assessment processes within the nursing department. Ensures that course outcomes and program reviews are archived appropriately.
18. Performs other duties and projects as requested by the Dean.

Appendix L: Nursing Faculty Full Time Temporary Job Description

Job Summary

Provide instruction to post-secondary potential and current nursing students in any assigned healthcare related content area including didactic, clinical, lab, and simulation instruction according to departmental needs.

Full-time nursing instructors report to the Chair of the Nursing Department.

Typical Job Functions

- Provide instruction to post-secondary potential and current nursing students in any assigned healthcare related content area including didactic, clinical, lab, and simulation instruction according to departmental needs.
- Develop related instructional materials (such as syllabus, lectures, course materials, evaluation tools, classroom activities, etc) based on best practices in nursing education.
- Work collaboratively with other faculty to maintain quality of program and meet accreditation requirements.
- Evaluate student performance using varied evaluation methods and maintain accurate and confidential student records.
- Must be willing and able to instruct evening and weekend courses as may be assigned according to departmental needs.
- May be required to instruct using face-to-face, online, and hybrid modalities as needed by the department
- Remediate students as needed.
- Participate in faculty training.
- Having an emotional and physical health to enable full participation in the theory, lab, and clinical of nursing instruction.
- Maintain professional and collegial relationships within the college and health care communities.
- Maintain consistent office hours.
- Attend and actively participate in any in-services, CEI Commencement, nursing pinnings, program and student assessment days, weekly faculty meetings, and faculty committee meetings.
- Ensure Nursing Faculty file is complete.
- Participate in statewide, college-level, and program-level planning and curriculum development as assigned.
- Participate in college and program recruiting events.
- Serve on college level committees or boards as assigned.
- Serve as a student advisor.
- Adhere to all college, division, and departmental policies and procedures, standard operating procedures, standards, and rules.
- Achieve CTE Advanced Occupational Specialist certificate within 3 years of hire and maintain certification.
- Perform miscellaneous job duties as assigned.

- Refer to Nursing Faculty Handbook for further clarification/responsibilities.

Minimum Qualifications

- Emotional and physical health to enable full participation in the theory, lab, and clinical of nursing instruction
- Current unencumbered RN license
- Evidence of nursing practice experience
- AAS or AS in Nursing from an accredited institution
- If has an AAS or AS in nursing must be actively working to complete a BSN
- Incumbent must reside in Idaho

Additional Desired Qualifications

- Bilingual (English and Spanish)
- BSN or Master's Degree in Nursing
- Experience as a nurse educator

Onsite work is essential and regular predictable attendance is required. Employees may be required to work at occasional events and handle tasks outside of regular working hours.

Background Investigations:

Employment at College of Eastern Idaho will be contingent upon the successful completion of a criminal background investigation and may require a credit and/or motor vehicle background investigation depending on the position. Please refer to Policy 225: Background Checks.

Appendix M: Instructor, Nursing Clinical, Part time

Job Summary

The successful candidate will instruct and oversee nursing students during their clinical experience and maintain a good working relationship with the clinical sites.

Typical Job Functions

- Instructs and oversees nursing students during clinical experiences
- Grades clinical paperwork
- Maintains a good working relationship with the clinical sites
- Performs miscellaneous job-related duties as assigned

Minimum Qualifications

- Associate degree in nursing
- Current, unencumbered RN license
- Nursing/ hospital experience required

Physical Demands and Work Environment:

This position has the same physical demands as a floor nurse.

Appendix N: Nursing Lab Assistant, Part time

Job Summary

The Nursing Laboratory Assistant helps oversee daily operations for the nursing clinical lab in collaboration with the Nursing Laboratory Coordinator. Incumbent will provide daily assistance to faculty and students in the lab. They help oversee students while they are practicing and helps with skills pass off requirements. Responsible for maintaining optimum usage and maintenance of equipment and the security of the laboratory equipment, materials, and supplies.

Typical Job Functions

- Prepares, sets up, breaks down, and cleans up for all of the nursing lab activities, open labs and other activities as directed
- Operates laboratory equipment to the extent that these items are kept in good working condition and are at optimum maintenance
- Stores, receives, and stocks equipment and supplies
- Participates in training as necessary
- Helps organize and maintain a clean and safe laboratory and storeroom environments (floors, counter tops, sinks, shelving, equipment, washes and stores linens, and other materials)
- Prepares and maintains a variety of records and files related to equipment and supplies inventory, warranties, and lab schedules
- Oversees and monitors open labs with students, ensuring equipment is properly signed out and returned
- Provides assistance to faculty and students
 - Distributes study aids, handouts, tests, and related instructional materials
 - Ensures all policies and procedures for the clinical lab are followed by students
 - Assists faculty in proctoring of exams
 - Attends and assists with activities held on campus as needed
 - Performs miscellaneous job-related duties as assigned

Minimum Qualifications

- A current and unencumbered Idaho Registered Nursing License
- Two years' experience as a Registered Nurse
- Excellent interpersonal, time management, and collaborations skills
- Experience with operating personal computers with proficiency in Microsoft Office, and other nursing technological equipment
- Current CPR Certification
- Knowledge and ability to use medical equipment (e.g. intravenous (IV) pumps, monitors, oxygen delivery systems, etc.)
- Ability to set-up and use video equipment
- Ability to maintain safety and hygiene standards and follow OSHA guidelines
- Ability to lift, move, and carry a training mannequin and other equipment and supplies weighing up to 20 lbs.

Additional Desired Qualifications

- Knowledge and understanding of student and faculty requirements for nursing lab procedures, skills and testing

- Excellent organizational skills with attention to detail
- Ability to be creative and resourceful
- Ability to coordinate and implement assignments in order to meet faculty/student needs
- Ability to assume new responsibilities and carry them out in an effective manner

Appendix O: Faculty Profile Table Template

LAST NAME, FIRST NAME	ACADEMIC DEGREES	Expertise
<p>[Month/Year of Initial Appointment]</p> <p>[Full or Part time]</p>	<p>[Undergraduate and Graduate Degree(s): name of degree/date of completion]</p> <p>[Waiver/exception (if applicable) for credential (explain)]</p> <p>[Currently enrolled: name of degree/projected date of completion]</p>	<p>[List any relevant practice and/or teaching expertise, professional development, and/or scholarly work related to your roles and responsibilities.]</p>

Appendix P: Clinical Instructor Specific Portion of Faculty Handbook

Clinical Instructor Expectations

Role and Professionalism

- The clinical instructor serves as both an **educator** and a **role model** for nursing students during their clinical experiences.
- Instructors are expected to exemplify the **professionalism** that nursing students are encouraged to emulate. This includes maintaining high standards in behavior, communication, and appearance.

Professional Attire

- Clinical instructors must adhere to the following dress standards:
 - **Permitted Attire:**
 - Scrubs or business casual attire.
 - **Prohibited Attire:**
 - Jeans, tights, shorts, or any attire that does not align with a professional clinical environment.
 - **Lab Coat or Scrub Jacket Requirement:**
 - To non-verbally communicate their role to both students and facility staff, instructors are required to wear a **white lab coat or scrub jacket** embroidered with CEI's logo.
 - Each clinical instructor will receive this jacket upon hire, coordinated through the nursing administrative assistant.

Behavior and Communication

- Clinical instructors are expected to maintain a **positive and professional attitude** while interacting with students, facility staff, and colleagues.
- Both verbal and non-verbal communication should reflect the professionalism and respect expected within the nursing profession.

Clinical Pre-planning

- The clinical instructor is responsible for ensuring all their own compliance is complete in MyClinicalExchange. If they need help or have questions, please contact the Clinical Coordinator.
- If the clinical instructor is not familiar with the agency, he/she should arrange with the clinical coordinator to orient to the agency before accompanying students.
- The Lead Course Instructor and Clinical Coordinator will work closely with the part-time clinical faculty during the semester to help with questions or student issues.
- There may be additional requirements for orientation.
- Orientation to the clinical agency should include the agency's mission, goals, and philosophy, mandatory topics such as fire safety and universal precautions, and a tour of the unit.
- Clinical hour limit. If the clinical instructor is not full-time faculty, the clinical instructor is a part-time employee, and their weekly hours are capped at 19.5 hours/week. If you feel that you will exceed this, please contact the clinical coordinator so alternative arrangements can be made so that you stay under the limit.

Student Supervision

Clinical assignments depend upon the course objectives. When making patient assignments, the clinical instructor should confer with the staff nurses and/or charge nurse to create the most positive experience for the student. Also, the students should have clear guidelines for being prepared for clinical. The instructor is responsible to:

- Provide learning experiences where students apply theory to practice, actively manage patient care, and observe or participate in nursing roles across different settings.
- Place the student with a patient and staff nurse (coordinate this with the charge nurse)
- Give the student their patient assignment so that they can do research.
- Assist the student with research as needed.
- Round on the students every 1-2 hours after the student has started their clinical day with the staff nurse
 - Ideally, the instructor will, at a minimum, visualize the student during this time, recognizing that the student may be in the room with a patient or otherwise unavailable.
- Ensure the students take lunch breaks appropriately.
- Briefly talk with each staff nurse that is assigned a student each shift to ask about feedback.
- Interview student 1:1 at some point in clinical day. This discussion should include:
 - Having students give report on their patient.
 - Reviewing paperwork with emphasis on priorities, patient safety, and ensuring student is making appropriate connections.
- Ensure all clinical paperwork is appropriately collected. Different lead instructors may have different instructions on how to deal with clinical paperwork.
- Ensure patient safety and the school's compliance with policies established by the clinical agency.
- Maintain open communication with the staff nurses and nurse manager of the unit.
- The clinical instructor should spend most of their time on the floor/in the location of the majority of their students.

Student Errors in Clinical

Appropriate documentation is essential for the student's evaluation and for instances in which the mistake affects patient care. Please see "Clinical Facility Occurrence Report Procedure" in the Nursing Student Handbook for the procedure on how to deal with errors, accidents, or near-misses in clinical.

Clinical Grading

Because the clinical instructor directly observes the students' behavior and skills during the clinical day, they are expected to grade the students' performance and submit the grades into Canvas. This ensures that the evaluation reflects the student's actual performance.

In addition to grading the clinical day using the provided rubric, the clinical instructor may be required to evaluate and grade students' written reflections or other clinical paperwork related to their clinical experience. This responsibility is assigned at the discretion of the lead instructor and should be completed with the same attention to detail and timeliness as other grading duties.

To support student learning, it is critical that grading be completed promptly. Clinical grades should be submitted within five days of the clinical experience to allow students sufficient time to review feedback and make corrections or improvements before their next clinical day.

The course lead instructor will provide training for clinical instructors on the grading process, including how to use Canvas and apply grading rubrics consistently. This ensures that clinical evaluations are accurate, fair, and aligned with course expectations.

Clinical Instructor Evaluation

The course lead will visit the clinical site at least once per semester to evaluate the clinical instructor in practice and ensure the clinical course outcome needs are met. If the course lead is unable to conduct the evaluation, they will coordinate with the clinical coordinator or a co-administrator to do the evaluation. Clinical instructors will be expected to contact the course lead or clinical coordinator immediately with any concerns.

Clinical Instructor Mandatory Trainings

Clinical instructors are expected to attend mandatory trainings. If they are not able to attend for any reason, they must communicate this in advance to the Clinical Coordinator. It is their responsibility to coordinate with the Clinical Coordinator and/or Co-Administrator to ensure they receive the training through alternate means.

Clinical Orientation for Students

The clinical instructor is expected to participate in clinical orientation for the students they will be instructing. Please coordinate with the course's lead instructor at the start of the semester to clarify times and expectations. Subjects that should be covered in clinical orientation should include, but are not limited to, expectations regarding:

- Arrival time at clinical
- Necessary items to bring to clinical (badge, stethoscope, etc)
- Where they will meet clinical students for day
- What the clinical day looks like
- Orientation to the unit
- Meditech sign in (if applicable)
- Review of expectations for clinical paperwork including:
 - Concept map/care plans
 - Staff nurse evaluation
 - Reflections
- Review of clinical grading rubric
- Any other expectations the clinical instructor has.

The First Clinical Day

The initial meeting with the student group sets the tone for the entire clinical experience. To be effective, the clinical instructor should make clear the structure of the learning experience and the expectations. These expectations can be presented as professional behaviors observed by all nurses in their practice and include:

- Accountability
- Honesty in patient care
- Punctuality
- Attendance
- Responsibility
- Being prepared for clinical
- Actively participating
- Completing assignments in a timely manner
- Maintaining safety
- Professional decorum
- Adherence to dress code
- Comportment (keeping voice at reasonable level, for example)
- Collegiality and respect
- Confidentiality

Clinical Paperwork

Concept Maps and Care Plans

- are the primary clinical documents for the CEI Nursing Program. Clinical workups may include information based on the pathophysiology of the medical diagnosis, laboratory/test data, medications, nursing & medical procedures, patient physical assessment, priority nursing diagnosis, goals, interventions, & evaluation. Completion time frame for pre-clinical & clinical workups is specific to each course. Clinical instructors should give exact instructions concerning how to complete these documents & when they are due each clinical week. All clinical instructors should be consistent with student expectations with care plans.

Staff Nurse Evaluations

- These should be handed to the clinical instructor in sealed envelopes at the beginning of the post-conference.
- The clinical instructor should review them and return them to the student for review. The student is then responsible for uploading the evaluation onto Canvas.
- If there are any “unsatisfactory” or “needs improvement” marked on the staff nurse evaluations, the clinical instructor needs to let the student know that they will clarify the remarks with the preceptor/staff nurse and will get back to the student.
- The clinical instructor should then return to the unit to clarify with the staff nurse why the mark was given. If, after discussion with the staff nurse, the clinical instructor feels it is a safety/professionalism issue, they should either give a remediation assignment to the student (if a lesser infringement), or else should mark the day as a failed clinical day and communicate with the lead instructor of the course for follow up. If the staff nurse identifies the problem like “it is just because they are a student, and all students need to work on something”, the clinical instructor has the discretion to grade the staff nurse evaluation of the clinical day as “satisfactory”. Either way, the clinical instructor should follow up with the student, in email or in person, to let them know the outcome and give appropriate coaching.

Clinical Reflections

- These are submitted after the clinical is finished on a timeline dictated by the course's lead instructor. Depending on the course, these may be graded by the clinical instructor or the lead instructor. The grading is based on the rubric for the reflection.

Pre-Conferences & Post-Conferences

- Pre-conferences are a good time to connect with students before they report to their assigned units, to give patient assignments, to verbalize expectations for the day, and to check attendance & tardiness.
- Student lateness needs to be addressed when it occurs.
- Late arrival for preparation time or missing clinical items result in a “Needs Improvement” on the clinical grading rubric and necessitates a remediation assignment on professionalism.
- Late arrival after patient report has started will result in the student being sent home and a failed clinical day. The clinical instructor must inform the lead instructor if this occurs.
- Other activities for pre-clinical meetings depend on the course needs such as checking completion of paperwork & discussing daily objectives.
- Post-conference lengths are dependent upon the specific type of clinical schedule.
- The faculty use this time to discuss events occurring during the clinical experience, and students can discuss patient care situations.
- Clinical topics covered in theory class can be discussed in post conference, using examples of patients cared for that day.

Clinical Evaluation Tools

- Clinical evaluations (a completed Clinical Grading Rubric) will be completed at the end of every clinical day and given to the students, either electronically via completing the online Clinical Grading Rubric if it has been input into Canvas by the lead instructor, or else via a paper copy.
- If a paper copy is used, a duplicate/copy must be given to the lead instructor or submitted to Canvas. In order to pass a course EVERY clinical day must be passed. If a student receives any “needs improving” on their clinical grading rubric, the clinical instructor, in coordination with the lead instructor, must communicate with the student and assign a remediation assignment that must be completed in order to pass the clinical day. If The student receives any “unsatisfactory” marks on their Clinical Grading Rubric, they fail the clinical day. This must be reported immediately to the lead instructor, who will try to arrange for a make-up clinical day to provide remediation. This clinical day must be made up, if possible, or else they may fail the course.
- Clinical evaluations should reflect positive accomplishments and any identified areas needing improvement.
- The clinical instructor should confirm that she/he is using the most current clinical evaluation form.
- Accurate and progressive documentation of student behaviors is essential. Clinical instructors should use a method for keeping anecdotal notes in the clinical setting to help them keep track of both positive and negative student occurrences. Discuss types of methods of record keeping with the lead instructor or other team faculty.
- Be fair and objective in your evaluation process.