FACULTY
HANDBOOK
Revised May 2022

2600 Sixth Street S.W.
Canton, Ohio 44710
www.aultmancollege.edu

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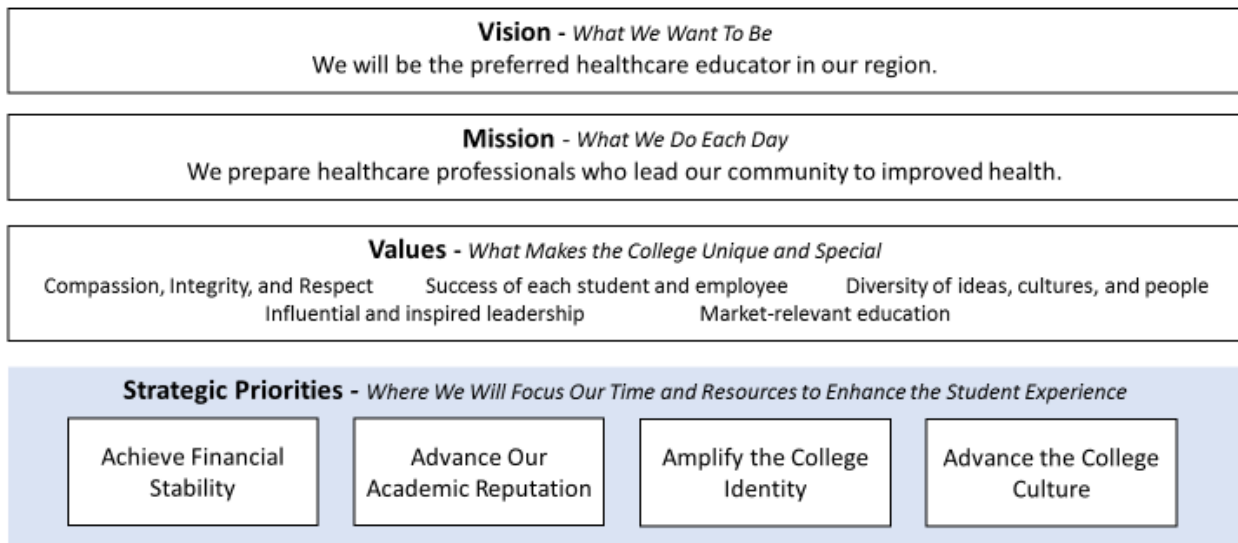*Titles with an asterisk (*) indicate policies that can be found in Policy Tech.*

COLLEGE-WIDE

INTRODUCTION

The Faculty Handbook is updated regularly and designed to complement the College Catalog as a useful reference to college policies and procedures.

Although it summarizes important information for faculty, it does not replace documents that pertain to college operations and your rights and duties as an employee, such as the Aultman Employee Handbook, the College Catalog, and other similar resources, which are available on the website or from Human Resources. While general discussion of various topics is presented in this handbook, details and changes to policies should be obtained from appropriate college resources.

Aultman College Strategic Plan Blueprint

Vision - *What We Want To Be*
We will be the preferred healthcare educator in our region.

Mission - *What We Do Each Day*
We prepare healthcare professionals who lead our community to improved health.

Values - *What Makes the College Unique and Special*
Compassion, Integrity, and Respect   Success of each student and employee   Diversity of ideas, cultures, and people
Influential and inspired leadership   Market-relevant education

Strategic Priorities - *Where We Will Focus Our Time and Resources to Enhance the Student Experience*

Achieve Financial Stability	Advance Our Academic Reputation	Amplify the College Identity	Advance the College Culture

Dear Faculty,

Inspiring, challenging, stretching, encouraging, modeling, envisioning, prodding, admonishing, and advocating are just a few verbs that describe the work of an educator. Faculty are the face of the institution to our students. Your work provides an opportunity for students to gain insights, knowledge, wisdom, and skills that they have not fully realized or developed.

On occasion, you may have questions about how we do things here at Aultman College. This handbook is meant to be your guide! It is a complement to information additionally found in our college catalog. Please peruse it, refer to it often, and certainly ask any questions should you have them. I, your deans, and your program directors are here to assist you.

My goal is to provide every tool necessary for you to do your best work with our students, be it in the classroom, laboratory, clinical, or community setting. I ask for and rely upon your dedication to educational innovation and excellence!

Best regards,

Brock Reiman, Ph.D.
Vice President, Academic Affairs

<center>**Accreditations and Authorizations**</center>

Aultman College is consistently recognized for premier degree programs and is proud of its quality commitment to students and the community. Meeting the regulatory requirements of the agencies listed below ensures ongoing assessment of institutional effectiveness and continuous improvement. Visit the college website for the latest information about accreditation activities.

<center>**Institutional Accreditation**</center>

Ohio Department of Higher Education (ODHE): All programs are authorized by the ODHE.

> **Ohio Department of Higher Education (ODHE)**
> 25 South Front St.
> Columbus, OH 43215-3414
> (614) 466-6000
> **www.ohiohighered.org**

The Higher Learning Commission (HLC): The college is regionally accredited by the Higher Learning Commission (HLC) which awarded 10-year accreditation on the Standard Pathway in November 2012. The first Pathway comprehensive visit was successfully completed in November 2016, and the next reaffirmation visit occurs in 2022.

> **The Higher Learning Commission (HLC)**
> 230 South LaSalle St.
> Suite 7-500
> Chicago, IL 60604-1413
> (312) 263-0456
> **www.hlcommission.org**

<center>**Program Accreditation**</center>

The associate degree nursing program at Aultman College of Nursing and Health Sciences at the Aultman campus located at 2600 6th Street SW Canton, OH 44710 is accredited by the Accreditation Commission for Education in Nursing (ACEN). The most recent accreditation decision made by the ACEN Board of Commissioners for the associate of nursing program is continuing accreditation. The next site visit will be in Fall 2028.

> **Ohio Board of Nursing (OBN)**
> 17 South High St.
> Suite 660
> Columbus, OH 43215-3466
> (614) 466-3947
> **www.nursing.ohio.gov**

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, Georgia 30326
(404) 975-5000
www.acenursing.org

The Bachelor of Science in Nursing program is approved by the Ohio Board of Nursing (OBN). "The baccalaureate degree program in nursing at Aultman College is accredited by the Commission on Collegiate Nursing Education) (http://www.ccneaccreditation.org) ". The CCNE Board of Commissioners granted accreditation to the baccalaureate degree program in nursing at Aultman College for ten years extending to December 31, 2030. The next visit will be in the spring of 2030.

Commission on Collegiate Nursing Education (CCNE)
655 K Street NW
Suite 750
Washington, DC 20001
(202) 887-6791
Fax: (202) 887-8476
www.ccneaccreditation.org

The Associate of Applied Science in Radiography (AASR) program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), which in 2018 awarded full 8-year accreditation. The next visit is scheduled for 2026.

Joint Review Committee on Education in Radiologic Technology (JRCERT)
20 N. Wacker Dr.
Suite 2850
Chicago, IL 60606-3182
(312) 704-5300
mail@jrcert.org
www.jrcert.org

The Bachelor of Social Work program is approved in candidacy status for accreditation with the Council on Social Work Education (CSWE).

Council on Social Work Education (CSWE)
333 John Carlyle Street, Suite 400
Alexandria, VA. 22314-3457
(703) 683-8080
www.info@cswe.org

The Medical Assisting Certificate program is formally affiliated with American Medical Technologists (AMT); students completing the program are eligible to sit for the Registered Medical Assistant (RMA) exam.

American Medical Technologists
10700 West Higgins Road, Suite 150
Rosemont, IL 60018
(847) 823-5169

The Medical Assisting Certificate program is formally affiliated with the National Healthcareer Association (NHA); students completing the program are eligible to sit for the Certified Medical Assistant (CCMA) exam and Certified Medical Administrative Assistant (CMAA) exam.

National Healthcareer Association
1161 Overbrook Road
Leakwood, KS 66211
(800) 499-9092

Students who graduate from the program may be able to sit for the CMA (AAMA) exam as part of a special pilot program. For more information visit: https://www.aama-ntl.org/cma-aama-exam/elgibility-pilot-program

NOTICE OF NONDISCRIMINATION

Aultman College is an equal education and employment institution. The college employs faculty/staff and admits students of any race, color, national or ethnic origin, religion, gender, age, and disability to all the rights, privileges, programs, and activities generally accorded or made available to employees and students of the college. It does not discriminate based on race, color, national or ethnic origin, religion, gender, age, disability, veteran status, sexual orientation, gender identity, or any other characteristic protected by state or federal law in the administration of its employment policies, educational policies, admissions policies, scholarship and loan programs, and other school administrative programs.

The following college administrators are responsible for compliance with discrimination laws and may be contacted as follows:

Ms. Jenn Bradley, Student Success Center Coordinator, 330.363.6847,
Jenn.Bradley@aultman.com
Ms. Sue Shepherd, Dean of Student Success and Title IX Coordinator, (330) 363-4349,
Sue.Shepherd@aultmancollege.edu Ms. Jeannine Shambaugh, VP Business and Student Affairs (Human Resources Administrator), 330.363.5420, Jeannine.Shambaugh@aultman.com

FOUNDATIONAL EDUCATION PHILOSOPHY

The Aultman College faculty embrace the importance and richness of knowledge and abilities introduced and developed within the college Foundational Education core and elective courses. These courses truly lay the educational foundation supporting program-specific courses.

Through full participation in a rich foundational education experience, all our graduates should expect to exemplify four core abilities which shape exceptional healthcare professionals. These core abilities transfer across context and are directly linked to the specific learning outcomes and professional performance competencies of all Aultman College programs. Specifically, students may expect to improve their ability to:
- Think critically
- Demonstrate information literacy
- Communicate effectively
- Exhibit social and ethical responsibility

A. Think Critically
The ability to explore issues critically and draw logical conclusions through comprehensive examination of evidence.

Indicators
- Explanation of issues
- Evidence
- Conclusions and related outcomes

B. Demonstrate Information Literacy
The ability to know what information is needed, evaluate information sources critically, and use information effectively to convey a message.

Indicators
- Determine extent of information needed
- Evaluate information sources critically
- Use information to convey a message
- Correctly apply information use strategies

C. Communicate Effectively
The ability to use appropriate, relevant content to convey a central message, oral or written, that considers purpose, context, and audience.

Indicators
- Central message
- Context and purpose
- Delivery

D. Exhibit Social and Ethical Responsibility
The ability to exhibit social and ethical responsibility through self-awareness and ethically evaluating perspectives and concepts of diverse communities and cultures.

Indicators
- Ethical self-awareness
- Diversity of communities and cultures
- Evaluation of ethical perspectives and/or concepts

CLASSROOM MANAGEMENT AND TEACHING POLICIES

ACADEMIC FREEDOM*

The college supports academic freedom in and out of the classroom and is committed to the advancement of the key values of academic freedom: knowledge and caring. Knowledge is advanced by fostering a rigorous academic environment that inspires critical thinking, creativity, and lifelong learning. Caring is demonstrated by embracing the diversity of ideas, cultures, and people. The promotion of these values is integral to the development of critical thinking and problem solving.

The policy of academic freedom builds on these existing commitments by recognizing the special contexts of scholarship, teaching, governance, and public service.

Scholarship: College members have the autonomous freedom to conduct research and produce creative work, and to publish and disseminate that work, limited only by the standards and methods of accountability established by their profession and their

individual disciplines.

Teaching: The college's responsibility to help students to think critically and independently requires that members of the college community have the right to investigate and discuss matters, including those that are controversial, inside and outside of class, without fear of institutional restraint. Matters brought up in class should be related to the subject of courses or be educationally relevant, as determined primarily by the instructor of record.

Policy and shared government: Members of the college community have freedom to address, question, or criticize any matter of institutional policy or practice, whether acting as individuals or as members of an agency of institutional governance.

Public service: Public service requires that members of the college community have freedom to participate in public debate, both within and beyond their areas of expertise, and to address both the college community and the larger society with regard to any matter of social, political, economic, cultural, or other interest. In their exercise of this freedom, college community members have the right to identify their association or title but should not claim to be acting or speaking on behalf of the college unless authorized to do so.

Academic freedom does have limits. The most important limiter of academic freedom is when the exercise of that freedom interferes with the College's main duty, which is the provision of education to the community in a non-disruptive, non-threatening manner which is conducive to success in learning.

Definition
Academic freedom - unrestricted search for knowledge and truth and exposition in and out of the scholarly community.

Procedure
The college's Administrative Council will determine whether the limits of academic freedom are being approached or not.

ACCOMMODATIONS*
For the full Accommodations Policy, see the College Catalog or Policy Tech.

COPYRIGHT Policy*
For the full Copyright Policy, see the College Catalog or Policy Tech.

Copyright Do's and Don'ts

To comply with copyright law, DO:
- Obtain permission to use copyrighted material from the copyright owner

- Err on the side of caution and do not use materials if you are unsure of copyright restrictions
- Apply standards of "Fair Use" before utilizing a resource
  - Information regarding standards can be found at Copyright.gov
- Use federal government produced information
- Contact the academic librarian for assistance

To avoid violations of Copyright law, DO NOT:
- Download or share copyrighted materials without permission of the copyright holder
- Share/exchange files over the internet
- Use the same copyrighted material repeatedly (multiple classes and/or semesters) without obtaining copyright permission
- Assume that attribution equals permission. If the source is copyrighted, obtain permission.
- Assume that LMS posting of links, sources, or PDFs negates the need for receiving copyright permission
- Use state or local government information (some state and local government produced information/sources fall under copyright protected works)
- Assume "Fair Use" applies to ALL educational situations. "Fair Use" varies depending on EACH situation.

These are simple, basic rules to follow and do not constitute legal advice. Refer to the Copyright policy for more defined rules and regulations.

Course ATTENDANCE and Participation*
College-wide

Aultman College is non-attendance taking. Individual courses and programs may have attendance requirements as outlined in course syllabi.

- A student who has never attended and/or participated in a class as required by the course syllabus will be dropped for nonattendance on the second Friday of the term.
- The student will also be administratively withdrawn from any corequisite courses.

Program/Department Specific Requirements

All following program/department specific policies must comply with the above college-wide policy.

Hybrid

- Faculty must track weekly attendance in the SIS by taking attendance during the face-to-face course meeting and using at least one weekly assignment delivered on the LMS.

- Students must be logging in to the course and submitting work as described in the course syllabus to be counted as participating.

Online

- Faculty must track attendance in the SIS by using at least one weekly assignment delivered on the LMS.
- Students must be logging in to the course and submitting work as described in the course syllabus to be counted as actively participating.

Pre-licensure Nursing

- Classroom Attendance
  - Faculty must track weekly attendance in the SIS.
  - Course faculty identify any classroom activities that are deemed mandatory, either verbally or in the course outline/syllabus.
  - The course coordinator is responsible to ensure that attendance is documented in CAMS by the end of each week.
  - Students are expected to arrive to class on time and stay for the entire class period.
  - Students have a responsibility to notify course faculty prior to any absence and are responsible for any content missed. Content includes, but is not limited to, examinations, assignments, or presented material.
  - Absence in a mandatory experience may result in the following:
    - reduction in points may be recorded for any graded assignment missed that day, and/or
    - a conference form may be completed identifying student learning outcomes in jeopardy.
- Clinical/Simulation/Laboratory Attendance
  - Faculty must track attendance in the SIS.
  - The course coordinator is responsible to ensure that clinical attendance is documented in the SIS by the end of each week and recorded on the evaluation tool.
  - The course coordinator ensures that any absence will be made up by the student.
  - Clinical/simulation/laboratory experiences are mandatory.
  - Students are expected to arrive to clinical/simulation/laboratory experiences on time and stay for the entire scheduled experience. Arriving late or leaving early may disrupt patient care and learning outcomes and may result in the student not meeting the defined number of clinical hours required by the Ohio Board of Nursing.
  - If a student must be absent for a mandatory experience, regardless of the reason, the student must call off to the identified course contact 30 minutes prior and one make-up day will be assigned.

- o If a student leaves the clinical area during a clinical/simulation/laboratory experience, she/he incurs a clinical absence.
  - o More than one clinical absence results in course failure.
  - o If students neglect to make up absences, they will remain unsatisfactory on the evaluation tool.
- Clinical/Simulation/Laboratory Tardiness
  - o Faculty must track attendance in the SIS.
  - o The course coordinator is responsible to ensure that clinical tardiness is documented and recorded on the evaluation tool.
  - o Arriving ≥ 15 minutes late is considered tardy.
  - o Two tardy occurrences constitute a clinical absence.
  - o Arriving >1 hour late constitutes a clinical absence.

Post-licensure Nursing

- Classroom Attendance
  - o Faculty must track attendance in the SIS
  - o Course faculty identify any classroom activities that are deemed mandatory, either verbally or in the course outline/syllabus.
  - o The course coordinator is responsible to ensure that attendance is documented in the SIS by the end of each week.
  - o Students are expected to arrive to class on time and stay for the entire class period.
  - o Students have a responsibility to notify course faculty prior to any absence and are responsible for any content missed. Content includes, but is not limited to, examinations, assignments, or presented material.
  - o Absence in a mandatory experience may result in one of the following:
    - ▪ a reduction in points may be recorded, and/or
    - ▪ a conference form may be completed identifying student learning outcomes in jeopardy.
- Simulation Attendance
  - o Faculty must track attendance in the SIS.
  - o The course coordinator is responsible to ensure that simulation attendance is documented in the SIS by the end of each week.
  - o Simulation/laboratory experiences are mandatory.
  - o Students are expected to arrive to simulation on time and stay for the entire scheduled time. Arriving late or leaving early disrupts the learning environment.
  - o If a student must be absent for a mandatory experience, regardless of the reason, the student must call off to the identified course contact 30 minutes prior.
  - o Make-up assignments are not accepted in place of simulation absence.
  - o Failure to report off according to the above guidelines may result in a recorded grade of zero.

Radiography

- Classroom Attendance
  - Faculty must track weekly attendance in the SIS.
  - Course faculty identify any classroom activities that are deemed mandatory, either verbally or in the course outline/syllabus.
  - Absence(s) may affect the student's academic achievement and may result in course failure.
  - In the event the student must miss class, the student is responsible for any content missed. Content includes, but is not limited to, examinations, assignments, or presented material.
  - A decision to be absent from regularly scheduled classes, for whatever reason, including employment, does not excuse the student from the responsibility of examinations, assignments, or the knowledge acquired from attending class.
  - Students must notify the program director and clinical coordinator of an absence or late arrival through phone voice mail at least 30 minutes prior to the start of the class.
- Clinical/Lab Attendance
  - Faculty must track attendance in the SIS.
  - The clinical coordinator is responsible to ensure that clinical attendance is documented in the SIS by the end of each week and recorded in the evaluation tool.
  - The clinical coordinator ensures that any absence will be made up by the student.
  - Attendance is mandatory for all clinical and lab experiences.
  - Students are expected to arrive to clinical on time and stay for the entire session. Arriving late or leaving early may disrupt patient care, lab simulation, or positioning and learning outcomes and may result in the student not meeting the number of competencies required for graduation.
  - Missed clinical and laboratory experiences may jeopardize attainment of course outcomes; consequently, progression in the program may be affected.
  - In the event that a student must be absent for a mandatory experience, the student must call the program director and clinical coordinator at least 30 minutes prior to the start of the clinical or lab assignment.
    - If the program director or clinical coordinator is not available, the student must leave a voice mail message that includes a phone number where the student can be reached.
    - Students may not contact the clinical site or clinical instructor with regard to absence or tardiness.
  - Consequences for failure to follow these procedures are defined in the course syllabi.

Definitions:

Administrative Withdrawal – Occurs when the college unenrolls a student from a course(s) after the published add/drop date. When an administrative withdrawal occurs, an AW is reflected on the student's transcript.

Distance education (online) course – A course which delivers 75% or more content online.

Drop – Typically occurs when a student or college official unenrolls a student from a course before the posted add/drop deadline. The only exception is when a student is unenrolled for nonattendance. When a drop occurs, there is no indication of the course on the student's transcript.

Hybrid lecture course – A course which meets both face-to-face and online. Online content does not exceed 74.9%.

Lack of Attendance – Occurs when a student is enrolled in a course but has stopped attending and/or participating for three consecutive weeks after having attended classroom sessions and/or participated online. An AW is reflected on the student's transcript.

Nonattendance – Occurs when a student is enrolled in a course but never attends and/or participates in that course by the second Friday of the term.

Online attendance/participation - A student must be engaged in an academic related activity, such as contributing to an online discussion, submission/completion of assignments, completion of exams, or additional participation as defined in the individual course syllabus. Simply logging into an online class is not sufficient to demonstrate academic attendance.

Student Information System (SIS) – the student database

Unenroll – to drop or withdraw from a course.

Procedure:

Registrar
Attendance Review
- Reviews weekly attendance reports and notifies the division dean of noncompliant faculty.

Administrative Withdrawal
- Runs an SIS report to determine number of absences.
- Once three weeks of consecutive absence has occurred, the registrar verifies with the faculty member to ensure the report is correct and that the student should be administratively withdrawn.
- Once the student has been administratively withdrawn, the registrar will notify the student via email.

COURSE CHANGE POLICY*

Approximately two or three weeks prior to the start of each semester, all course enrollments must be reviewed by deans and/or program directors. Special attention should be given to courses with enrollment of ten or fewer students. Deans and/or program directors will also evaluate the number of students needing a particular course to determine whether another section is needed.

For a course to be opened, closed, or altered in time or room assignment, the Course Change Form must be completed 10 calendar days prior to the start of classes. Clinical groups, however, may be changed for low enrollment up to the official add/drop date.

Acceptable Reasons for Course Closure

Below Minimum Enrollment: Courses may be cancelled due to low enrollment at least 10 calendar days prior to the start of the semester

Emergency Circumstances: Emergency cancellations for issues other than low enrollment will only be approved in unusual circumstances such as personal or family emergencies. An explanation and/or written documentation will be required.

Other: Cancellations for reasons other than those listed above must include a letter outlining the reasons for the cancellation attached to the form.

Procedure:
If a course needs to be opened, closed, or altered, the Course Change Form must be completed. The form outlines the proper authorized signatures required to change a course.
All course changes must be made no later than 10 calendar days prior to the start of the semester. This gives ample time for the registrar to notify students and allow for necessary changes.
- An exception may occur for low enrollment in a clinical group, which may be changed up to the official add/drop date.
 No fees will be charged to the student for these course cancellations.

COURSE EVALUATIONS*

Course evaluations are used to recommend course, program, and faculty improvements. Course evaluations are available on the LMS at midterm and the end of each semester or session.

Procedure:
1. The evaluation period begins when the faculty administrative assistant(s) upload(s) course evaluations to LMS prior to the end of each semester or session.
2. Students are notified through the LMS that the evaluation is available and have at least one week to voluntarily complete evaluations for each course in which they are enrolled that semester or session.

3. The college IT staff extracts the individual summary evaluation reports at the close of the evaluation period and distributes the summary reports to instructors and the appropriate dean or program director before the faculty contract period ends for the semester.

EMERGENCY PROCEDURES

Refer to your Aultman ID Badge for Ohio Emergency Codes. If more information is needed, refer to the Quick Reference Guide located at the college front desk.

End of Semester Reminder Checklist

☐ Submit all final grades to the registrar via SIS by the due date listed in the academic calendar.
☐ For degree program courses: Change any classroom grade to F if a student receives a grade of U in clinical/lab.
☐ Submit completed special accommodations test tracking forms to the administrative assistant to place in student files (applicable only to instructors with students who used special accommodations).
☐ Return any borrowed books from the health sciences library and/or faculty library.
☐ Coursework/course files: Follow divisional record retention practices regarding end of semester student files. Ask division leaders for assistance.
☐ Turn in signed clinical competencies or clinical tools to place in student files **(NRS, RAD only)**.
☐ Complete course evaluation report **(NRS only)**.
☐ Tally clinical hours per student to add to Medicare® cost report **(NRS, RAD, MA, BSW)**.
☐ Test Blue Print SLOs **(NRS only).**
☐ Clinical Tool SLOs tracking Excel sheet **(NRS only).**

Academic Advising

A new advising model implemented in Fall 2017 for incoming students assigns an admissions advisor to follow each student from the time of admission inquiry through the first year of studies. At the close of the first year, students transition to an academic advisor who follows them through program completion and serves as a key connection to campus resources. Advisors will build working relationships with students through regular meetings; they will also work closely with faculty to close the loop and assist with student success strategies. Students are encouraged to engage with the admission/academic advisors and faculty to play an active role in ensuring their own personal and academic success. For while advisors and faculty are available to assist, the ultimate responsibility to meet degree requirements and register for appropriate courses each semester rests with the student.

FERPA Policy (Family Educational Rights and Privacy Act, Public Law 93-380)*

For the full FERPA Policy, see the College Catalog or Policy Tech.

FERPA - Do's and Don'ts

To comply with FERPA, DO:

- Refer requests for information from the educational record of a student to the registrar at 330-363-1232.
- Make certain you have logged out of a student's records before leaving your desk.
- Cover all files and records on your desk so that they are not in plain sight.
- When leaving your office, make certain all files containing private information are protected and secured.
- Shred unneeded documents that include personal student information (e.g., Social Security number, grades, etc.)
- When printing pages with personal student information at the copier, be sure to promptly retrieve papers or use the secure print feature.

To avoid violations of FERPA rules, DON'T:

- Link the name of a student, faculty, or staff member with that person's social security number in any public manner.
- Leave graded tests in a stack for students to pick up by sorting through the papers of all students.
- Provide anyone with lists of students enrolled in classes for any commercial use.
- Provide anyone with student schedules or assist anyone other than college employees in finding a student on campus.
- Give privacy-protected information over the phone.
- Release information to others. Refer requests to the registrar.
- Display student scores or grades publicly in association with names, Social Security number, ID numbers, or other personally identifiable information.
- Leave your workstation or computer unattended while logged in.

Grading*

Faculty provide students with periodic evaluation throughout each course and at the end of each course. If there is a question concerning an assigned test/quiz/paper grade, the student should provide to the faculty written documentation regarding why the grade is unacceptable. If the concern is a test question, the above documentation should additionally include citations from two scholarly, peer-reviewed resources. A student questioning an assigned grade in this manner is beginning an appeal process that is outlined in the academic appeal policy.

Grades are awarded for demonstrated student learning based on course requirements. They are not rounded; this means that a score of 76.5% on an exam would not be considered a 77%.

Degree programs may require grades of C or better in program specified courses. Grades of C- (C minus) or below in these program-specified courses are considered failing, and students are required to repeat the courses. Repeatedly receiving a C- or below in such courses may result in academic probation or dismissal. See progression requirements of specific degree programs for details.

Grades and Grade Point Average (GPA)

The table below denotes the grading scales used for general education, developmental, and program-specific courses. Developmental courses will be assigned a grade of A*, B*, C*, or U. (Developmental course grades do not count toward GPA.)

- A*, B*, and C* indicate successful completion of the course.
- U indicates unsuccessful completion of the course. The course must be repeated with successful completion for the student to progress to 100-level coursework in that area.

Grade point averages are calculated using the following system:

Developmental Course Grade	Grade	GPA Equivalent	Gen Ed %	NRS/RAD %
A*	A	4.0	93-100	95-100
	A-	3.70	90-92.9	93-94.9
B*	B+	3.30	87-89.9	90-92.9
	B	3.00	83-86.9	87-89.9
	B-	2.70	80-82.9	85-86.9
C*	C+	2.30	77-79.9	81-84.9
	C	2.00	73-76.9	77-80.9
	C-	1.70	70-72.9	75-76.9
U	D+	1.30	67-69.9	73-74.9
	D	1.00	63-66.9	71-72.9
	D-	0.70	60.62.9	70-70.9
	F	0.00	0-59.9	0-69.9
	S (Satisfactory)	N/A	N/A	N/A
	U (Unsatisfactory)	N/A	N/A	N/A
	I (Incomplete)	N/A	N/A	N/A

	W (Withdrawal)	N/A	N/A	N/A
	AW (Admin Withdrawal)	N/A	N/A	N/A
	AU (Audit)	N/A	N/A	N/A
	R (Repeat course)	N/A	N/A	N/A
	*Developmental course	N/A	N/A	N/A

Nursing, Radiography, and Mathematics

Clinical and Lab

- The clinical and/or laboratory components of nursing, radiography, and mathematics courses are rated satisfactory or unsatisfactory based on attainment of student outcomes.
- A final grade of F will be assigned in any nursing, radiography, or mathematics course if the clinical/lab component of the course is not satisfactory, regardless of the course percentage.
- Students can review all assignments with faculty per syllabus guidelines.
- Student performance is evaluated according to established performance standards for each course.
- Clinical evaluations are written at midterm and at the end of the semester.
  - At midterm, conferences are held with each student to discuss clinical performance and determine an action plan if needed.
  - At the end of the course, conferences are held with each student to discuss clinical performance and achievement of standards.
- Radiography: Detailed information regarding the Clinical Competency Evaluation System will be provided to students in their clinical practicum syllabus.

Theory Courses

- Theory courses evaluate attainment of student outcomes utilizing Aultman College grading system.
- Graded assignments are listed in each course syllabus.
- Weighting of grades is determined by faculty in the testing guidelines.

Procedure:

Communication of Grades

- Faculty communicate in the course syllabus the grading scale percentage equivalents and program-specific minimum grade requirements that must be achieved to ensure progression toward a degree.
- Faculty record all student grades in a timely fashion in CAMS through the faculty portal.

GPA Calculation

- The grade point average is calculated by multiplying the number of credit hours per course by the grade points received to yield a total grade point per course.
- The total grade points are added together and then divided by the total number of semester credit hours.
  1. In the example below, the GPA is 3.40 (23.8 divided by 7).
  2. Please note that developmental courses (demarcated by a 0 in the course numbering system—e.g., MTH 090) do not count toward a GPA.

Example:

Credit Course	Grade	Grade Points	Credit Hours	Total Grade Points
English	B	3.00	3	9.00
Math	A-	3.70	4	14.80
Total			7	23.80

Syllabus Creation

Master syllabi maintain consistency of experience for students and accreditors in viewing, reviewing, and using syllabi. They are supplemented by course/instructor specific information. All faculty are responsible to provide course and instructor specific information (e.g., preferred name, course schedule, evaluation breakdown/methods, attendance policies, etc.) in a timely fashion, and complete syllabi must be posted for student access in the LMS on the Friday before the first day of class.

Note the following:

➢ Faculty wishing to make a change to a master syllabus must work through the appropriate academic leader.
➢ For compliance and historical purposes, archived copies of past syllabi are available electronically.
➢ A detailed checklist of required syllabus information (both master and course-specific) is

available from an academic leader or online through the Center for Teaching and Learning.

TEXTBOOK POLICY*

Academic deans/directors must provide the campus coordinator with textbook choices in the December prior to the upcoming academic year (summer, fall, and spring). The textbooks will then be adopted for a minimum of one academic year, and textbook information will be loaded into the student information system.

Procedure for Compiling Annual College-Wide Booklist

The library assistant sends a reminder email to deans/directors approximately four (4) weeks in advance of the deadline for submitting textbook information.

1. The deans/directors collect the following information for each textbook:
   - Title
   - Author
   - Edition
   - ISBN number
2. The deans/directors email the textbook choices to the library assistant by the end of the December prior to the upcoming academic year.
   - The addition of a new course is the only time a change will be made to the booklist during the academic year. When this occurs, the dean/director must provide the campus coordinator with the above information for the new course at least four (4) weeks prior to registration for the semester the course starts.
1. If deans/directors provide no changes, courses will continue with the same edition.
2. The library assistant or designee will then enter the information into the student information system and provide all information to the third-party book company.
3. The third-party book company will update the book website prior to registration dates for the semester. Students can easily access the booklist on the college website to view and/or purchase textbooks from the third-party book company.
4. The library assistant will post the textbook list on SharePoint under Textbook and Publisher Info for all faculty and staff to access as needed.

Procedure for Ordering Desk Copies

1. Faculty should contact the publisher for desk copies or if other access is needed. A publisher contact list is provided on SharePoint under Textbook and Publisher Info. If contact information is not listed, then please contact the customer services department at the publisher.

Testing Validation Software*

Aultman College supports one assessment software system for exam question validation.[1]

All users of the testing software system are required to be trained prior to using the system. Training is administered by college IT in conjunction with the academic affairs team.

> [1]Other testing software systems may be used by faculty for administration of courses; however, those systems are not to be utilized for question/test validation and are not necessarily supported by Aultman College IT.

Definitions:

Exam Assessment Software - A system that provides validation of exams by tracking question utilization and analyzing real-time student performance data obtained from exams created in and administered through the system.

Procedure:

Course and instructor setup by semester

A. Courses and instructors utilizing the exam assessment software are identified as part of the course schedule setup prior to each semester.
   1. Instructors new to the exam assessment software are indicated as needing training.
   2. The director of IT coordinates exam assessment software training for instructors new to the system.

System Access

A. Faculty full and part-time course access:
   1. Questions – Read/Write
   2. Assessments and Reports – Read /Write
   3. Categories - Read
   4. Course and Exam Taker – Read
B. Adjunct course access:
   1. Questions – Read (unless otherwise specified by dean and/or program director)
   2. Assessments and Reports – Read /Write
   3. Categories - Read
   4. Course and Exam Taker - Read
C. Course Coordinator access to all courses being coordinated:
   1. Questions – Read /Write
   2. Assessments and Reports – Read /Write
   3. Categories - Read

4. Course and Exam Taker – Read
   D. Superuser – access to all courses
      1. Questions – Read/Write
      2. Assessments and Reports – Read /Write
      3. Categories - Read
      4. Course and Exam Taker – Read
   E. System Administrator – full system access
      1. Questions – Read/Write
      2. Assessments and Reports – Read /Write
      3. Categories – Read/Write
      4. Course and Exam Taker – Read/Write

VERIFICATION OF STUDENT IDENTITY IN ONLINE/DISTANCE EDUCATION (DE) COURSES*

Student identity is verified through one or a combination of the following methods:

- An Aultman College email with secure login and password issued to all students and used as the primary method of communication between the student and college faculty/staff
- An individual secure login and password for online/DE course access in the learning management system
- Face-to-face proctored assessments and examinations, and/ or
- Other technologies or pedagogical practices that are effective in verifying student identity (e.g., reviewing student writing samples, monitoring and participating in discussion groups, identifying parameters for group work, discussing the college's academic integrity policy within the course, etc.).

The college fully complies with the requirements of the Family Educational Rights and Privacy Act (FERPA); therefore, any method used to verify student identity must protect the privacy of student information. Personally identifiable information collected by the college may be used as the basis for identification and verification. For example, if a student requests a reset of secure login/password information, he/she may be required to provide two or more pieces of information for comparison with data on file, or to visit campus in person with a photo ID or other acceptable verification document.

Student identity in an online/DE course is primarily verified with a college-provided secure login and password. It may also be verified through online exams administered via proprietary, secure login software and/or on-campus proctored exams.

For face-to-face proctored exams, students must provide an Aultman College identification card. Students who cannot verify identity with one of these documents will not be permitted to take or make up the exam and will receive a failing grade.

Students enrolled in online/DE classes will receive exclusive learning management system (LMS) login/access credentials including, but not limited to, username and password. Students are responsible for protecting the security of all their login/access credentials and will be held accountable for all activity on their accounts. Prohibited student conduct includes, but may not be limited to:

- Sharing or making public your login/access credentials
- Allowing another person to use your login/access credentials
- Attempting to discover another user's login/access credentials or gaining unauthorized access to another person's files or email

Participation in such behaviors is a violation of college policy and subject to disciplinary action as defined in such policies.

Academic leaders are responsible to make faculty aware of this policy and ensure that they comply with its provisions. Faculty teaching courses utilizing the LMS (e.g., LMS supported, hybrid, and online) hold primary responsibility for the compliance of their individual courses with this policy. For example, they are expected to design courses that support academic integrity with a variety of assignments and assessment instruments. They must be vigilant about changes in student behaviors that could indicate a breach of academic integrity (e.g., sudden shifts in academic performance; changes in writing style and/or language use in discussion groups or email, etc.) and report issues promptly to the appropriate dean/program director.

Definitions:

Proprietary, Secure Login Software – Online test administration software that can only be accessed with a secure, unique password and username

Secure Login – A unique username and password for student access to online college or course material. Students must provide their complete and true identity information in any identification process.

Proctored Examinations – A face-to-face exam overseen by an impartial individual (proctor) who monitors or supervises students taking an exam. The proctor ensures the security and integrity of the exam process. Proctored exams (dates, times, locations) must be communicated to students in the course syllabus.

Procedure:

Proctored Exams

1. The registrar schedules times and rooms for proctored exams of online courses during final exam week.
2. The course syllabus must include the exam date, time, and location.

3. For on-campus proctored exams, on the day of the exam, the proctor verifies student identification information against the class roster, secures student signatures on the roster, and signs the roster as the exam proctor.
4. Once student identification is verified, the proctor administers the exam.
5. Following the exam, the proctor presents the verified course roster to the registrar who files and retains the document according to policy.

Online Exams

For exams administered online via proprietary, secure login software, students receive exam download/access information and login credentials prior to or on the day of the exam, as appropriate.

FACULTY ROLE

DEFINITION OF FACULTY

Faculty are individuals contracted to teach students in laboratory, classroom, and other settings. Most faculty members are engaged in teaching, scholarship, and service as defined in this handbook. The college does not offer tenure, but at the time of initial hire, a faculty member is assigned a rank (as applicable).

Full-time Faculty

Full-time faculty hold an appropriate degree as defined by the discipline, are employed on a contract at 1.0 full time equivalent status and are eligible for rank.

Part-time Faculty

Part-time faculty hold an appropriate degree as defined by the discipline, are employed on a contract at 0.4 to 0.9 full-time equivalent status and are eligible for rank.

Adjunct Faculty

Adjunct faculty maintain a degree as defined by the discipline and are contracted to teach a limited number of specific courses on a semester-by-semester basis. Courses are assigned according to the needs of the academic divisions as determined by the program director/dean. Adjunct faculty are focused teachers and not expected to participate in scholarship, service, or governance. They are not eligible for rank. Pay for adjunct faculty can vary depending upon credentials, experience, and class enrollment. Information about current reimbursement rates for adjunct faculty is available from the Human Resources administrator.

Clinical Adjunct Faculty

Clinical adjunct faculty maintain a degree as defined by the discipline and are contracted to facilitate students through clinical rotations. They work under the guidance of a full-time faculty member. Clinical assignments are made based on the needs of the academic divisions as determined by the program director/dean. Clinical adjunct faculty are contracted employees; they

are not required to participate in governance nor are they eligible for rank. Pay for clinical adjunct faculty can vary depending upon the program in which the clinical is being offered. Information about current reimbursement rates for clinical adjunct faculty is available from the Human Resources administrator.

Visiting Faculty
Visiting faculty are full-time faculty hired on one-year contracts. The creation of such positions is contingent upon enrollment, and the renewal of such contracts is dependent upon the needs of the academic division as determined by the program director/dean and the VP of academic affairs. Visiting faculty will be hired as contracted employees and are not required to participate in governance. They may hold rank based on qualifications and experience.

Substitute Faculty
Substitute faculty temporarily replace a faculty member who is unable to meet assigned responsibilities. The substitute shall follow the provided lesson plan as designated in the class syllabus and/or course outline. Substitute faculty need pre-approval from the program director/dean. Substitute faculty either work voluntarily or are compensated at an hourly rate. They are not eligible for rank.

Voluntary Substitution
Voluntary substitution allows faculty to voluntarily substitute for colleagues for short periods. This practice is often used when an absence involves a limited number of classes with modest preparation for the substitute.

Replacement Substitution
Replacement substitution allows a qualified faculty to substitute for a faculty member on a day-to-day basis. Replacement substitutes are paid a lump sum stipend based on hours worked, which are calculated in half hour increments for work performed. Stipends may vary depending upon the faculty's credentials and experience, prior teaching at Aultman College, and the program in which the class is being offered. Information about current reimbursement rates for replacement substitutes is available from the Human Resources administrator. Replacement substitutes are hired as contracted employees and are not required to participate in governance. Replacement substitutes must complete a Replacement Substitute Faculty form for each occurrence of service as a substitute faculty.

FACULTY RESPONSIBILITIES
Faculty are responsible to the VP of academic affairs and to respective program directors/deans for the fulfillment of all assignments. They must uphold the high standards promoted by the college and take personal pride in the following areas:

Vision: At Aultman College faculty will be known as:
> *Scholarly practitioners who lead student learning, advance their discipline, improve the institution, and impact their communities.*

Philosophy: The core of learning in higher education institutions comes from the demonstrated passion, expertise, and insights of the college's faculty members. Faculty members, historically

known as "professors," practice the art and science of educating learners from their professional and disciplinary knowledge, competencies, experience, and wisdom in their specific fields of study.

At Aultman College, faculty members are, ideally, self-directed, life-long professional learners deeply experienced in their field of study while developing their proficiency to educate and impacting their community and profession through their service and scholarly pursuits. They endeavor to develop innovative pedagogy based on scholarly practices within their field and in teaching/learning. Faculty, additionally, provide service to their discipline, the institution, and the community and produce scholarly works for the edification of their field, other professionals, and, at times, the public at-large. Finally, faculty members drive the creation and assessment of outcomes for student learning, curriculum, and programs.

As is the tradition in the higher education academy, faculty member "ranks" acknowledge one's engagement and impact within his/her specific field of study as an educator. The scope and impact of engagement developmentally increases as does the value to the college across the ranks.

Broad definitions of each rank provide a scope of impact for engagement and allows for individual fields/professions to determine impact:

> ### Instructor
> Individuals who have a key set of experiences or skills that provide students with rich learning experiences to attain outcomes. As such, it is expected that Instructors remain deeply active in their field of study/profession and able to give clear guidance of best practices in their respective field through engaged learning. Instructors render service to their respective communities based on their expertise, however, the expectation for scholarship is low or non-existent in most situations. Instructors, minimally, hold one academic degree above the level being taught, generally a graduate degree.
>
> ### Assistant Professor
> Assistant Professors have extensive professional experience in their field and fully participate in the academy of teaching, service, and scholarship. All rights and responsibilities of the professorate are in-force regarding governance, academic freedom, and development of the academy. These individuals may come to the professorate with previous adjunct (part-time) experience or with limited full-time teaching experience. Assistant Professors minimally hold a graduate degree in a discipline.
>
> ### Associate Professor
> Associate Professors are individuals who have deep experience in higher education and professional/disciplinary engagement. These professionals have at least one graduate degree and often hold a terminal degree or advanced academic credentials beyond a master's degree. They are well established in their record of service to an institution of higher education, and they, generally, have actively participated in their discipline's organizations which support the development of the field broadly. Their scholarly activity is consistent and strong, but not necessarily extensive. Their scholarly work demonstrates

a clear commitment to enhancing the knowledge and/or skills in their discipline. She/he, typically, will have several documented examples of scholarly work validated by outside experts in their field (e.g., peer reviewed, state/national policy, grant organizations).

<u>Full Professor</u>
Full Professors are individuals who have extensive experience in higher education, and professional/disciplinary engagement. Their record of service to an institution of higher education is well documented with many examples of service in governance within the institution, activities participating in their discipline's external organizations, and/or a plethora of activities demonstrating service to their broader community. Their scholarly activity is prolific giving clear indication in their demonstrated expertise of their subject matter and demonstrating clear impact that enhances the knowledge and/or skills in their discipline. Additionally, they have numerous documented examples of how their scholarly work has been validated by others in their field, outside of the institution, as established experts.

The college commits to support faculty development through the ranking process; however, the process of "ranking up" is an individual decision of each faculty member demonstrated by a consistent record of development and proficiency in teaching, service, and scholarship. Therefore, the promotion from one rank to the next is self-initiated and to be demonstrated through annual professional portfolios that mark achievement of the higher rank's expectations.

PROFESSIONAL IDENTITY

At Aultman College, faculty members are expected to:
- Continually contribute value to the mission of the institution
- Maintain expertise in their respective discipline
- Act as "Gatekeepers/Guardians" of their respective profession/discipline
- Secure and maintain professional licenses and/or certifications (where applicable)
- Effectively disseminate knowledge related to their field of study
- Pursue professional development
- Demonstrate actions and attitudes that are culturally and contextually relevant
- Act respectfully and collegially with students, peers, academic leaders, and institutional partners

Beyond the basics of the faculty's professional identity, faculty are also expected to demonstrate clear skills in the areas of Teaching, Service, and Scholarship. Each of these domains is outlined in the following sections. While each of these identified domains are vital to the role of the faculty, not all are equally balanced by the faculty's efforts or production. The "weighting" of these, in terms of the percentage of time and effort demonstrated in each respective domain, will be further elaborated when the faculty evaluation is revised (see timeline above).

TEACHING

One of the chief outcomes of a faculty member's efforts is the development of students toward their academic and professional goals provided in the form of teaching. There are three elements

in this domain: Teaching, Student Engagement, and Curriculum Development.

Teaching
The primary function of faculty members is providing opportunities for students to learn knowledge, skills, and dispositions according to the *Core Abilities* of Aultman College, program learning outcomes, and student learning outcomes. The development of the competencies related to teaching in higher education takes time and an investment of effort at all ranks.

At Aultman College, faculty members need to develop and maintain four key aspects related to teaching:
1. Engagement and expertise in one's field of study (discipline)
2. Development as a post-secondary and/or graduate level educator
3. Proficiency in varied academic delivery models
4. Mastery of curriculum development and the assessment of student learning outcomes

Level of Engagement	Activity
Minimal	Prepared for and delivers quality course experiences.
Moderate	Assesses feedback (student/peer) and/or applies a scholarly approach to teaching experiences.
High	Proactively uses an inquiry model for the development of outcomes by students and/or program with in a course(s).
Exemplary	Prepares and disseminates peer reviewed teaching elements at conferences or in peer-reviewed journals.

Student Engagement
Another critical aspect of faculty at Aultman College is student engagement. Engaging students includes:
1. Demonstrating a student-centric manner
2. Exhibiting progressive classroom and student management (including discipline)
3. Academic/professional advising
4. Professional mentoring
5. Supporting *Universal Design* to enhance learner accessibility

Level of Engagement	Activity
Minimal	Available to students upon request, but no proactive activity.
Moderate	Regularly interacts with students in and outside of the course experience intentionally attempting to develop students to become mature learners and future professionals.
High	Proactively provides activities for students' development beyond what is only related to course requirements. Provides consistent, positive interactions with students that encourages their engagement with the profession, the institution, and the discipline.
Exemplary	Proactively seeks out students and provides activities that engage the students in the profession, the institution, and the discipline. Takes an active role in mentoring students in their

respective field with providing opportunities for additional growth beyond what is delivered as part of the classroom experience.

Curriculum Development

Faculty members are, generally, expected to develop courses that specifically support the learning outcomes of a program and/or support the established foundational education requirements, by identifying, creating, and assessing course level and student learning outcomes. When courses are assigned to a faculty member, s/he is expected to develop those courses according to the aforementioned requirements, using pedagogical best-practices, and according to the methodology with which the course will be delivered. Additionally, in the current age of education, use of multiple modalities to offer education is the norm. Therefore, all faculty need to develop a level of proficiency with delivering learning in all modalities. Specifically, faculty need to develop a level of confidence and skill to interact through a learning management system for online course delivery.

Level of Engagement	Activity
Minimal	Ensures course content and engagement is established for each week of instruction.
Moderate	Meets all the expected standards for courses, which are organized in a clear and thoughtful manner.
High	Meets all established standards for courses, is well organized, is free from inconsistencies, has meaningful activities that show a clear scaffolding of learning, and demonstrate engaging and innovative activities, generally based on best practices from the field.
Exemplary	Meets all the requirements and innovatively delivers a high-quality and highly engaging experience for the student. This kind of work would be worthy of publishing or sharing at a conference with others.

SERVICE

As a highly educated citizen of many communities, a faculty member is expected to offer service to enhance three, general domains: Institution, Discipline, and Community.

Institution

Contributing one's service to the institution is a base-level expectation of all faculty members. The ultimate goal of the combined efforts of faculty service to the institution is improvement on various levels. There are four domains of service to the institution: Administration, Governance, Peer Development, and Program Development.

Administration

Some faculty are asked to assist with specific administrative tasks for the maintenance or improvement of the organization. When these tasks are assigned/offered, the faculty may consider these as meeting the expectation of satisfying service to the institution through

these activities.

Level of Engagement	Activity
Minimal	Participates fully in the required task and producing quality work that is reliable.
Moderate	Identify concerns/issues and propose solutions.
High	Initiating improvements on processes or systems making the task(s) more effective and/or efficient.
Exemplary	Re-designs, substantially, a process or systems related to the assigned tasks in such a way that significantly improves the student experience, decreases costs to the institution, or adds some other benefit not previously realized.

Governance

Faculty are asked to serve on committees, councils, task forces, etc. as part of the governance of the College that brings rich diversity of thought and experience with its intent to better the institution.

Level of Engagement	Activity
Minimal	Attends and contributes to work of a governance body.
Moderate	Engages actively in deliberations and participates in projects that further the work of the group.
High	Provides leadership or significant contribution for the betterment of the institution.
Exemplary	Initiates new policies/procedures that improve the institution and/or makes contributions that add substantial value to the institution.

Peer Development

Enhancement of peers through offering training and mentoring of others (staff or faculty).

Level of Engagement	Activity
Minimal	Engages informally or collegially with peers.
Moderate	Provides formal Peer Observations (or some other form of qualitative feedback) to other faculty members or informal mentoring of others.
High	Initiates, proactively, activities for faculty development with peers and intentionally seeks out ways to encourage and support peers in new opportunities for professional development.
Exemplary	Initiates in formally designing activities for faculty development with peers and intentionally seeks out ways to encourage and support peers in new opportunities for professional development. Provides leadership that inspires others to advance their own professional development.

Program Development

Some faculty members are asked to assist with specific tasks for the development or maintenance of college programs. When these tasks are assigned/offered, the faculty member may consider these as meeting the expectation of satisfying service to the institution through these activities, when not compensated as an administrator.

Level of Engagement	Activity
Minimal	Executes, perfunctorily, the minimum requirements of the task.
Moderate	Contributes high quality work that meets the original intentions of the changes and/or needs.
High	Improves on the program offering by enhancing its delivery, implementation, and/or outcomes through evidence-based decisions
Exemplary	Creates or substantially re-designs a program in such a way that significantly improves the student experience, decreases costs to the institution, or adds some other benefit not previously realized

Discipline
Service to one's field or discipline requires active participation and contribution.

Level of Engagement	Activity
Minimal	Participates as a member of an organization/association/society in that field/discipline.
Moderate	Contributes to an organization/association/society in that field/discipline.
High	Leads an organization/association/society in that field/discipline.
Exemplary	Recognized for exceptional contributions made to an organization/association/society in that field/discipline.

Community
Service to the Aultman Health Foundation, the surrounding geographical community, and/or a national or international organization with a charitable cause.

Level of Engagement	Activity
Minimal	Participates in relevant meetings/activities.
Moderate	Demonstrates active contributions through giving personal time and talents through volunteering beyond the required meetings/activities with this organization.
High	Leads projects that further the work of the charitable organization.
Exemplary	Recognized for significant contributions by the organization.

SCHOLARSHIP

Scholarly activities, a hallmark of the professoriate in higher education, may be defined in many ways. At Aultman College, all ranked faculty members (Assistant, Associate, and Full Professor) engage in developing a body of work that forwards his/her understanding and skills in the discipline and advances their field/discipline. However, the college does not expect those designated as Instructors to engage in scholarship beyond the continued learning about their discipline and becoming a more proficient educator. All faculty with "professor" in their title, must be active in the engagement of scholarly activity.

Examples of scholarly activities are listed below:

Category*	Definition*	Example Leveled Activities**
Teaching	Reflects the nature, values, fundamental concepts, and modes of inquiry specific to one's discipline; considers learning assessment and outcomes and responds to the need for continuous improvement resulting from reflection and inquiry. It communicates new questions and knowledge about teaching and learning.	Assistant: • Developing and testing instructional material or delivery. • Educational inquiry that results in a method or practice that is, in turn, presented to others for professional development. • Enhanced procedures or practices in clinical instruction that are demonstrated to improve process or systems. • Developing and implementing innovative or significantly revised method of evaluation related to student learning outcomes. Associate: • Sharing results of teaching and learning through a scholarly process (i.e. peer reviewed publication, conference presentations, book chapters). • Mentoring other faculty in the Scholarship of Teaching and Learning (SoTL). Full: • Innovative or theoretical teaching and learning approach that advances the field/profession (e.g., book, peer reviewed publications). • Mentoring and leading SoTL activities at the College.
Application	Applying current knowledge or skill to a new population, problem, scenario, etc. to bridge theory to practice.	Assistant: • Enhanced procedures or practices that are demonstrated to improve clinical process or systems (i.e., quality improvement strategies). • Practice strategies that improve outcomes for population served, through the application of theory in a specific field to "real world" problems. • Present information for continuing education units (CEUs) to peers.

		Associate: • Create and share through published media contributions (e.g. newspaper, magazine, television, etc.) sought by others, or digital publication that can be demonstrated as valued by a specified discipline or by the general-public. • Innovative organizational strategies derived through consultation and collaboration, that improve the practice of interprofessional field (e.g. nursing), the health care environment, or the lived experiences of professionals, care-givers, patients, and the community. • Securing grants that utilize the faculty member's expertise. Full: • Innovative models of practice and delivery of health care that have been accepted through peer review or adoption by industry. • Providing industry, government, or non-profit sector with consultation that results in actionable and valued contribution. • Editor for a publication or reviewer for conference program presentations. • Securing grants greater than $10,000.
Integration	Connecting existing knowledge and discovery into larger contexts and creating new perspectives that transcend individual fields/disciplines.	Assistant: • Publication in refereed journals, monographs, on-line publication (e.g. literature reviews). • Peer reviewed abstracts for oral or poster presentations. Associate: • Non-academic publications or presentations that address discipline related concerns. • Publication of books, book chapters, and monographs. • Production of position papers and white papers. • Presentation of professional development workshops requested by others. Full: • Published meta-analysis that contrast or combine results from various studies (e.g., guidelines, laws/rules).
Discovery	Consideration of issues/problems from an interdisciplinary approach geared toward application	Assistant: • Original works of compositions, presentations, performances, procedures, exhibits, or projects that are presented for others.

	and generally written for the benefit of the lay public.	Associate:
		• Publication of original research and investigations in peer-reviewed journals.
		• Publication of a book or chapter(s).
		Full:
		• Significant record of:
		    o Funded research projects.
		    o Independent or co-authored research projects that are peer reviewed and published or presented at refereed conferences.

* Adapted from *Braxton on Boyer's Four Domains of Scholarship* (Braxton, 2006, pp. 21-36)
** Adapted from slides: McNabb, J. Pawlyshyn, N. *Defining scholarship: Boyer's 4 models and the new digital scholarship: A faculty conversation*. March 13, 2014.

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(https://www.northeastern.edu/cpsfacultycentral/wp-content/uploads/2013/03/Defining-Scholarship-with-Boyers-Four-Areas-of-Scholarship-Explored-and-the-New-Digital-Scholarship-A-Faculty-Conversation.pdf)

FACULTY POLICIES AND PROCEDURES

ABSENCE AND ATTENDANCE EXPECTATIONS
Faculty are expected to conduct all classes they are assigned to teach and complete all responsibilities encompassed within the faculty role. In general, faculty work daily within campus hours of 8 a.m. to 5 p.m.; however, this may vary with teaching assignment and faculty role responsibilities. Faculty enjoy the benefit of flexible scheduling and should keep their Outlook calendar updated. Any regularly occurring alternative work schedule must be approved by the dean (this includes college-wide options of telecommuting and compressed work schedules).

Depending upon attained rank, faculty may receive five (5) to seven (7) emergency days per contract term to be used at their discretion. These days are typically used for
- Planned short or extended absences. In this case, faculty should seek advance approval from their supervisor (program director/dean). If approved, faculty should arrange self-coverage and communicate the schedule/plan as needed.
- Sick/last minute absence (true emergencies): Faculty should contact the dean who will handle coverage (with help from program directors) and college-wide communication

In the event of an extended illness, short-term disability benefits begin after three (3) consecutive sick days and the exhaustion of accumulated sick hours (as applicable). Emergency days may increase with the attainment of rank. Please refer to the Rank and Promotion policy for more detail.

Faculty requesting additional time off for reasons other than their own illness (e.g., sick child/spouse/parent, birth of a grandchild, etc.) must seek approval from the dean. If time off is approved, the faculty member may request to extend his/her contract up to five (5) additional days to "make up" the missed days, working on projects assigned by the program director and/or dean. If the faculty member decides not to "make up" the days with additional work, the five (5) days will be unpaid.

Faculty wishing to present research/scholarly work should speak to their program director and dean. The college encourages public presentation of work, and each program director and dean will work with faculty to facilitate this.

When inclement weather causes cancellation or closing of the college, faculty should NOT report to work. College employees will be paid a regular day's work if the college closes early, delays opening, or if classes are cancelled. If the college is open and faculty believe it will be unsafe for them to travel to work, they should report off work to their dean and use an accrued PTO/emergency day. Clinical faculty must follow clinical closing procedures established in their respective division handbook.

Adjunct faculty are expected to be in attendance for all classes during the semester in which they are contracted. If an emergency or illness arises, adjunct faculty should notify the program director and/or dean as far in advance of the class start time as possible. Adjunct faculty members are expected to help coordinate class coverage and notify students of any changes in class schedule as far in advance of the class start time as possible. Adjunct faculty absent more than two (2) days in a semester will receive an adjustment of contracted pay. Adjunct faculty are expected to inform the appropriate program director and dean of planned absences prior to the start of the semester.

APPOINTMENTS

Faculty appointments are made by the president, who has the right to accept or deny any employment recommendation. Recommendations for appointment are made to the VP of academic affairs by the appropriate program director and/or dean.

contract options

Faculty have the option to choose any of the following contract options:
- Fall/Spring (traditional)

- Spring/Summer
- Summer/Fall
- Working a maximum of three (3) days per week year round

For details regarding these options, contact human resources. Faculty should inform their program director and/or dean if interested in a contract option that differs from the traditional selection.

CONTRACTS (RENEWAL AND TERMINATION)

Contracts setting forth the terms and conditions of service for full- and part-time faculty are issued by the president by March 15th, to be returned to the president's office by April 1. Contracts for adjunct faculty are issued every semester as needed. No faculty contract is automatically renewable.

Notice of non-reappointment, nonrenewal, or the intention not to recommend reappointment is given to faculty in writing no later than March 15.

Faculty members may be terminated for cause by the president and/or the Board of Directors at times other than identified above. Cause is defined to include:

- Grave misconduct, moral turpitude, neglect of academic duty, or any other reason that the president concludes will prohibit the faculty member from being effective.

Upon receiving written notice of dismissal, the faculty member may appeal that decision through the Faculty Grievance Procedure.

Faculty terminating their own employment are expected to give as much notice as possible. A semester notice will give the college/division sufficient time to find a replacement. Submit written notice to the appropriate program director and/or dean.

COMMUNICATION AVENUES

To promote active and ready communication avenues among students, faculty, and administration, faculty should enter college-related activities, including clinicals, classrooms, labs, office hours, meetings, and off-campus events into their Outlook calendars. The calendar should be kept current and shared with all discipline faculty and the program director/dean.

COMPENSATION

Faculty compensation is subject to annual review by the president. Additional adjunct pay, overloads, and part- time instruction are also reviewed annually.

FACULTY DEVELOPMENT FUND DISTRIBUTION

Full-time and part-time faculty members are apportioned a set professional development fund limit for each academic year (July 1 to June 30). Full-time faculty receive a set dollar amount of which part-time faculty receive a prorated version. Funds are distributed by the program director and/or dean according to the following steps:

1. Apply for funding using the Request to Attend Workshop, Seminar, or Other Event form on the website. Application must be received by the program director and/or dean a minimum of one month prior to purchase/trip/etc. Approval or denial of funding will be communicated in a timely fashion. Funds will be limited to activities/items with an educational focus. Membership for professional organizations or events with a specialty focus not related to education are ineligible for reimbursement. Records of all receipts and expenditures must be tracked.

2. Reimbursement requests should be submitted to the program director and/or dean following the purchase/event/etc. using one of these forms (available throughout the college):
   a. Petty Cash form (for expenses under $100) on website.
   b. Request for Check form (for expenses that are not travel related) on website.
   c. Travel, Education, and other Event Expense Report form on website.

3. Should costs exceed approved funding, faculty may apply in writing for additional reimbursement to the program director and/or dean by May 1. Reimbursement is not guaranteed.

NOTE: The college Travel Policy details cost-effective travel expectations with which all employees are expected to comply. Meal charges must fall within established limits, and meal receipts should be itemized as charges for alcohol are not reimbursed.

FACULTY GRIEVANCE*

Faculty members who allege errors, inequities, or unlawful discrimination in official actions of the college relative to salary, promotions, and sabbaticals may have those concerns reviewed by the Faculty Grievance Committee.

All other claims of wrongful treatment or actions will be addressed using the appropriate college grievance process required by the circumstances of the allegations. This includes, but is not limited to, the Human Resources process, the college's Title IX Policy, and the processes found in the Faculty Handbook for the academic year in which the complaint is filed.

Procedure
A faculty member claiming a grievance in any subject matter specified above, except Rank and Promotion grievances (skip to the next paragraph), may seek resolution as follows:
1. Within five (5) days of learning of the alleged offense, the faculty member shall submit the grievance in writing to the dean and/or program director, who shall respond in writing within seven (7) working days.
2. If the faculty member is not satisfied with the dean or program director's response, he/she may appeal in writing to the vice president of academic affairs.
   a. The appeal must be submitted within five (5) working days of the claimant's receipt of the dean or program director's response, and the vice president of academic affairs shall respond in writing within seven (7) working days.

At any stage in the process, the recommendation can be made by the grievant or the college

administrator (e.g., program director, vice president, etc.) to refer the faculty member to the next step.

For a grievance for which all preceding steps have been taken and the faculty member remains dissatisfied, or for those pertaining to Rank and Promotion outcomes, the faculty member may request the president to convene a Faculty Grievance Committee to hear the grievance.

1. The faculty member's written request shall be delivered to the president of the college within seven (7) working days of the faculty member's receipt of the response from the vice president of academic affairs and/or the Rank and Promotion Committee.
2. The president will then convene a Faculty Grievance Committee within five (5) working days of receipt of the written request.
3. The Faculty Grievance Committee (hereafter referred to as the "committee") shall consist of three faculty members.
   a. The grieving faculty member shall nominate one member; the college president shall nominate one member; the two members so nominated and appointed shall select the third committee member.
4. The faculty member shall choose to present his/her case or select someone to represent him/her before the committee; neither the faculty member nor his/her representative shall have a vote on the committee. The president shall select an individual to represent administration in presenting the case, and such representative shall have no vote on the committee. Neither side may be represented by an attorney; formal rules of evidence shall not apply.
5. The committee shall receive and consider all evidence submitted by the faculty member and administration at the hearing. The committee shall report its findings and recommendations in writing to the president within fifteen (15) working days of the conclusion of the hearing.
6. After receipt of the committee's report, the president shall either act in accordance with the recommendations of the committee or meet with the committee for a conference concerning its findings and recommendations.
7. The president's decision shall be rendered within fifteen (15) working days of receiving the committee's report.
   a. If the president accepts the committee's findings and recommendations, he/she shall forward them, in writing, to the faculty member.
   b. If the president does not accept the committee's recommendations, he/she shall forward a written explanation of the decision to the faculty member and the committee.
8. The decision of the president will be final.
9. All written materials concerning any grievance shall be kept in a secure, confidential file maintained by the president. None of the grievance materials shall be placed in the claimant's individual file.

Aultman College strives to deliver an outstanding educational experience to our students. Aultman's online courses are rigorously designed and delivered by academically qualified faculty members with industry experience. Expectations for faculty members are discussed below. These expectations are explicitly included in the [Aultman College Teaching Contract](#) and are considered for continuing employment as a faculty member.

I.   **General Instructor Expectations for Online Instruction**
- Deliver courses in a professional and organized manner, interacting with students in a constructive and encouraging manner.
- Log into their assigned online course every 48 hours, at a minimum.
- Respond to student contributions and requests within 48 hours.
- Clearly articulate the academic requirements for the course, including course assignments, participation requirements, examinations, and evaluation rubrics.
- Develop instructional modules for each week of the course which may include components of theory, practice, and assessment.
- Encourage complex thinking and participation by all students through various uses of technology within the learning management system (LMS). Examples may include:
  - o Video Technology (Zoom, Microsoft Videos, Microsoft Stream, Youtube, TEDTalks, etc.) o Poll and/or Survey Tools o Discussion Threads (Written or Video) o Podcasts
- Identify and addresses problems with course content or the technology environment.
- Contribute toward the continuous improvement of their course(s).

Instructor Week to Week Online Expectations

- o Complete an "Introductory Post" announcement to the course. o Provide "Instructor Profile" information that contains contact information and brief biographical summary before publishing the course.
- o Provide weekly announcements pertinent to the current section of the course.
- o Provide weekly communication via posts and/or multimedia messaging from instructor.

ONLINE COURSE DELIVERY EXPECTATIONS

Instructors are expected to follow these guidelines for online courses they are teaching:

PRIOR TO SEMESTER START

- No work can be required of students prior to the first day of the semester (or sub-term) as noted on the Academic Calendar.
- Prepare your class for availability and interaction approximately one week before the scheduled start of classes. Course shells are available to students the Friday before the

start of classes. Aultman College expects that all course shells for the upcoming semester will be active and usable by students at that time. Prior to the course being available, instructors should personalize the new course shell; update semester-specific information, gradebook settings, assignments, course documents, and external Web links as needed and ensure no items are hidden within the course or gradebook.

WEEKLY COMMUNICATION

- Communicate with students enrolled in your course on the Friday before the start of classes. After that time, communicate on a weekly basis with your students using the email function, and/or News or Announcements. This weekly message should lay out the schedule for the week and remind students of upcoming due dates.

PARTICIPATION

- Instructors are to participate every 48 hours at a minimum but are encouraged to participate each day in the online course, responding to student contributions and inquiries and ensuring that all student assignments and grades are processed and up-to-date. Faculty participation sets an example for all students to follow in an online class. Note: For discussion forums, *you DO NOT need to respond to each student's contributions individually but use the discussion forum as an opportunity to shape discussion, call attention to other approaches, and answer specific questions raised by students.*

PRESENCE AND INTERACTION

- Best practices recommend that instructors log into their course(s) every 48 hours in order to respond to student inquiries, monitor student progress, engage in student activities, etc. If an instructor has not logged into their course(s) over a 72-hour period, a reminder email will be sent to their email account. Failure to log into a course beyond the 72-hour threshold may result in disciplinary action.
  - o **Remember**: Students expect faculty to be accessible and provide timely feedback. Responsiveness contributes to the overall sense of instructor presence.
- Monitor the social forum (News Forum/Ask the Professor) and replies to course questions within 48 hours.
- Respond to student questions within 48 hours. This includes any emails, discussion board questions, and voice mail. Any student complaint concerning a lack of response from the instructor will be verified and reported to the respective College Program Director.
- Actively engage students through the Forums tool and other course communication tools.
- Engage online at a minimum of 3 days per week (Monday-Sunday).
  - o Engagement includes but is not limited to; responding to student questions, emails, and providing responses to discussions, either individually or as a class that enhances the conversation and learning in the course.

- Maintain a friendly, respectful environment in the online classroom, ensuring that student and faculty interaction follows the basic principles of netiquette.
- Monitor student activity and login events as needed through the Course Statistics tool when concerns arise about students with low participation or attendance. o Contact should occur per advising communication guidelines with students and/or advising when students register low participation and/or attendance.
- Communicate to students when they can expect to receive graded feedback on assignments and exams. Best practices recommend instructors grade, post and give feedback within 7-days of due date.

TECHNOLOGY USE

- Instructors should utilize college-wide systems only (e.g., Student Information Systems, SIS, Learning Management System, LMS, email, Zoom, etc.) o Faculty using technology beyond college provided software must specify within course syllabi additional technology requirements for students (e.g., collaboration or blog sites). Additionally, instructors must be available to provide support to students as needs arise with these technologies as it is not a supported Aultman College Software/Technology.

Please review "Suggested Technology Requirements" for further information at:
https://www.aultmancollege.edu/suggested-technology

FACULTY RANK AND PROMOTION*

The rank and promotion process operates in congruence with the annual evaluation cycle and applies to full-time and part-time faculty. Faculty Council oversees this peer-reviewed process as outlined in this policy. The promotion system is designed to follow a hierarchy and to recognize the experience, contributions, accomplishments, and academic background of faculty members.

Procedure:

Eligibility
1. Faculty are eligible to request a promotion in rank when they meet the minimum ranking requirements (e.g., enrollment in a doctoral program, completion of a degree, etc.) by the application deadline of January 31.
2. Eligible faculty members must submit a letter of intent (form is located in the Faculty Handbook and online at the Center for Teaching and Learning) to the chair of Faculty Council and the appropriate program director and/or dean by January 31 for consideration during the annual rank and promotion period (February/March).

Candidate Procedure

1. The annual evaluation portfolio is also used in the rank and promotion process (see the Faculty Handbook for "Portfolio General Guidelines*")*.
   - Candidates who submit hard copy (non-electronic) portfolios are responsible for notifying the chair of the portfolio's availability, after the respective dean and/or program director has reviewed the portfolio for the annual faculty evaluation.
   - Electronic portfolios should be accessible immediately by the committee.
   - The faculty member applying for rank decides which format to use in submitting the portfolio. The committee may not specify format.
2. A candidate may be asked to provide additional written information (CV, transcripts, publications, etc.) to the committee prior to or during the interview.
   - The candidate has up to ten (10) working days to submit the additional information following receipt of the request.
3. Candidates should make every effort to include all information in their portfolios by the January 31 deadline; however, if an important portfolio piece is mistakenly omitted, the candidate is strongly urged to contact the dean/program director and the committee chair.

Rank and Promotion Committee Procedure

1. The Faculty Council chairperson (hereafter referred to as the "chair") also serves as the chair for the rank and promotion ad hoc committee (hereafter referred to as the "committee").
2. Starting in mid-January each year, the chair selects Faculty Council members to form the committee.
   - In addition to the chair, two Faculty Council members per academic division should be represented (with those holding the highest rank asked to volunteer first).
     - Each member should have a minimum of two (2) years teaching experience at Aultman College.
     - If two Faculty Council members from a particular division are not available to serve on the rank and promotion committee, a representative outside of Faculty Council, but from the same division, will be selected based on rank and/or seniority to serve on the rank and promotion committee for the duration of the rank and promotion process.
     - Term is one year.
3. Faculty Council members seeking rank and promotion will recuse themselves from selection to the rank and promotion committee.
4. If the Faculty council chair applies for increased rank, the chair-elect shall become acting chair and lead the committee for the duration of that process.
5. All committee members are required to be present to form a quorum.
6. The chair confirms with college human resources and the vice president for academic affairs that all rank and promotion candidates meet the minimum requirements as defined in the rank and promotion table found in the current Faculty Handbook.

7. The chair sends an acknowledgment (e.g., email) to schedule the interview for each candidate. A brief description of interview expectations is included in this correspondence.
8. The Faculty Council secretary may assist the chair in coordinating the interview schedule, and if the chair so chooses, may send out the meeting requests on his/her behalf.
   - The interviews are scheduled and conducted in the months of February and March, and final recommendations are brought to the president and vice president of academic affairs by April 1.
9. All committee members are required to review each candidate's portfolio and to attend the scheduled candidate interviews.
10. The committee meets prior to the first interview to agree upon potential interview questions (suggested around the themes of teaching, scholarship, service, and college vision/mission/values).
    - This communication can be conducted via email.
    - The interview questions should not be shared outside the committee.
11. After the candidate is called into the interview room, the interview proceeds with the chair taking the lead. Discussion ensues, and the candidate is dismissed at the conclusion of the interview.
    - Committee members may keep their own notes from all interviews until the end of the interview process for all candidates when all notes must be surrendered to the chair.
    - The chair will appoint a secretary to keep official minutes during the interview. This secretary may be a college administrative assistant.
12. At the conclusion of all interviews, the chair schedules a final committee meeting.
    - Attendance is required, as each candidate's promotion will be called to a vote.
    - As stated in the college bylaws, the chair only votes in the case of a tie.
13. The committee drafts and forwards to the college president and vice president of academic affairs a letter outlining its recommendations no later than April 1.
14. The chair sends a separate letter to each candidate with notification of the committee's decision. This letter should be sent as soon as possible and no later than April 1.
    - If the request for change in rank is denied, the candidate may appeal the VPAA's decision by filing a grievance letter to the president, as outlined under the "Faculty Grievance" process in the Faculty Handbook.
      ○ At the conclusion of the "Faculty Grievance" process, the president and/or the vice president of academic affairs will inform the candidate and the Faculty Council chair of the faculty grievance committee's decision.
15. The president reports approvals for promotion to the college community and college Board of Directors at the next Board meeting and College Assembly.
16. Promotions are effective at the start of the fall semester of the next academic year.
    - Adjustment in salary occurs at the start of the fall semester of the next academic year.
    - Ranked leadership positions (program director, dean, and vice president of academic affairs) are not eligible for an adjustment in salary but will receive a

one-time lump sum payment at the start of the fall semester of the next academic year.

17. The rank and promotion process strives for candidate anonymity whenever possible. Official meeting and interview minutes (i.e., minutes kept by the appointed secretary) will be saved in a restricted-access rank and promotion file within the Faculty Council governance folder on the Sharepoint.

- Access will be restricted to the vice president of administrative and student affairs and the vice president of academic affairs.
- The minutes will not include candidate names, but instead will be reflected as "Candidate #1," "Candidate #2," etc.
- The Faculty Council chair will be responsible for destroying (i.e., shredding or permanently deleting) all other personal/individual committee notes and correspondence. The chair may ask for assistance from a college administrative assistant.

HR Procedures

1. At the time of hire,
   - Aultman College honors the rank of a faculty member hired from another college or university.
   - Individuals hired who do not bring rank from another institution will be hired as Assistant Professor (if degreed at master's level or above) or Instructor (if degreed below master's level) as appropriate.
2. Adjunct faculty are not eligible for rank and promotion.
3. Earned rank is not applied to staff members who teach as adjunct faculty for Aultman College; however, should a staff member shift into a full-time or part-time faculty role, earned rank is applied as described above or reinstated (if a rank was previously held).
   - Exceptions are the positions of program director, dean, and vice president of academic affairs, who should hold a rank assigned as it would be to any other faculty member.
4. Full- or part-time faculty members who move into staff or administrative roles retain earned rank held at the time of role change. However, such employees are not eligible for promotion in rank unless they transition back into full- or part-time faculty roles. At that time, if they desire to advance in rank, they may follow the process outlined above.
5. If a faculty/staff member who holds/held a rank at any point during his/her employment at Aultman College seeks employment elsewhere, his/her rank will be validated by the vice president of academic affairs and/or the vice president of administrative and student affairs.

Minimum Ranking Requirements and Benefits

Rank	Minimum Requirements	Benefits
Instructor	Bachelor's Degree	5 emergency days
Assistant Professor	Master's Degree Full time - 2 years teaching experience in a collegiate environment at time of promotion application Part time - 4 years teaching experience in a collegiate environment at time of promotion application	Adjustment in salary* 5 emergency days* 3-5 year contract eligibility*
Associate Professor	Master's Degree and enrolled in a Doctoral program Full time - 4 years teaching experience in a collegiate environment at time of promotion application Part time - 8 years teaching experience in a collegiate environment at time of promotion application	Adjustment in salary* 6 emergency days* 3-5 year contract eligibility* Sabbatical eligibility for full-time faculty
Professor	Doctoral Degree Full time - 6 years teaching experience in a collegiate environment at time of promotion application Part time - 12 years teaching experience in a collegiate environment at time of promotion application	Adjustment in salary* 7 emergency days* 3-5 year contract eligibility* Sabbatical eligibility for full-time faculty

*Ranked staff positions (program director, dean, and vice president of academic affairs) are not eligible for these benefits. Though those positions do not receive adjustment in salary, there is a one-time lump sum payment (as outlined in the procedure above).

Letter of Intent for Faculty Promotion in rank

_____, 20___

Dear Faculty Council Chair,

For the 20_____ Rank and Promotion Period, I, _____ am requesting

an increase in rank from _____ to _____. I have

met the minimum requirements for the next level in rank and would like the opportunity

to show the Rank and Promotion Committee work commensurate with the faculty rank

to which I am requesting to be promoted.

Select type of portfolio: ☐ ☐ Hard copy   ☐ ☐ Electronic; if electronic, provide web link (and password, if necessary):

Thank you for your consideration,

Signature

Created 5/1/13 – Faculty Council

Faculty Communication Expectations

For 100 Level (Beginning) Courses

When this happens	Please do this
Students fail to complete any online work in the first week	Instructor reaches out to make sure student understands how to use the LMS
Student does not have required textbooks or materials	Instructor reaches out to make sure the student understands the importance of those materials/help them make a plan for obtaining them

For All Courses

When this happens	Please do this
Student misses first class meeting	Faculty member to reach out to make sure student knows they are enrolled and knows when the class meets
Student misses 2 classes in a row	Faculty member to reach out to make sure the student is okay, as well as ensure they understand both the class and college attendance policies
Faculty observes and/or is told about marked difficulties/changes in emotional wellbeing, social interaction, finances, health concerns, etc.	Faculty member to send email to advisor email Advisor@aultmancollege.edu so the advisor can follow through and connect student to resources.
Faculty receives student preference for how to be contacted	Faculty emails advisor preference Advisor@aultmancollege.edu

If at any time the response or lack of response is considered unsatisfactory to the faculty member, please contact advisor for follow up. Advisor@aultmancollege.edu

FACULTY WORKLOAD*

The college emphasizes the importance of excellence in teaching but is keenly aware that teaching is inseparable from creative scholarly activities and service engagement in either college or community settings.

- The faculty work of teaching is unique and includes both direct and indirect components which may vary by role, discipline, level of programming, and/or rank.
- The goal of assigning faculty work includes treating faculty equitably, although not necessarily identically, to meet departmental and institutional goals while supporting a student-centered culture.
- Workload may be defined on an academic and/or calendar year. Direct time is calculated based on credit hour and associated ratios as defined in the federal definition of a credit hour policy. Assignments are made based on the established workload guidelines including direct and indirect instructional time.
- Inherent in the assignment process is the understanding that if the direct workload unit is higher one semester, it will be adjusted the following semester to ensure equity across the one-year term, either academic or calendar.
- Program directors are responsible for assignment of direct instructional work with review for equity by the dean.
- Load assignments are evaluated collaboratively with individual faculty by program directors and/or deans.
- Faculty resource availability rests with the Vice President of Academic Affairs in conjunction with the Vice President of Business and Student Affairs.

Definitions

Academic Year - fall and spring semesters

Adjunct faculty - contracted faculty on a semester by semester basis

Calendar Year - summer, fall, and spring semesters

Faculty work - includes teaching, scholarship, and service as defined by job description

Full-time faculty - faculty employed on a contract at 1.0 full time equivalent status

Part-time faculty - faculty employed on a contract at 0.4 to 0.9 full-time equivalent status

Overload - time that exceeds the faculty guidelines

Semester - either fall, spring, or summer

Teaching - an academic process that motivates students to learn and encompasses both direct and indirect instructional time.

- Direct instruction time is time spent with students in the classroom, clinical, laboratory, online and/or field experience setting. Direct time is calculated based on credit hour and associated ratios as defined in the federal definition of a credit hour policy.

    e.g., Class: 1 credit hour = one contact hour
    Lab: 1 credit lab = three contact hours

- Indirect instruction involves those activities outside the classroom, clinical, or lab which supplement and/or enhance direct instruction. Indirect instructional time includes but is not limited to advising, instructional prep, assessment and evaluation activities, office hours, current curriculum modifications, use of technology, and/or development of creative classroom activities.

Scholarship - an inquiry process that results in outcomes (Billings, 2013). Scholarship can be further defined as "looking for connections, building bridges between theory and practice, and communicating knowledge effectively to students" (Boyer, 1990). Scholarship may include but is not limited to the following:

Teaching faculty

- Critiquing evidence to support teaching and learning
- Participating in writing and/or gathering evidence for accreditation/regulatory reviews
- Disseminating knowledge from teaching improvement projects
- Participation in activities that enhance faculty expertise and achievement of program and/or college goals

Teaching faculty with additional approved research responsibilities

- Conducting research
- Disseminating knowledge from research
- Serving on committees of professional organizations
- Peer reviews such as serving on editorial boards, Quality Matters® reviews, abstract reviews, etc.

Outcomes may include but are not limited to submission of scholarly work as a portfolio artifact, awards for teaching, receipt of grants, invitations to consult, presentations, and/or publications. Consult rank and promotion policy for further detail.

Service - faculty participation in activities supporting the program, department, college, community, and or profession. Service may include but is not limited to participation in and/or leadership in Aultman Health Foundation committees, mentoring, and service to student organizations, promotion of the college mission at activities such as recruitment events, alumni events, or other community events.

Workload – (broadly defined) the type and/or amount of work to be completed within a given period.

Procedure

Faculty Workload Guidelines

A full-time equivalent is the ratio of the total number of paid hours during a period of time.

FTE	Expected Hours per week	80% Teaching Hours per week (This includes direct and indirect time with a 50% split)	Semester hours assigned per week based on credit hour	20% Scholarship and Service hours per week
1.0	40	32	16	8
.9	36	29	14 – 15	7
.8	32	26	13	6
.7	28	22	11	6
.6	24	19	9-10	5
.5	20	16	8	4
.4	16	13	6-7	3

- Days and times on campus are determined by the program director and/or dean in consultation with the part-time faculty.
- Faculty hired for clinical purposes only are assigned workload on a case by case basis.
- Overload pay is requested via the Faculty Overload Pay Calculation form and process. This request is typically placed at the close of the spring semester by the program director and/or academic dean.

Position	Maximum allowable workload
Clinical Coordinator/ Faculty or Program Coordinator	10-12 contact hours/academic or calendar year depending on faculty contract term choice or equivalent assignment (which may include instruction throughout Aultman Health Foundation) Overload: 13 or greater contact hours/academic year and 7 or greater contact hours/summer semester
Program Director	6-8 contact hours/calendar year or equivalent assignment (which may include instruction throughout Aultman Health Foundation) Overload: 9 or greater contact hours/calendar year
Academic Dean	2-4 contact hours/calendar year or equivalent assignment (which may include instruction throughout Aultman Health Foundation) Overload: 5 or greater contact hours/calendar year
Adjunct Faculty *Combination assignments inclusive of clinical Hours set by Affordable Care Act*	9 contact hours *18 contact hours*

The following course limits show the number of students per one instructor and are determined by both college policy and accreditation/safety requirements.
- Face-to-face courses are assumed to have 30-32 students
- Hybrid/Online courses are assumed to have 25 students
- Science labs & English courses are assumed to have 20 students
- Radiography labs are assumed to have seven (7) students (JRCERT)
- Nursing labs are assumed to have eight (8) students with maximum 10 (OBN)
- Nursing clinicals are assumed to have eight (8) students with maximum 10 (OBN)
- Social Work (SWK) face-to-face have maximum 25 students (excluding field work courses which have no cap) (CSWE)

Any student assignment above these numbers in a single course section requires the program director/academic dean to provide additional workload consideration.

Teaching workload may be adjusted one (1) contact hour for the following:
- More than 60 students collectively for the semester (determined after add/drop date)
- Mentoring of faculty new to education for initial semester
- Teaching a course offered the first time or new modality for the first time.
- Experience and student load of the faculty
- Magnitude of a project
- Time line for project completion

At times, project work may arise after workload has been assigned. Options to be considered for this are
- Modifications of workload
- Separate contract
- Incorporation in service/scholarship hours for the semester
- Overload

Flexible/alternative work schedule options

The college recognizes that alternative work patterns offer creative options for completing work while providing employee work-life balance. A variety of work schedules are available to full-time employees. An alternative work schedule will be determined by the employee's manager with proper vice president and human resource (HR) approval. Flexible work schedule options include:
- Flex-time: The number of hours an employee works daily remains constant, but start and finish times can be staggered. It offers flexibility in arrival or departure times with a designated core time at mid-day when all staff members are present. Flex-time can also allow work on varying days of the week. For example, an employee can select a schedule that allows a partial day off in return for the same number of hours on Saturday.
- Compressed work schedule: Allows the employee to work a traditional 40-hour work week in less than a five-day period. Compressed workweek schedules could include
  - 9/80 – working eighty hours in nine work days, with the tenth day (e.g., every other Friday) off
  - 10/40 – working four, ten-hour days per week
- Telecommuting: During working hours, an employee works pre-determined days and hours outside of the college at an approved alternative site for an agreed upon period. Only employees who work a full-time schedule are eligible for this option. Employees may be required to be on-campus for scheduled meetings or events as job responsibilities require. Security protocol requires that an Aultman College laptop is used for all telecommuting VPN access to college systems and should also be used when working offline on assignments that utilize desktop software (i.e., Microsoft Office products). If

access to Aultman College systems is required as a primary job function, VPN access may be requested.

FRINGE BENEFITS FOR FULL-TIME AND PART-TIME FACULTY

The college offers a comprehensive fringe benefit plan which includes health insurance, dental insurance, life insurance, retirement health insurance, tuition reimbursement, and a retirement savings plan. Also, contributions are made on behalf of employees to the Social Security system, unemployment compensation system, and worker's compensation. Details of the faculty benefits are available through Human Resources. Benefit plans may be revised periodically. Detailed information about revisions in fringe benefits and eligibility requirements will be disseminated as available.

INTELLECTUAL PROPERTY

To ensure fair treatment of all parties involved in the creation of intellectual property by acknowledging the effort and resources expended to create new educational content, research, practices, etc. and to ensure that the appropriate person/entity receives credit and/or remuneration for that effort.

College-Owned Learning Materials: The college shall own all learning materials, and the intellectual property contained therein, created or developed by a faculty member as part of his/her work obligations, for which the faculty member is compensated, unless the parties agree to an alternative arrangement though a separate written agreement. For example, when a faculty member is "contracted" by the college to develop a course or other learning materials for its use, and the faculty member is compensated to develop that course, either through direct payment or course-load release, the course contents and other learning materials created as part of the development shall be property of Aultman College and deemed college intellectual property, unless articulated differently in a contract.

Faculty Member-Owned Learning Materials: A faculty member shall own all learning materials and the intellectual property contained therein, created or developed on the faculty member's own initiative, without compensation, and independently from the faculty member's work obligations, unless the parties agree to an alternative arrangement though a separate written agreement. For example, when a faculty member develops learning materials for his/her own scholarship or research purposes outside of the faculty member's work obligations, and the faculty member is not compensated by the college to develop such learning materials, then the learning materials shall be owned by the faculty member and deemed faculty member intellectual property, unless articulated differently in a contract.

Ownership of Other Materials: Ownership of all intellectual property materials not deemed learning materials, including without limitation, inventions, research, discoveries, and other intellectual property, that are conceived or developed outside of the teaching environment (e.g., through a grant, foundation, or service work) (collectively, "other materials") shall be determined on a case-by-case basis. The faculty member and Aultman College, through the faculty member's dean and other parties, shall negotiate in good faith to mutually agree upon the ownership of such other materials (and the intellectual property contained therein), which

shall be set forth in a written agreement by the parties. Faculty members are encouraged to discuss the ownership of any other materials at the beginning of the creation process to determine whether they shall be deemed college intellectual property or faculty member intellectual property under this policy. Non-limiting factors used in the determination of ownership include but are not limited to the use of college supported resources, outside resources (e.g., grant stipulations), overhead costs, and original research & development. Faculty members and the dean, or designee, shall agree upon the intellectual property ownership of other materials as part of the annual evaluation process, which is currently reflected in teaching, research, and service sections.

Condition of Employment: This policy applies to and is considered a condition of employment for all faculty members.

Definitions:

"College Intellectual Property" means any learning materials or other materials determined to be owned by the college pursuant to this policy.

"Faculty Member" means any full-time, part-time, and adjunct faculty member, administrative officer, professor, instructor or other staff member of the college.

"Faculty Member Intellectual Property" means any learning materials or other materials determined to be owned by a faculty member pursuant to this policy. Faculty member intellectual property also includes a faculty member's pre-existing intellectual property.

"Intellectual Property" means any inventions, discoveries, know-how, processes, unique materials, works of authorship, copyrightable works, course materials, learning materials, and any other artistic, scientific, or scholarly works. Intellectual property includes that which is protectable by statute or legislation, such as patents, copyrights, trademarks, service marks, trade secrets, and any other forms of intellectual property specifically protected by statute, and the physical embodiments of intellectual efforts, such as models, machines, devices, designs, instruments, computer programs, materials, chemicals, and other compositions of matter.

"Learning Materials" means any course materials or other academic materials developed, created, or used by faculty, students, or administration in connection with the facilitation or evaluation of student learning outcomes. Examples may include but are not limited to entire courses, course lecture or presentation materials, syllabi, study guides, exams, instructional materials, manuscripts, designs, any other academic-related materials utilized in connection with a course, and any derivative works or revisions thereto.

Procedure:

Use of Faculty Member Intellectual Property: Faculty members may incorporate any faculty member intellectual property into an Aultman College course or related educational materials, and the college agrees to use such faculty member intellectual property only as authorized by the faculty member. If a faculty member elects to incorporate his/her own intellectual property into a course that he/she teaches and subsequently ceases teaching that course, then the faculty member's intellectual property shall be removed from the course materials and the college shall have no right to continued use of such faculty member intellectual property. The faculty member shall be responsible for ensuring that the Information Technology (IT) department is informed and removes the faculty member's intellectual property from course materials and elsewhere to prevent any future use of the

faculty member's intellectual property. Notwithstanding the foregoing, the faculty member and college may agree, to their mutual benefit, for the college to purchase access or rights to the faculty member's intellectual property through a separate written agreement that outlines but is not limited to the specific faculty member intellectual property, the nature of its use, the terms of remuneration, and the length of time that the college can use the agreed upon faculty member intellectual property.

Ownership Disputes: If a faculty member disputes the ownership of any learning materials or other materials determined to be college intellectual property, the matter will be resolved through a faculty grievance process, composed of two senior ranked faculty members and two college administrators. If a majority agreement cannot be reached by this membership, these members will invite a mutually agreed upon representative from a peer academic institution to assist in the arbitration of the dispute. In the case of a continued "tie" in vote, this outside member will vote to break the tie.

Commercialization of Materials: If the college decides to pursue commercialization of any college intellectual property created or developed by a faculty member, the details of such commercialization, including any compensation or revenue sharing with the faculty member responsible for the creation of the learning materials or other materials constituting the college intellectual property, shall be determined in good faith and on a case-by-case basis between the college and the faculty member.

MENTORING AND ORIENTATION OF NEW FACULTY

Program directors/deans oversee mentorship and orientation of new faculty.

OUTSIDE EMPLOYMENT

An employee's obligation to the college is considered primary regardless of his/her employment status. Employment elsewhere which adversely affects performance, scheduling, punctuality, or attendance during employment at the college is not acceptable. Outside employment related to the work the employee performs must be authorized by the employee's program director and/or dean to avoid conflicts of interest and to protect both the employee and the college. Employees will complete an Outside Employment Disclosure form annually.

TUITION EXCHANGE

The college is a member of The Tuition Exchange, which allows dependent children of full-time faculty and staff to apply for competitive scholarships to other member institutions. Over 600 colleges and universities participate in this exchange. Because Aultman College must balance the number of Tuition Exchange students it "exports" to other member institutions with those it "imports" for enrollment here, the number of scholarships available for eligible dependents of employees in any academic year is limited. The college has determined that it will sponsor three (3) exports for tuition exchange applications to other schools. Therefore, the number of imports will be three (3). Tuition Exchange scholarships are available for undergraduate study only. See Human Resources for more information.

PERFORMANCE EVALUATION

Faculty performance evaluation encompasses accountability and professionalism, collegiality, and professional duties (refer to the Definition of Faculty section of this handbook). Full-time, part-time, and adjunct faculty members receive comprehensive annual evaluations. Copies of Performance Evaluation forms are on the website.

Full- and Part-Time Faculty

Performance evaluation is a comprehensive and multidimensional process including self-review, peer review (at the discretion of the division), student course review, and administrative review (which may include an instructional observation). The performance review is based on an academic year and is meant to recognize excellent performance, assess faculty effectiveness, and identify opportunities for improvement in performance.

Performance evaluations are used as a basis for decisions concerning pay/salary increments, contract renewal, teaching assignments, and rank and promotion.

Materials to Submit for Full-Time and Part-Time Annual Faculty Evaluation

Materials shall be submitted to the appropriate program director and/or dean by January 31. Materials to be submitted include:

- Completed required sections of the annual Faculty Evaluation form. If faculty intend to enter the rank and promotion process, they must indicate such to the program director and/or dean as part of the evaluation.
- Necessary supporting documentation as part of the Performance Evaluation form.
  o This may include submission of a professional portfolio, the details of which are described below

Portfolio General Guidelines

The preparation of the individual professional portfolio describes the accomplishments and the strengths of the faculty member. The goal is to document and present those strengths as accurately as possible. Portfolios are developed from a variety of sources, demonstrating faculty effectiveness, including but not limited to:

- *Accountability and Professionalism* – Completed yearly education/requirement records, examples of substitute assignments, annual evaluations, etc.
- *Collegiality* – Feedback from constituents, notes of appreciation, etc.
- *Teaching* – Teaching philosophy, course changes, course syllabi, student feedback, course grade distributions, etc.
- *Scholarship* – Research article reviews, feedback from peer review, articles published, progress made in courses of study, participation in journal club, proposals prepared for external funding, etc.
- *Service* - Evidence of active participation on college committees, campus activities, and/or in community and professional organizations.
- *Professional Development* – Professional goals, evidence of certification or continuing education, attendance at local, state, or national conferences, etc.
- *Peer Review* - Assistance from a peer or colleague in the development and/or evaluation of one's teaching. The goal is the development, improvement, and recognition of excellence in teaching.

Faculty are encouraged to obtain a minimum of one peer review per academic year. An essential element of the review is teaching. Aspects of the review may include syllabus, tests, or other types of learning strategies, evaluation at workshops, review of portfolios and/or having an article accepted for publication in a peer reviewed journal.

Prior to the peer review, the selected peer reviewer meets with the faculty member to determine the type of review and select a date. Following the review, preferably within one week, the peer reviewer and faculty member meet to discuss the review. The results of this review should be incorporated in the professional portfolio.

PROGRAM DIRECTOR AND/OR DEAN EVALUATION

Program directors are evaluated by deans. Deans are evaluated by the vice president of academic affairs. Should faculty have comments or input to share regarding a program director and/or dean, they should share that feedback with the appropriate evaluator.

RESEARCH CONDUCTED AT AULTMAN COLLEGE

Aultman College has a partnership with Malone University for academic IRB support. The link below will take you to the Malone University Human Research Protections Program –

Institutional Review Board website. This site provides to IRB goals, and more information about human research, ethics in research, proposal forms and instructions.

Malone University Human Research Protections Program links:

https://www.malone.edu/about/people/directories/offices-services/institutional-review-board/

Contact Lauren Seifert, Ph.D., Professor of Psychology and IRB Chair & Coordinator at: 220-471-8558

LSEIFERT@malone.edu

Please use the subject line, "IRB forms requested," and Dr. Seifert will send you a Word document with the forms.

RETIREMENT

There is no formal retirement age for Aultman College faculty.

SABBATICAL LEAVE

Faculty members may request a sabbatical leave to engage in scholarly, creative, professional, research, or other academic activities that will enhance the faculty member's continued contributions to the college. Faculty can submit a request for a sabbatical leave if they meet the following eligibility requirements and complete all paperwork:
- All full-time faculty with a rank of Associate Professor or higher are eligible (including

deans and program directors) for a sabbatical leave at the end of their fifth academic year teaching at Aultman College. The five-year-rule may be waived with approval from the vice president of academic affairs and the vice president of business and student affairs. Faculty are eligible to submit a request once every two (2) years and can have a maximum of three (3) sabbatical leaves as an employee of the college.

For payment options and other information, faculty should contact the college human resource department.

SEARCH PROCEDURE

Full-time and part-time faculty positions:

Once a vacant faculty position has been identified, the recruitment process begins and may include both internal and external job postings. The appropriate program director and/or dean will review all applicants and narrow the search to the top candidates. Top candidates will be interviewed on campus by the appropriate program director and/or dean and the VP of academic affairs. During the interview, applicants must provide a brief teaching demonstration illustrating their styles and classroom techniques. College faculty and staff may be asked to participate in this demonstration and evaluate the candidate using a common rubric. After interviews are completed, a recommendation for hire is presented to the president for final approval.

Adjunct faculty positions:

Adjunct faculty positions are filled at the discretion of the program director and/or dean with oversight provided by the VP of academic affairs. Due to the potential last-minute/short-term nature of adjunct faculty appointments, a formal interview process with the program director and/or dean may be used. Program director and/or dean recommendations for adjunct faculty hire is presented to the VP of academic affairs for final approval.

GENERAL POLICIES

Aultman College Email*

Aultman College IT provides an official aultmancollege.edu email account for all students, faculty, staff, contracted employees, and designated college departments.
- o This is the official address listed in appropriate college publications, including the directory, and to which all college email communications are sent.

Email accounts are created based on the official name of the individual as reflected in Human Resource (HR) and registrar records.

- o Requests for mail aliases based on name preference, middle name, nicknames, etc. are

not accommodated.
- o Requests for a name change will be processed to correct a discrepancy between email account name and official college records or for a legal name change.

All email owners are responsible for complying with appropriate email use as defined in [Technology Resources Acceptable and Responsible Use Policy](#) and are expected to routinely check their college email. An individual may forward college email to another personal email account, but the college does not support non-college email service providers (e.g., Yahoo, Gmail, etc.).

College emails are retained for the duration of employment or college enrollment. Gradated students transfer to an alumni email account. Alumni and retirees may retain their college email accounts indefinitely provided they adhere to college policies.

- o Violations of college policies may result in permanent loss of college email privileges.

Additionally, as members of the Aultman Health Foundation, all college employees receive an aultman.com email account provided by Aultman IT. Aultman College IT is not responsible for any aultman.com account.

Procedure:
Aultman College IT recommends users check their aultmancollege.edu email directly through the official email link provided on http://www.aultmancollege.edu/.

<u>**Account Creation**</u>
Faculty, staff, and contracted employees
Upon notice from HR, Aultman College IT will issue a college email for the individual.
- o Aultman College IT:
  1. Creates an email account in Office365
  2. Updates the CAMS email field
  3. Provides the new faculty, staff, or contracted employee with email account credentials

Department
Upon request, Aultman College IT will issue a college email for Aultman College departmental use.
- o Aultman College IT:
  1. Creates an email account in Office365
  2. Provides email requestor with email account credentials

<u>**Account Deletion**</u>
Faculty, staff, and contracted employees
Upon termination notification from HR, Aultman College IT:
  1. Removes the college email for faculty, staff, and contracted employees.

    2. Deletes the account in Office 365
    3. Updates the CAMS email field

<u>**Name Changes**</u>
Faculty, staff, and contracted employees
Legal name change requests must be completed via the HR Name Change form.
    o Upon receipt of the form, Aultman College IT:
        1. Updates the name in Office 365
        2. Updates the CAMS email field

<u>**Retiree Email**</u>
Retirees continue to have access to all existing emails and contacts but are no longer visible in the address book and will lose access to all stored information in other Office 365 features including but not limited to Microsoft Office, OneDrive, Lync, and SharePoint access.

Aultman College System Access*

For the System Access Policy, see the College Catalog or Policy Tech

BUDGETS

Faculty and administrators operate within the framework of an annual budget approved by the Board of Directors and are expected to manage their budgets wisely. Budget requests are submitted through the appropriate program director and/or dean.

BUILDING ACCESS

Faculty receive name badges that allow access to the Aultman Education Center. Other accesses may be granted by the program director and/or dean.

BUSINESS CARDS

Faculty members receive a standard business card including name, credentials, position, division, address, phone, fax, and Aultman College email address. Requests for business cards are submitted through the human resource specialist.

CALL OFF, OUT OF OFFICE, AND VACATION EXPECTATIONS

Except for vacation, all messages/emails should be answered within 48 business hours. Student messages/emails should be answered within 24 business hours. Also, ensure your immediate supervisor always has the most up to date means to contact you in case of an emergency.

CALL OFFS
- If you are unable to come to work, you must contact your immediate supervisor.

OUT OF OFFICE and VACATION

- Hot Sheet: Submit out of office and/or vacation information to the Hot Sheet, which is compiled by the front desk staff to inform college employees of the upcoming week's events. The request for information is emailed by Thursday morning each week. Those who will be out of the office for more than one day must also send coverage/back-up information.
- Outlook: Schedule an automatic reply (*aultman.com* & *aultmancollege.edu*) indicating you are out of the office until xx/xx/xx. Be sure to note whom to contact should immediate assistance be needed. Outlook can set up an automatic reply for "Inside my Organization" and "Outside my Organization;" be sure to set both.
- Phone: Change your voicemail to indicate you are out of the office until xx/xx/xx. Be sure to note whom to contact should immediate assistance be needed.

How to Change Your Voice Mail

Turn On - Out of Office

- Dial 37900
- Enter your security code
- Press 4 for set up options
- Press 6 to record your out of office greeting
- Record your message and then press any key to stop
- Press 5 to save your out of office message

Turn Off – Out of Office

- Dial 37900
- Enter your security code
- Press 4 to remove your out of office greeting

CAMPUS SECURITY

The Aultman Health Foundation maintains a 24-hour security force which includes safety monitoring for all students, employees, and visitors. Campus crime statistics are below national averages and are available to view on the college website. Security officers will escort students and employees to and from their vehicles. Call the Security Office at ext.36268 or 330-363-6268 if this assistance is needed.

College recognition*

Staff are recognized through the *Excellence in Service Award*.

Faculty are recognized in a variety of ways, including:

- Graduation recognition (i.e., stole and mace bearer)
- Excellence in Teaching Award
- Faculty Emeritus Status

Definitions:

> **Stole** – An embroidered piece of fabric to be worn about the neck with graduation regalia. Colors differentiate academic rank as follows:
>> Gold – Professor
>> Green – Associate Professor
>> Blue – Assistant Professor
>
> **Mace Bearer** – faculty member with the highest rank, followed by the longest years of service to Aultman College.

Procedure:

Graduation Recognition

Stoles

1. The VP of academic affairs works with the campus coordinator to keep a stock of graduation stoles. Cost is covered by all academic divisions.
2. Deans ensure that all ranked faculty have the appropriate stole for their rank. (Refer to Faculty Rank and Promotion Policy.)
3. As faculty advance in rank, they keep the previous stole and are given the next color/rank stole by the appropriate dean.
4. Faculty wear their highest rank stole as part of graduation regalia.
5. The stole designation should be explained in the college graduation program.

Mace Bearer

1. Prior to each graduation ceremony, the graduation committee is responsible to confirm the identity of the mace bearer and inform him/her of details pertinent to that role.

Excellence in Service Award

- A maximum of one (1) award may be given in any academic year for full-time and part-time staff members.
- Must be in good standing with an unblemished employee record for the previous two (2) consecutive years.

Eligibility

Has worked for two (2) consecutive academic years at Aultman College. (Eligible to be nominated after the second academic year has been completed.)

- Has not received the award in the previous three (3) academic years.

Basis of the Award

- Contributes service to Aultman College (committee, groups, events, or projects that serve the department and/or college).
- Demonstrates unique contributions based on skills and expertise.
- Engages in activities that further demonstrate his or her contribution to the college.

  Nomination
  1. Any person can nominate using the nomination form.
  2. Self-nominations are not accepted.

Excellence in Teaching Award

- A maximum of one (1) award may be given in any academic year for full-time or part-time faculty.
- A maximum of one (1) award may be given in any academic year for an adjunct faculty.
- Must be in good standing with an unblemished employee record for the previous two (2) consecutive years.

Eligibility

For full-time and part-time faculty

- Has a teaching load in his/her job description
- Has taught for two (2) consecutive academic years at Aultman College.
  (Eligible to be nominated after the second academic year has been completed.)

For adjunct faculty

- Has taught for at least four (4) semesters at Aultman College, not necessarily consecutively. (Eligible to be nominated after the 4th semester has been completed.)
- Must have taught in the academic year in which the award is given.
- Must not have received the award in the previous three (3) academic years.
- Must be in good standing with an unblemished employee record for the previous two (2) consecutive years.

Basis of Award

- Sound understanding of teaching and pedagogy as demonstrated by successful work with Aultman College students. This may be based upon merit alone or evidenced by:
  - Being an inspiration to students,
  - Having an enthusiasm/passion for teaching and subject matter,
  - Utilizing stimulating techniques, materials, and methods designed to promote learning,
  - Demonstrating outstanding attention to the development of curriculum, learning materials, and teaching strategies, or by any combination of the above.
  - Maintaining a cumulative body of teaching excellence rather than just a single year of fine work.
  - Teaching excellence that encompasses professionalism both in the classroom and in service to the division, college, and community.

Nomination
1. Any person can nominate using the nomination form.
2. Self-nominations are not accepted.

Review Committee for Excellence in Service and Teaching Awards
1. Human Resources is responsible to put out a call for nominations at the close of the academic year.
2. Nominations are due to Human Resources by the end of the spring semester. Human Resources is responsible to communicate and announce the application deadline date.
3. The VP of academic affairs and VP of administrative and student affairs convene a selection committee comprised of themselves and at least one (1) faculty, one (1) staff, and one (1) student. Either of the vice presidents may serve as the selection committee chair.
4. The selection committee reviews all nominations and decides upon awardee(s) (if warranted) on or before October 1 annually. It is not assumed that nominations will result in award.
5. The selection committee chair communicates to the awardees of the awardees via letter.
6. The selection committee chair communicates any awardee(s) to the individual responsible for the awards convocation to include conferral of the award in the ceremony.

Award for Excellence in Service and Teaching
The recipient receives:
- A certificate suitable for framing or tangible award.
- A book placed in the library on his or her behalf (with honorary nameplate).
- A nameplate added to the plaque of recipients displayed on campus.
- Recognition at the college graduation ceremony.
1. The award(s) are presented at the Aultman College Awards Convocation.
2. The award(s) are recognized in a variety of college publications.
3. If applicable (faculty), the awardee's information is forwarded to the Ohio Magazine Excellence in Education award.

Faculty Emeritus Status

Emeritus status is offered to those faculty who meet all the following criteria:

- Retirement from Aultman College with a minimum of 15 years of part- or full-time service to Aultman College.
- Holds the rank of full professor at the time of retirement.

It is the choice of the faculty member to accept or decline this status at the time of retirement.

Award for Faculty Emeritus Status

The benefits include

- Listed as a faculty member emeritus in college publications.
- Invitation to all college functions (e.g., alumni dinner, invited speaking events, etc.).
- Library access.
- Use of adjunct faculty office space and faculty lounge.
- College email account.
- Option to march in regalia at the college graduation ceremony.

DRESS CODE

As a rule, faculty are expected to follow the Aultman Health Foundation general dress code which is found in the Aultman Health Foundation Employee Handbook. As role models for our students, faculty set the tone for the professional conduct and appearance expected from students. The following guidelines apply:

- o Nonclinical faculty members in lecture classes must dress professionally in business casual attire such as dress pants, dress shirts, golf shirts, sweaters, etc. Jeans or t-shirts may not be worn except on "Jeans Day Payday Fridays" which is coordinated through the fundraising arm of the college.
- o In clinical areas, the following attire may be worn (according to program):
  NURSING:
  - o White lab coats with Aultman College logo
  - o White or ceil blue uniform
  RADIOGRAPHY:
  - o Navy or white lab jackets may be worn in clinical areas.
  - o White or navy uniform

EMERGENCY AND WEATHER-RELATED CLOSINGS

The college uses a general mass notification, internet-based system to notify students, faculty, and staff of school closings and emergency situations. When an emergency or school closing occurs, an official message is sent to all communication devices students, faculty, and staff have

registered with the college. The caller ID for voice communications will read 330-363-0911 on a landline or cell phone; the caller ID for text communications will read #89361. Emails come from "Aultman College Emergency Notification System." Students, faculty, and staff must keep all contact information current. Phone number and contact information changes should be communicated through the Change of Information Form, available in the main office.

Employee-Student RELATIONSHIP POLICY*

Interactions between Aultman College employees and students are guided by mutual trust, confidence, and professional ethics. As such, the following standards apply:

1. College employees shall not engage in any romantic/sexual or social relationship with a student when the employee has, or is reasonably likely to have in the future, professional responsibility for the student while the student is enrolled or active at Aultman College.
   a. The college also strongly discourages such relationships when an employee has no professional responsibility for a student. An employee considering or engaged in such a relationship should be sensitive to the potentially exploitative nature and the possibility that he or she may unexpectedly be given professional responsibility for the student due to evolving circumstances.
   b. If an employee is engaged in a pre-existing romantic, sexual, or social relationship with a student, the relationship must be immediately disclosed to the human resources administrator. Accommodations for pre-existing relationships of this nature will be considered on a case-by-case basis. To eliminate the opportunity for a conflict of interest, a plan will be developed in consultation with the employee's direct supervisor. Failure to disclose the relationship will result in disciplinary action.

To avoid any actual or perceived conflict of interest, there may be no direct familial relationship between an Aultman College employee and an active or enrolled student over which the employee has any professional responsibility.

It is the responsibility of all college employees to report any suspected or known violations of this policy to the human resources administrator.

Any violations of this policy will be considered misconduct, and the employee will be subject to disciplinary action up to and including termination of employment.

Definitions

College Employee - a person receiving any form of compensation from the college for services provided to the college or its students. This includes, but is not limited to, faculty, staff, administration, adjunct faculty, and members of the college Board of Directors. Student workers are not considered to be college employees for the purpose of this policy.

Relationship - A romantic, sexual or social relationship includes, but is not limited to family

members, individuals who are/were dating individuals with sexual relationships, or any relationship that is significant to the employee.

FAXING

The college main office fax machine number is 330-580-6654.

Federal definition of a credit hour*

This policy provides guidance in course design and scheduling the minimum number of minutes that courses should meet based on type of course and learning modality.

Aultman College follows the Federal Credit Hour definition as supported by the Higher Learning Commission and Ohio Department of Higher Education.

Definitions

Course delivery modes – format in which a course is offered:

    Face-to-face **-** meet in the classroom during scheduled class times.

    Hybrid **-** meet both face-to-face and online. Online content does not exceed 74.9%.

    Online **-** deliver 75% or more content online.

Internship Program (IN): An internship experience is a partnership among students, institutions of higher education, and employers that formally integrates students' academic study with work or community service experience.

    Starts with a given set of learning outcomes derived between faculty, student, and internship organization that may be accomplished through independent application of skills and knowledge in the workplace setting.

    A credit bearing internship program may provide participating students, compensation in the form of wages/salaries, stipends or scholarships.

- One semester credit = a minimum of 4,500 minutes per semester

Laboratory (LB) - A laboratory is an educational activity in which students conduct experiments, perfect skills, or practice procedures under the direction of a faculty member. Regardless of delivery mode (online/hybrid/face-to-face), labs have a 1:3 ratio (one-hour credit is equivalent to three hours of time spent in the lab per week).

- One semester credit = a minimum of 2250 minutes per semester

Lecture (LE) - A lecture is formalized instruction, conducted on or off campus, in which the faculty member presents an educational experience to students applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audio-visual materials or techniques.

- One semester credit = a minimum 750 minutes per semester. (Students will be expected to work outside of instruction time on a regular basis, over the length of the course, averaging two hours of out-of-class study for each semester credit hour.)

Nursing clinical (NCL) – A nursing clinical applies only to nursing programs. The experience

allows for the supervised delivery of care with the scope of a course. A nursing clinical has a ratio of one (1) semester credit hour to three (3) clinical experience hours.

- One semester credit = a minimum of 2250 minutes per semester

Practicum (PR) – A practicum experience allows a student to observe and document how working professionals perform their job responsibilities. Students will also participate to a limited extent in performing tasks under supervision by program faculty or on-site staff. Generally, there are practicum course assignments (i.e., portfolio, weekly reflections). Because of the reliance on the experience for learning, the quantity of minutes is greater than an internship.

- One semester credit = 6300 minutes of practicum instructional time per semester

Radiography Clinical (RCL) – A radiography clinical applies only to the radiography program and is a clinical experience which meets at a healthcare facility. The clinical experience provides a hands-on patient care environment for student learning. During the clinical experience, a clinical instructor/ radiographer directly/ indirectly supervises the student. A radiography clinical experience has a ratio of one (1) semester credit hour to seven (7) clinical experience hours.

- One semester credit = a minimum of 5250 minutes per semester

Procedure

Course designers account for all minutes and provide a model for student engagement based on the course type and proposed modalities. This will be assessed by the appropriate program director and/or dean and or through college governance.

General guidelines include:

- Solely experiential based course credit (i.e., internships and practicum) should add the diversity of learning outcomes of an academic program, but not replace other modalities, therefore it is recommended that Internships range from 2-9 semester credit hours and Practicum 2-5 semester credit hours. This should be reflected in course description and during registration.
- No combination of solely experiential based course should exceed 18 semester credit hours for any individual student.
- For Internships, a supervising faculty member should meet with the intern within the first third of the agreed upon hours and then halfway through the agreed upon hours to gauge the success of the experience in meeting learning outcomes. The supervising faculty member should also meet with the intern supervisor at the placement a minimum of one time before half of the required hours are completed.
- For Practicum experiences, a supervising faculty member should meet with the student and supervisor within the first third of the agreed upon hours. Additional documentation of experience by student and supervisor should be tracked throughout the semester.

The registrar prepares the semester schedule. Deans and program directors are responsible to

check the schedule according to the following procedure:

1. Identify holidays in the semester
2. Count hours for classes, clinical, and labs according to the policy above.
    a. Count only weeks of instruction (exclusive of finals week) and subtract any days missed for holidays
    b. Full term semester = 14 weeks of instruction + one week of finals
        i. Accelerated session = 7 weeks of instruction
    c. Accelerated summer semester = 10 weeks of instruction + one week of finals
3. Compare course hours to the above policy. Regardless of semester length, course hours must match or exceed the time required by approximately 10% or less.
    a. In a full-term semester, all nursing clinical sections, nursing labs, and science labs meet for 13 weeks with the week before final exams used for make-ups and/or final practical exams. All minutes for the semester must be accounted for in this time frame.
    b. Hybrid and online courses should use the following table as a guideline for determining appropriate instruction time scheduled face-to-face and/or online:

Table 1: Hybrid to Face to Face (F2F) Ratio

F2F	1-CR		2-CR		3-CR		4-CR	
Minutes	750	*Remote*	1500	*Remote*	2250	*Remote*	3000	*Remote*
25%	187.5	562.5	375	1125	562.5	1687.5	750	2250
33%	247.5	502.5	495	1005	742.5	1507.5	990	2010
50%	375	375	750	750	1125	1125	1500	1500
66%	495	255	990	510	1485	765	1980	1020
75%	562.5	187.5	1125	375	1687.5	562.5	2250	750
100%	750	0	1500	0	2250	0	3000	0

4. Ensure that different sections of the same class differ by no more than approximately 10% of the time required.
5. Determine for courses that meet every other week which week the course will begin. If possible, all courses should begin in week one.

Schedules are spot checked by the registrar for compliance before being published to students for registration purposes.

For program level internship and practicum credits, the registrar will accommodate approved sections in the course management system. Enrollment must be approved by the supervising faculty member.

GIFT SOLICITATIONS

No funds or gifts may be solicited without the knowledge and approval of the vice president of business and student affairs.

GRADUATION

All full-time and part-time faculty are expected to attend graduation. Adjunct faculty are encouraged but not required to attend. Faculty should dress in academic regalia for the graduation procession. Regalia may be purchased or rented through the Aully's Nest Logo Store.

GUEST SPEAKER HONORARIUM*

Guest speakers may be eligible to receive a standard honorarium for their appearances. Faculty arrange for guest speakers which must be approved by the program director and/or dean. Guest speakers are only eligible to be paid for their presentations if they are "external" non-Aultman employees. Rate of pay is standardized and agreed upon between the vice president of academic affairs and the college's human resources officer.

Procedure
Pre-licensure nursing faculty must complete this procedure in advance of the start of a course as all guest speakers must be identified on course syllabi prior to handing it out to students.

Established rates of pay as of 2013-2014
Internal guest speaker: not eligible for pay

External guest speaker: $50 per appearance during a class/lab/clinical session. In a virtual
                                 setting, the payment would be made for the original appearance(s)
                                 only. Payment is meant to additionally include subsequent use of
                                 presentation materials.

1. Individual faculty identify a guest speaker for a particular day and time.
    - If assistance is needed finding a speaker for a topic, faculty should seek help from
      the appropriate program director and/or dean.
    - Faculty must obtain verbal approval from program director and/or dean.
    - Faculty then correspond with the guest speaker to establish presentation time(s)
      and payment (if speaker is an external presenter).
    - **For pre-licensure nursing faculty only**: Clearly identify the guest speaker(s)
      (including credentials) on the syllabus for the course in which he/she will be
      presenting.

2. If the presenter is an external guest speaker who requires access to a PC while on
    campus, he/she needs temporary system access.
    - The faculty member must complete the Temporary User Access Form and submit
      it to Aultman College IT a minimum of 7 days prior to the speaker's campus
      engagement.
    - Faculty member will communicate the assigned username and password to the
      guest speaker.

3. If the presenter is an internal guest speaker OR an external guest speaker who does not
    wish to be paid, no further paperwork is required. (*Guest speakers may deny payment if
    they wish. Certain guest speakers, such as anyone holding public office, may not be able
    to accept payment.*)

4. If the presenter is an external guest speaker receiving payment, the following should
    occur:
    - Presentation time(s) – The faculty member should record scheduled presentation
      time(s) on the Instructor/Tutor Time Sheet form.
    - Payment – The faculty member should determine whether the external guest
      speaker has previously been paid by Aultman Health Foundation (check with the
      program director/dean/college human resources office).
        o *If the guest speaker has not previously been paid by Aultman Health
          Foundation, he/she should complete a W-9 which can be attached to the
          Instructor/Tutor Time Sheet form.*

- When a guest speaker has completed his/her commitment(s), the faculty member should submit the Instructor/Tutor Time Sheet (from step (a) above, which may include a W-9) to the program director and/or dean. Faculty should sign to confirm that the guest speaker fulfilled his/her commitment(s).
- The program director and/or dean should co-sign the Instructor/Tutor Time Sheet and submit the following to Aultman Health Foundation's Accounts Payable department for processing and payment:
    o Instructor/Tutor Time Sheet (and W-9, if applicable)
    o Accompanying check request

MAIL
Incoming mail and campus communications are distributed in assigned mailboxes.

PARKING
Full-time and part-time college employees may park in lot #8 adjacent to the Aultman Education Center main entrance off Dartmouth Avenue. Adjunct faculty who are not health system employees are assigned to parking lot #11 (across the street from the college) but may move to lot #8 if #11 is full. Adjunct faculty who are health system employees must park in the other available employee lots on the Aultman campus; this does not include lot #8 or student lot #11.

PAYCHECKS (including Income Tax Statements)
Full-time and part-time employees are paid every two weeks and/or as defined by contract. Paychecks are direct deposited every other Friday. Overload checks are issued at the end of the academic year. The college is required to make payroll deductions for Federal Income Tax, State Income Tax, Local Income Tax, and Social Security Tax.

Adjuncts will be paid in four (4) lump sum amounts over the semester as defined by the contract. Contracted adjuncts (non-Aultman employees) are paid through accounts payable and receive a 1099 in January indicating the taxable income earned. Taxes are not taken out of each individual payment.

Contact the college Human Resources specialist at 330.363.5075 for paycheck questions.

PERSONNEL RECORDS
Personnel records are maintained in the college administration office and in Aultman Human Resources. Faculty can review and challenge their records. If there is disagreement over the contents of the record, faculty members have a right to have their responses placed in their personnel files. Faculty files include, but are not limited to, the following:
- Application
- Verification of License (if applicable)
- CPR (if applicable)
- Transcripts
- CV
- Contract
- Payroll Information

- College Orientation form
- Faculty Orientation form
- Performance Evaluations

PHONE SYSTEM

College personnel have access to a phone and voice mail account. Information about the phone system is included in orientation. Long distance calls should be made for college business only. To have the voice mail account set up, call the help desk at extension 36238 or email the help desk.

Placing outside calls from within the college or hospital: dial 9 + phone number. Calling into the college from outside: (330) 363 + last four digits of extension. (i.e., Ext. 36347 would be an outside phone number of (330) 363-6347).

Voice mail retrieval from outside the college

1. Dial 330-363-7900
2. Press * as soon as the system answers
3. Enter your extension, followed by #
4. Enter your password and follow the prompts.

POLICY DEVELOPMENT, REVIEW, AND COLLEGE-WIDE COMMUNICATION*

The purpose of this policy is to ensure consistency, conciseness, and clarity across policies and the clear and timely college-wide communication of approved policies and procedures.

Policies are developed or revised in Policy Tech (PT) according to the established procedures. Once approved, policies are published in PT and then communicated college-wide to faculty, staff, students, and other stakeholders via established channels (e.g., college website, catalog, etc.) and procedures.

The policy coordinator audits policies for consistency and congruency at least annually and consults with the document owners about suggested changes. PT also prompts document owners/proxy authors to review policies according to the established cycle. When an audit/review results in content change, the document owner must take the policy to the appropriate council for approval. When the audit/review results in changes that do not modify content, the document owner must take the policy to the appropriate council for informational purposes, and the council decided whether a vote is needed.

Procedures:
To Initiate Policy Development and Review:
Document owners and proxy authors who are developing new or revising existing policies/procedures must follow these steps:
1. Access and follow the procedure outlined in policy training materials.

Required Actions Following Administrative Council Approval:
Document owners/proxy authors must:
1. Finalize the document(s) in PT with approved changes and approval dates.
2. Notify the policy coordinator of the readiness for publication.
3. Initiate the college-wide communication process for policies that impact students by notifying the student life coordinator of such changes and the effective dates.
4. Contact the admissions recruiter to update information (including effective dates) for recruiting activities.
5. Notify and work with the person responsible for the college website to update policies on the website.

Policy coordinator must:
1. Publish final version in PT in collaboration with the Administrative Council Secretary.
2. Work collaboratively with the document owner and person responsible for the website to ensure congruency of information updated on the website.

Student life coordinator must:
1. Communicate policy changes to students via regular channels including, but not limited to, mass email and student portal.

Administrative Council secretary must:
1. Send, on behalf of the Administrative Council chair, an all college email after every Administrative Council meeting with policy updates. The Administrative Council minutes are the official documentation of policy content changes

Implementing College-wide Communication of Policy Changes:
Communication to students:
1. At orientation, students sign an acknowledgement that clearly specifies their obligation to access and read pertinent publications:
    -   The college catalog in effect at the time of a student's entry to the college
    -   The college website, where the most up-to-date college information resides
2. The student life coordinator regularly communicates policy changes to students personally via email and by notifications on the student portal at the close of fall and spring semesters, or any time during a semester when circumstances dictate a more immediate notification.

Communication to faculty and staff:
The Administrative Council secretary, on behalf of the Administrative Council chair, notifies faculty and staff via email of any policy changes after each Administrative Council meeting.

PREGNANCY*

If a student suspects she is pregnant while enrolled in Aultman College, she is under no obligation to declare her pregnancy status to any individual associated with the college. Should she voluntarily elect to declare her pregnancy status, she may do so by using the Declaration of Pregnancy form located on the college website or available from the program director. A student may reverse her declaration at any time by submitting her decision in writing to the program

director. At that time, the student's status will revert to that in effect before her declaration.

If the student chooses to disclose her pregnancy, she may make an informed decision on her options based on her individual needs and preferences. The options include the following:
- Continuing the educational program without modification or interruption.
- Discussing with the program director whether reasonable program modifications or adjustments are appropriate and feasible.
- Voluntarily withdrawing from the program.
  - Meeting with program director and academic advisor to evaluate a possible reentrance timeframe.
- Written withdrawal of declaration.

Should a student elect not to declare her pregnancy status or reverse the declaration, it is understood that the program is under no requirement to afford any measures with regard to radiation safety other than those routinely provided to all students. If a student declares her pregnancy, additional measures will be afforded to her.

Procedure:
A student wishing to declare pregnancy must complete the appropriate "Declaration of Pregnancy" form and submit it to the program director who will advise the student of program-specific next steps.

Protection of Minors*

The college is committed to providing a safe, supportive environment for minors on campus. Minors come to campus as prospective students, as participants on field trips, to attend camps, to attend classes, or for other occasions. Whatever the reason for their presence, the college's employees are to be particularly vigilant regarding their safety and security.

The college requires that any employee who knows or has reasonable cause to suspect that a minor has been, is being, or may be subjected to abuse or neglect must report such to appropriate authorities.

Campus: All buildings, facilities, and properties owned, operated, managed, or controlled by the college.
Employee: This term includes anyone employed by the college as well as volunteers and students who are working with minors in a field experience, clinical environment, camp setting, or other similar situations (e.g., nursing interns, camp counselors, etc.).
Minor/Child: For purposes of reporting abuse or neglect under this policy, a minor is any person under the age of eighteen years old and any person with a physical or mental disability under the age of 21. "Minor" and "child" are used interchangeably in this policy.
Procedure
Reporting Suspected Abuse or Neglect

A. Consistent with Ohio law, it is the college's policy that any employee who knows or has reasonable cause to suspect that a minor has been subjected to abuse or neglect, may be subjected to abuse or neglect, or faces a threat of abuse or neglect shall immediately make a report to:
- Stark County: Public Children Services Agency
  - Child Abuse & Neglect Hotline:
    330-455-KIDS (5437) or 1-800-233-KIDS (5437)
  - In person report:
    300 Market Avenue North, Canton, OH 44702 (Hours: 8-4:30, Mon-Fri)
    OR
- Canton City Police Department
  - Emergency: 911
  - Non-emergency: 330-489-3100
    OR
- Ohio's Child Abuse Reporting Hotline at 1-855-OH-CHILD (1-855-642-4453)

B. To the extent possible, the report made pursuant to Section III.A should include the following information:
- The names and addresses of the child and the child's parents or the person or persons having custody of the child.
- The child's age.
- The nature and extent of the child's injuries, abuse, or neglect (or the threat thereof) that is known or reasonably suspected or believed to have occurred, including any evidence of previous injuries, abuse, or neglect.
- Any other information that might be helpful in establishing the cause of the injury, abuse, or neglect (or the threat thereof) that is known or reasonably suspected or believed to have occurred.

C. After the report made pursuant to Section III.A, the reporter should promptly provide relevant information to the following college official: VP Administration and Student Affairs, or in his/her absence, the Title IX Coordinator.

D. "Reasonable cause" does not require that the individual making the observation conduct an investigation prior to making the report of his or her suspicion that a child has been abused or neglected or is at risk of it.

E. The college will make every reasonable effort to conduct its investigation of reported child abuse or neglect in a manner that protects the confidentiality of the person making the report. However, it may be necessary to disclose details in the course of an investigation or when required by law.

F. Nothing in this policy is intended to prevent non-employees, such as students and visitors, from making a report if they have reasonable cause to suspect that child abuse or neglect has occurred or may occur.

PUBLICATIONS

As a rule, all college publications must include the college logo as an automatic portion of the format (e.g., header or footer). This includes all handouts, syllabi, newsletters, PowerPoint presentations, letters, bills, etc. Templates of a variety of documents that include the college logo are available in the templates folder on the college T-drive.

PUBLIC RELATIONS

The college's communication personnel coordinate and approve announcements, news releases, and other communications with the news media. Faculty should inform communications personnel of opportunities for press releases, such as speaking engagements where faculty represent the college.

SCIENCE LAB SAFETY*

Aultman College and the Division of General Education are committed to providing safe laboratory and preparation spaces for use in science instruction. A designated laboratory safety coordinator oversees compliance with laboratory safety standards, the full details of which are outlined in the laboratory safety manual. The coordinator addresses any deviations from these standards.

The coordinator evaluates laboratory safety standards in an annual report to the Institutional Effectiveness Council (IEC).

Procedure:

The college and the General Education division adhere to the following Laboratory Safety Standards:

- The laboratory safety coordinator updates and houses the official lab safety manual and distributes copies to the dean of general education and every laboratory preparation area.
- Laboratory instructors (adjunct, part-time, and full-time) and those working regularly in the laboratory (e.g., federal work study students, administrative assistants, campus coordinator) must attend annual lab safety training. Conducted by the laboratory safety coordinator, the training is based on materials in the laboratory safety manual.
- Every semester, students enrolled in a laboratory course will complete laboratory safety training conducted by the instructor with materials from the safety manual.
- College employees and students receive a brief laboratory safety overview delivered by the coordinator as part of the orientation process.
  - New students will have a brief hazardous materials overview as part of college orientation.
- Laboratory safety and standard operating procedures are outlined in the safety manual.
- The laboratory safety coordinator files training and safety records in the chemistry and

microbiology lab preparation space.
- Proper safety postings will be maintained in all laboratory and preparation areas. Postings include, but are not limited to:
- Aultman Hospital "code" flip chart
- MSDS location sheets
- Student and Instructor Responsibilities For Safety in the Lab
- Quick Guide to Lab Incidents (e.g., emergency procedures, chemical spill, injury, etc.)

TOBACCO-FREE ENVIRONMENT
The college is a tobacco-free environment. Smoking is prohibited in all facilities and on Aultman Health Foundation property.

TRAVEL POLICY*

The college reimburses employees who travel on college business for all ordinary, necessary, and reasonable expenses incurred.
- Trip travel must be pre-approved, properly documented, and approved on the required reimbursement form.
- Any out-of-policy expenditures must be explained on each expense report and approved by the employee's manager.

Reimbursement will be withheld when travelers do not comply with this policy.

General Guidelines
Trip travel will be reimbursed for the actual mileage or up to the airline fee for the same time frame, whichever is the least cost to Aultman College.
- Employees who choose to drive over air travel must submit airline fees for the same time frame with their expense reimbursement forms and enter the lesser amount for reimbursement.
    - Exceptions are subject to review by the person responsible for finance and may include travel where multiple employees are driving in the same vehicle and if the airfare still exceeds the mileage cost.

When personal travel is combined with a business trip, additional costs incurred for transportation, meals, and lodging are not reimbursable.

Car Rental
- Rental cars must be booked prior to travel and should only be used when:
    - Public or private transportation is not a practical cost saving alternative.
    - Lack of accommodations near a facility requires use of an automobile
- Car class should be midsize or lower unless traveling with more than one other employee or business contact.
- Charges for personal navigation systems and cell phones in rental cars are not reimbursable.

- Gas tanks must be filled prior to returning the car to the rental agency to avoid the excessively high refueling charges.

Airport Transportation & Parking
- Airport parking and mileage is fully reimbursable, but employees are required to utilize the most cost-effective transportation to and from airports.
- Mileage will be paid from home to the airport or Aultman College to the airport.

Air Travel
- Travel will be economy class accommodations and/or the lowest airfare available.
  - Standard airline fess will be covered.
    - Employees should never upgrade airline seats.
  - Flight insurance should not be purchased.
  - The cost of lost baggage or cancellation insurance is not reimbursable.
- Airfare must be booked at least seven (7) days prior to departure (further in advance is preferred).
  - Exceptions to this require the president's approval.
- Lost tickets are the employee's responsibility.
  - As soon as it is discovered that a ticket is lost, report it to the airline so a lost ticket form can be submitted.
- Unused tickets or cancellations must be returned to administration for a refund or subsequent use, even if such tickets are "non-refundable."

Trip Extensions

Airfares with a Saturday night stay can produce substantial savings. If the Saturday night stay is a cost savings to Aultman College, the employee can take advantage of the savings, use the Saturday night stay airfare, and be reimbursed for related expenses (such as hotel room, car rental, and food).
- Related expenses must not exceed the savings realized on airfare.
- Any trip extensions must be approved in advance.

Lodging
- Employees must use reasonably priced hotels in close proximity to the location visited.
  - If an employee is participating in an offsite meeting or attending a seminar at which a lower group rate is being charged, the employee should stay at the participating hotel.
- The daily cost of lodging includes only the single room occupancy rate and applicable taxes.
  - Exceptions to this would include employees sharing a room.
- Employees should avoid cancellation fees and early checkout fees whenever possible.
- Loss of personal property, including items stolen from rental cars or hotels, is not a reimbursable expense.
  - Losses of this nature may be covered under the employee's homeowner or personal property insurance policies.

- Purchases (clothing, luggage, or other personal items), in-room movies, laundry service, traffic fines, court costs, and resort services are not reimbursable.

Meals

Employees will be reimbursed for meal expenses up to ***$35 per day with itemized receipts***.
- Meal cost exceptions can be made with vice president approval.
- Meal expenses may be claimed when travel includes a flight, an overnight stay, or driving more than 200 miles round trip.
- Dinner allowance will be reimbursed only if travel extends beyond 6:00 p.m.
- Lunches with co-workers, while traveling, are reimbursable only to the appropriate per diem amount.

Procedure
1. Obtain managerial approval prior to making travel plans.
2. After payment for travel has been made,
   a. Complete the expense report and the expense reimbursement form, attach itemized bill, and give to manager.
      i. Credit card summarized statements may not be used.
         1. The cost savings for Saturday night stay must be completely documented and attached to the expense report.
      ii. Additional costs that are not reimbursable should be reflected and deducted from the expense report. Any additional charges for nonemployees are not reimbursable.

Tuition Assistance and Reimbursement*

The college provides financial assistance for college personnel working toward the completion of a higher education degree. As a member of the Aultman Hospital community, one must also meet the criteria of Aultman Hospital Human Resources Policy 5.7, which outlines the criteria required for all Aultman employees to receive reimbursement and/or assistance for continued education.

General Guidelines:
- Follow the guidelines provided by Aultman Hospital Human Resources Policy 5.7.

Procedure for Undergraduate and Master's Degrees
- The college will reimburse the difference between actual cost per credit hour and the amount Human Resources will reimburse up to a maximum of $20,000 for undergraduate and $15,000 for graduate for a plan of study approved by the college president. The employee is responsible for the purchase of books.
- Employees participating in the Tuition Assistance Program must submit an official curriculum plan to their director, as well as a progress report of progression in the plan of study each semester which identifies the courses completed.
- Upon completion of the degree, the employee must continue college employment status at forty (40) hours per week for four (4) years. If college employment is terminated prior to the four (4) year commitment, the employee will be required to refund the tuition

assistance received at a prorated basis.

Procedure for Doctorate Education

- For college personnel, tuition will be reimbursed at 100%. The college will reimburse the difference between the actual cost per credit hour and the amount that Human Resources will reimburse up to a maximum of $25,000 (not to exceed the cost of the program) for a doctoral program approved by the college president. The employee is responsible for the purchase of books.
- To be considered for assistance at a doctorate level the employee must:
  o Currently hold a master's degree;
  o Have two (2) years of service with the college;
  o Provide written personal goals;
  o Interview with the President of the college; and
  o Teach/work at least part-time throughout the educational endeavor;
- Each employee participating in the Tuition Assistance Program must submit an official curriculum plan and progress report identifying the courses completed each semester to the relevant dean.
- Upon completion of the degree, the employee must continue full-time employment at the college at forty (40) hours per week for six (6) years. If employment is terminated prior to the six (6) year commitment, the employee will be required to refund the tuition assistance received at a prorated basis. If the employee transfers to another Aultman organization, the employee is required to refund the college tuition assistance portion on a pro-rated basis.

Reimbursement Non-Compliance

When an employee terminates his or her college position before the four to six (4-6) year commitment is fulfilled, he/she will be expected to refund the tuition assistance on a prorated basis.

For Undergraduate and Master's:
1.0 years or less 100%
1.1 years to 2 years 75%
2.1 years to 3.0 years 50%
3.1 years to 3.9 years 25%

For Doctorate:
2.0 years or less 100%
2.1 years to 4 years 75%
4.1 years to 5 years 50%
5.1 years to 5.9 years 25%

Part-time/Adjunct Reimbursement

If part-time college personnel desire to receive tuition assistance, they must file an application with Human Resources. Part-time college personnel qualify only for the tuition reimbursement

provided by Aultman Hospital. If full-time college personnel decide to change their employment status, adjustment in the amount reimbursed by the college will be made on a prorated basis. Requests for tuition reimbursement from part-time employees or adjunct faculty will be considered on an individual basis by the vice president of academic affairs and the vice president of business and student affairs.
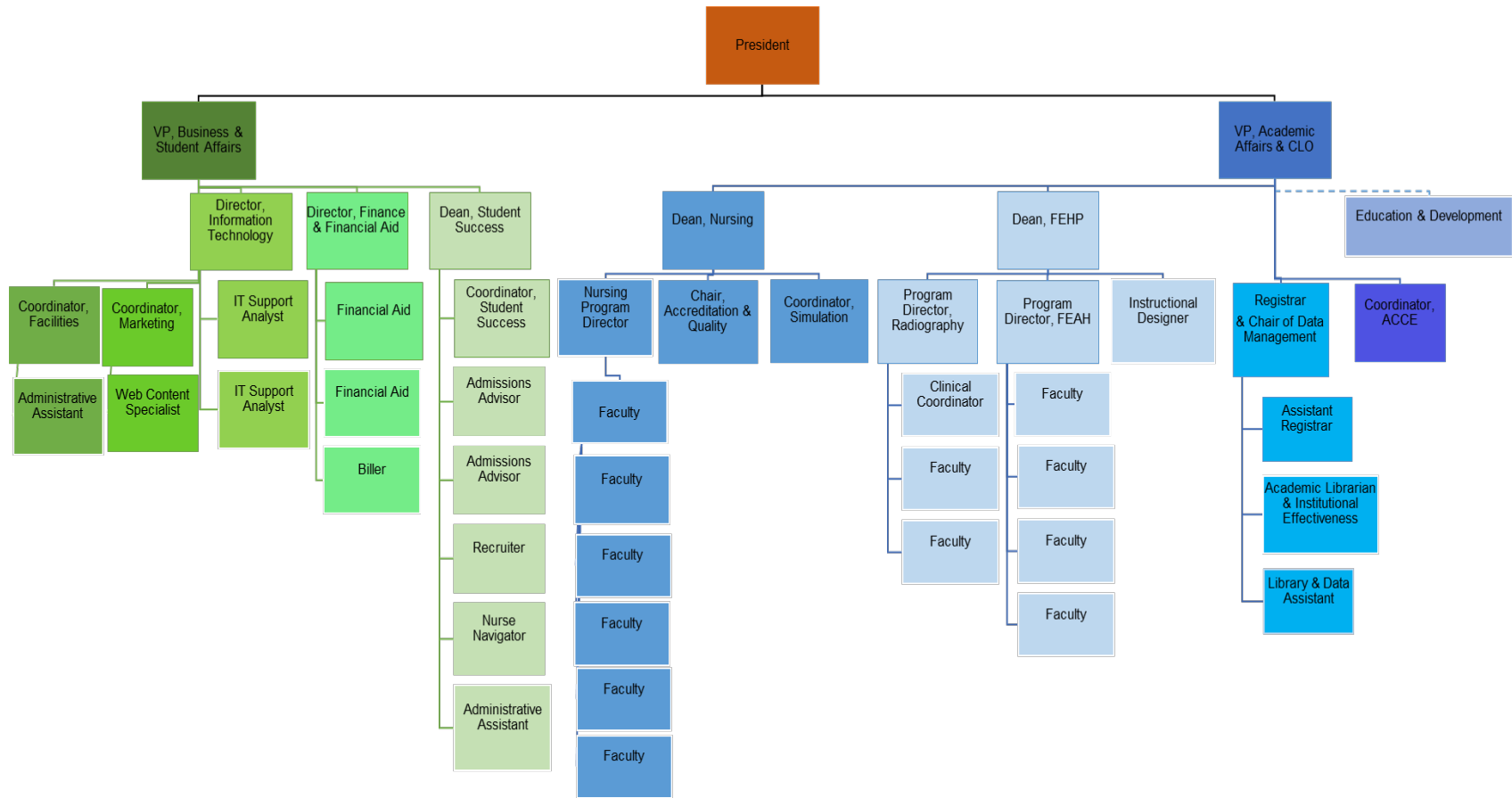
- Consideration is based on the needs of the college and available funds.

College Terminal Degrees
Maximum terminal degrees covered by tuition reimbursement for college personnel are as follows:

Staff	Masters
College Personnel	Doctoral
Administrators	Doctoral

College Organizational Chart

President

VP, Business & Student Affairs

- **Director, Information Technology**
  - Coordinator, Facilities
    - Administrative Assistant
  - Coordinator, Marketing
    - Web Content Specialist
  - IT Support Analyst
    - IT Support Analyst
- **Director, Finance & Financial Aid**
  - Financial Aid
  - Financial Aid
  - Biller
- **Dean, Student Success**
  - Coordinator, Student Success
  - Admissions Advisor
  - Admissions Advisor
  - Recruiter
  - Nurse Navigator
  - Administrative Assistant

VP, Academic Affairs & CLO

- **Dean, Nursing**
  - Nursing Program Director
    - Faculty
    - Faculty
    - Faculty
    - Faculty
    - Faculty
    - Faculty
  - Chair, Accreditation & Quality
  - Coordinator, Simulation
- **Dean, FEHP**
  - Program Director, Radiography
    - Clinical Coordinator
    - Faculty
    - Faculty
  - Program Director, FEAH
    - Faculty
    - Faculty
    - Faculty
    - Faculty
  - Instructional Designer
- **Registrar & Chair of Data Management**
  - Assistant Registrar
  - Academic Librarian & Institutional Effectiveness
  - Library & Data Assistant
- **Coordinator, ACCE**
- **Education & Development**

Governance Org Chart
Updated 11.29.21

College Board of Directors

President

College Advisory Committee

College Assembly

Administrative Council

Governance Leaders Roundtable

Faculty Council

Faculty Liaison

Student Services Council

Institutional Effectiveness Council

Ad Hoc Committees

Nursing Division/Discipline Council

FEHP Division Council

Rank and Promotion Committee (Sub-Committee)

Student Senate

Assessment Committee (Sub-Committee)

Distance Ed Committee (Sub-Committee)

NRS Program Advisory Committee

Foundational Education and Allied Health Discipline Council

Radiography Discipline Council

Med Assisting Discipline Council

Social Work Discipline Council

RAD Program Advisory Committee

MA Program Advisory Committee

SWK Program Advisory Committee

COLOR KEY: Blue = College governance voting bodies; Orange = Non-voting Communities of Interest/Advisory Committees; Green = Ad hoc committees that report to voting governance councils; Purple = Official sub-committee of a governance council

DIVISION OF FOUNDATIONAL EDUCATION & HEALTH PROFESSIONS
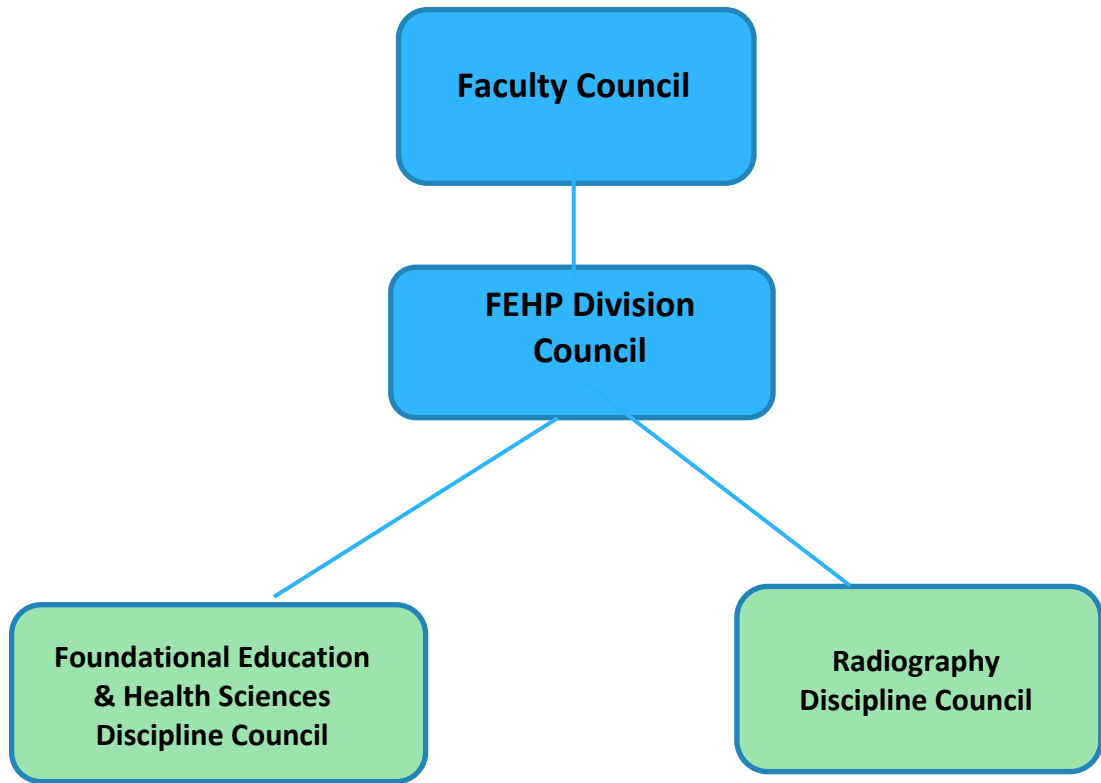
INTRODUCTION

The college vision focuses our daily work in educating exceptional healthcare professionals. Furthermore, our unique place in the Aultman Health Foundation and the region calls us to leadership during this historic time, which is witnessing the diversification of healthcare into new frontiers that integrate social, technical, and scientific dimensions. The Foundational Education & Health Professions (FEHP) division represents true interprofessional preparedness. Our faculty is the lynch pin necessary to meet student needs, professional expectations, and the quality consumers and employer's desire.

FEHP faculty must represent more than professional experience, more than a single field or discipline, and more than the individual. We are called to synergize experience, tradition, and personal motivations to help learners and others prepare for and excel in the future. We see that our work impacts our own life, our families, our communities, and beyond.

The Foundational Education side of our division allows all the academic programs to explore ideas and learn how several fields address knowledge and improve quality of life. The Health Professions side helps learners apply their foundational education within a specific culture and set of expectations. Together, we provide students the opportunity to learn, exercise, and receive feedback on the knowledge, skills, and behaviors necessary for a successful career within the healthcare environment.

You as a faculty member provide great value to an Aultman College education. I hope you take pride in each interaction with students, colleagues, and peers because you are a part of an educational team. I extend my support and resources, so you can continue to hone your skill set and remain at the top of your field. I also expect you to continue to grow in your abilities to teach, research, and serve throughout your time at Aultman College as healthcare continues to grow in complexity and need.

FEHP Division Governance Structure

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                    ┌─────────────────────┐
                    │   Faculty Council   │
                    └─────────────────────┘
                              │
                    ┌─────────────────────┐
                    │    FEHP Division    │
                    │       Council       │
                    └─────────────────────┘
                       ╱             ╲
        ┌──────────────────────┐   ┌──────────────────────┐
        │ Foundational Education│   │      Radiography     │
        │  & Health Sciences    │   │   Discipline Council │
        │  Discipline Council   │   │                      │
        └──────────────────────┘   └──────────────────────┘
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FEHP FACULTY POLICIES AND PROCEDURES

CODE OF ETHICS

All faculty are bound by their professional ethics and behaviors, and each academic program articulates these expectations in their unique way.

- Health Sciences: Dispositions
- Radiography: Professional Responsibilities
- Social Work: Professional Behaviors

HEALTH SCIENCES

INTRODUCTION

The Health Sciences (HSC) programs developed from a need for healthcare professionals with a foundation in multiple disciplines and a focus on integration and interprofessionalism. Our attention to student development and access to a premier health system makes HSC programming a solid institutional choice for the healthcare workforce and, more importantly, tomorrow's healthcare leaders. As we seek to meet today's health industry needs, we actively engage our students and faculty in the emerging healthcare opportunities of Northeast Ohio.

Purpose

The Associate of Science in Health Sciences (ASHS) degree provides an entry into many different professions, including technical, management, and organizational development, with the common theme of health for individuals and individual populations. Through foundational science, humanities, and professional courses, the health sciences curriculum develops the qualitative and quantitative reasoning to support new professionals, addressing needs of people of all ages and populations to develop and maintain healthy bodies and environments. The mutually beneficial core values of integrity, inquiry, and interprofessionalism are developed experientially to entice student engagement, develop the competencies employers seek, and prepare students to enter a bachelor level program.

The Bachelor of Science in Health Sciences (BSHS) degree provides a gateway into many different professions, including educational, technical, management, and organizational development, with the common theme of health for individuals and individual populations (see Appendix A). Through core science and humanities courses, the health sciences curriculum develops the qualitative and quantitative reasoning to support professionals, addressing needs of populations of all ages to develop and maintain healthy bodies and environments. The mutually beneficial core values of integrity, inquiry, and interprofessionalism are developed experientially to entice student engagement, develop the competencies employers seek.

Throughout the HSC program, students will demonstrate critical thinking and problem solving while engaging with agencies, employers, and the public. At each of these interactional junctures, students will also demonstrate information literacy by identifying reliable evidence from traditional academic sources and mass media on which to base decisions. The faculty and community partners will role model, coach, and expect students to model ethical activities and civic responsibilities during participation in course experiences. Together, these core abilities allow students to grow in the ability to effectively communicate the promotion of healthy individuals and populations.

Rationale

A strong science curriculum, state of the art facilities, and historical excellence in educating healthcare professionals poises us to meet student and community health needs through a bachelor-level trained professional. Opportunity to serve current allied health workers and traditional students combines in a unique and experiential way through the Aultman Health

Foundation networks. Specialty concentrations in Population Health, Health Educator, and Healthcare Administration provide focus as students and faculty members work toward meeting the emerging needs of the industry and society.

MISSION STATEMENT

A health sciences degree provides a gateway into many different professions, including educational, technical, management, and organizational development, with the common theme of health for individuals and individual populations. Through core science and humanities courses, the health sciences curriculum develops the qualitative and quantitative reasoning to support professionals, addressing needs of people of all ages and populations to develop and maintain healthy bodies and environments. The mutually beneficial core values of integrity, inquiry, and interprofessionalism are developed experientially to entice student engagement and develop competencies employers seek.

PHILOSOPHY

Throughout the program, students will demonstrate critical thinking and problem solving while engaged with agencies, employers, and the public. At each of these junctures, they will also demonstrate information literacy in identifying reliable evidence from traditional academic sources and mass media on which to base decisions. The faculty and community partners will role model, coach, and expect students to model ethical activities and civic responsibilities during participation in course experiences. Together, these core abilities allow students to effectively communicate and promote healthy individuals and populations.

PROGRAM STUDENT LEARNING OUTCOMES

ASHS Program Outcomes
- Apply ethical standards to evaluate cultural and diversity issues in healthcare settings.
- Integrate critical thinking and problem solving in various contexts by collecting, analyzing, and/or interpreting information.
- Relate to others through effective, professional oral and written communication.
- Prepare for employment and/or continued study in the evolving healthcare industry.

BSHS Program Outcomes
Upon graduation students, through the curriculum and engaging with peers, faculty, Aultman Foundation, and the regional community, will have demonstrated (an):
- understanding of the inter-relationships between public health and medical care systems at the international, national, state, and local levels;
- understanding of culture, language, demographics, and economic status influences on health disparities, policy, and funding mechanisms;
- ability to use text, visual, and audial mediums to communicate in order to meet scholarly and professional goals;
- integration of basic sciences in evaluating health science research;

- appreciation for the value of cooperating and working effectively with clients and social networks;
- abilities to utilize epidemiological methods to address community health issues;
- abilities to use quantitative data/ information to determine needs, establish priorities, and make decisions for programs, policies, and procedures;
- abilities to work within a team setting and provide appropriate leadership based on ethical principles in decision-making, research, and interactions with others.

Health Sciences Dispositions

To serve individuals and populations, faculty, students, and community partners are expected to exhibit certain professional behaviors as articulated below. We hold each other accountable to these dispositions, and failure to demonstrate them may lead to unsatisfactory evaluations for faculty and HSC administrators or prevent graduation. Those who do not meet behavioral expectations may be provided an additional opportunity to correct deficiencies, but misconduct will be addressed through policies that address conduct and disciplinary processes. The Health Sciences Dispositions are fully described in the College Catalog.

REPORTS

Professional Disposition Conference

The conference form provides students and faculty documentation of action plans to address concerns about academic and non-academic situations. The student receives a copy of the completed form, and the original is placed in the active student academic file. Required remediation will be described in the Remediation/Referral section. In addition, a copy of the referral form is forwarded to the identified remediation/referral source(s) and/or the Student Success Center.

Internship in Health Sciences

The BSHS internship requirement allows students to explore careers, engage in the community, and enrich their education through experiential learning in the health sciences.

Faculty, based on their expertise and workload, will help students successfully navigate the internship experience from design through participation and reflection.

The required and elective credits involving internships allow students to integrate academic theory and real-world practice, engage in research that explores the relationship between the two, and gain hands-on experience in professional settings. Internship courses have been developed according to Higher Learning Commission guidelines and federal definition of a credit hour requirements. Available courses include:

Dept.	Course #	Course Title	Credit Hours
HSC	225	Internship in Health Sciences: Embedded	2-5
HSC	340	Internship in Health Sciences: Leadership	3-6
HSC	335	Individual Inquiry in Health Sciences	2-6

Health Sciences Learning Contract Development Guidelines

General Expectations of an Approved Internship

Internships must take place in a supervised professional setting that allows interns to learn through situational placement lessons about the organization and professional relationships. Because the professional world is inclusive of remote settings where work is done collaboratively from a distance or with remote partners, internships will be considered when mediated through technology. Extra documentation may be required to validate the hours served.

All students will be held accountable for professional behavior as defined in their fields of study (e.g., health sciences professional dispositions or social work professional standards).

Internship Supervision

To gauge the success of the internship experience and how the learning outcomes are being met, a supervising faculty member will meet with the intern within the first third of the agreed upon hours and then again halfway through the agreed upon hours. Additionally, students will check in bi-weekly with the faculty supervisor to maintain continuity throughout the internship.

The supervising faculty member will also meet with the intern supervisor a minimum of one time before half of the required hours are completed. Internship hours shall be tracked on a weekly basis, and the faculty supervisor will verify hours worked via the Intern Supervisor Evaluation at the end of the internship.

Assessment and Evaluation

Assessment of learning outcomes is done by the supervising faculty member with input from the Host Supervisor Evaluation through

- intern reflection assignments
- intern inquiry paper
- work products
- intern performance by supervisor, or
- faculty advisor observation

Grading is satisfactory/unsatisfactory and noted on the transcript.

BACHELOR OF SOCIAL WORK (BSW)

Program Vision
The vision of the Bachelor of Social Work (BSW) program is to provide collaborative, interdisciplinary generalist education within the vast local and national sectors of social work through community partnerships and adherence to the values and diversity of northeast Ohio community systems and agencies.

Program Mission
The BSW program serves a diverse set of students in a community-based environment. It is committed to promoting basic human rights, advocating for social and economic justice, and providing leadership by empowering social systems as change agents to individuals, groups, and communities in diverse populations and settings.

Program Design
The BSW curriculum is built upon a liberal arts foundation. Courses emphasize the interrelatedness of human behavior, social policy, research foundations, and field placement content requirements. The program is designed to prepare students for generalist social work practice in varied settings.

Generalist Practice Definition

The BSW defines "*generalist practice*" as the application of knowledge, values, and skills of problem-solving through engagement, data collection, assessment, intervention, evaluation, and termination. Preparation for problem-solving focuses on application to individuals, families, groups, communities, and organizations. Key to this approach is its applicability to multi-cultural contexts, focusing on the strengths inherent in clients/consumers and systems. At the core, the ethics and values of the social work profession guide this practice.

Program Goals
1. Prepare students for beginning social work practice in a generalist setting. This includes meeting licensure requirements and developing self-awareness and responsibility to pursue lifelong learning through professional development, coursework, advisement, and other programming (e.g., undergraduate research, student organizations, etc.).
2. Encourage students to recognize their own heritage and cultural background while gaining knowledge and perspective on other cultures, ethnic groups, and religions that may differ from their own values and views.

3. Practice in accordance with the National Association of Social Work (NASW) Code of Ethics per the principles, values, and ethics that guide the social work profession and utilize those practices to effectively advocate for social and economic justice within the communities served.
4. Develop understanding of the layers of social services and how various disciplines within social service agencies intersect with one another as well as how to use client setting resources in practice to network and provide effective client interventions.

Program Overview

The BSW is a 120-credit hour program. Social work students primarily complete their foundational requirements during freshman and sophomore years, including core courses specifically required for the social work major such as biology, psychology, sociology, and statistics. The liberal arts core curriculum includes 54 required credit hours of math, science, history, philosophy, and theology.

Most required social work courses are upper-level courses taken during the junior and senior years. Social work students invest over 66 credit hours in required coursework, including six credits of field instruction and 15 credits of social work electives. Options exist for minors in healthcare and/or substance abuse.

During both semesters (or one semester if choosing block placement) of the senior year, students are engaged 15 hours per week (or 30 hours per week with block placement) in a supervised field placement, for a total of 210 hours per semester. The Field Coordinator guides students through an extensive matching process to choose field placement sites during the final semester of junior year. As the signature pedagogy of BSW programs, field placement and field education serve as the central vehicle through which students apply classroom curriculum to supervised practice experiences and real client systems and are socialized into the professional culture.

In many states, including Ohio, students graduating with a BSW can take the licensure exam to be a Licensed Social Worker (LSW). In Ohio, the licensure exam can be taken in spring of the senior year to prepare for employment. Licensure requirements vary by state; to determine state requirements verify eligibility, see www.aswb.org.

Satisfactory Performance

An overall grade point average (GPA) of 2.0 is necessary to graduate with a BSW. Students must complete required program major courses with a grade of "C" or better. Students earning "C-" or below in any required social work course must repeat the course.

Council on Social Work Education (CSWE) 2015 Educational Competencies

The conceptual framework for the BSW is modeled after the Council on Social Work Education's (CSWE) competencies used to evaluate undergraduate student preparedness for professional social work practice. The framework includes nine competencies for practice:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Within each of these competencies are ***practice behaviors*** students must model throughout their program course work to show competency as established by Council on Social Work Education (CSWE) guidelines. See the College Catalog for full details on competencies and practice behaviors.

Curriculum

Students majoring in social work are required to fulfill foundational education core curriculum and social work course requirements. The BSW social work curriculum is arranged as follows:
>   1) Professional Foundation
>   2) Practice Foundation
>   3) Professional Practice
>   4) Field Experience

1) The Professional Foundation courses are designed to prepare students to be grounded in the purpose, history, values, ethical principles, and theoretical and practice concepts of the social work profession. These courses introduce the knowledge, values, skills, and cognitive and affective processes associated with competence at the generalist level of practice.

2) The Practice Foundation courses are designed to provide students with the foundation of competent generalist practice in a unique urban context with individuals, families, groups, communities, and organizations. These courses also provide the context to accomplish Program Goal #2 of encouraging students to recognize their own heritage and cultural background while gaining knowledge and perspective on other cultures, ethnic groups, and religions that may differ from their own values and views.

3) Professional Practice courses build upon and support the Practice Foundation, preparing students to be effective change agents through evidence-based practice, advanced social policy

analysis, and policy practice in the global environment. This curriculum focus ensures that students are prepared to engage in research-informed practice and are proactive in responding to the impact of context on professional practice. Students are challenged to advance their critical thinking capacities through scientific inquiry and examination of the impact of globalization on world populations. In these courses students will translate to a larger, global context the skills, knowledge, values, cognitive and affective processes and behaviors needed for beginning generalist practice. These courses provide the venue to achieve Program Goal #3—Practice according to principles, values, and ethics that guide the social work profession and effectively advocate for social and economic justice within the communities served.

4) Field Experience course sequence provides a clear and supported process to integrate the classroom with 420 hours of actual practice in a highly supervised, real urban social work practice setting. The field experience helps accomplish all four program goals as students fully demonstrate in a real practice setting the skills, knowledge, values, cognitive and affective processes, and behaviors needed for beginning generalist practice.

MEDICAL ASSISTING

Certificate of Medical Assisting (MA)

Program Vision
The vision of the Certificate of Medical Assisting (MA) program incorporates a combination of classroom and skills/lab experiences to provide the student with "on-the-job" training in a setting allowing students to assist other healthcare professionals to complete a diverse array of clinical and administrative tasks within the context of an ambulatory healthcare setting.

Program Mission
The Medical Assisting (MA) program provides students with the potential to obtain a credential that allows the MA to demonstrate knowledge of subject matter and competency in related skills which will enable the graduate to serve as an extension of healthcare providers in the Northeast Ohio community.

Program Design
The Medical Assisting (MA) curriculum includes three domains for learning, Cognitive domain, Psychomotor domain and Affective domain, prescribed by the 2015 Core Curriculum for Medical Assistants Appendix B. The program is designed to evaluate and examine the performance of students and prepare student to integrate into the workforce.

Program Goals
1. To maintain a Medical Assisting program consistent with the standards and guidelines for the Accreditation of Educational Programs in Medical Assisting adopted by the American Association of Medical Assisting's Medical Assisting Education Review Board (MAERB) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP).
2. Prepare competent entry-level medical assisting students in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
3. To teach and assess 100% of the cognitive objectives as well as the psychomotor and affective competencies, located within the content areas of the MAERB Core Curriculum.
4. To maintain a Medical Assisting program that is up-to-date with the changing health care field.
5. To work with students, college, and community to provide a program that meets the needs of health care and the communities of interest.

Program Self-Assessment
The following outcome data will be collected and assessed annually:

Outcome	Threshold
Retention	60% (Based upon formal admission into the program)

Job Placement	60% placed in medical assisting or related field, or continuing with their education, or entering the military.
Graduate Survey Participation	30% of all graduates
Graduate Survey Satisfaction	80% of returned surveys
Employer Survey Participation	30% of all graduates placed I medical assisting or related field
Employer Survey Satisfaction	80% of returned surveys
Credential Exams Participation	30% of all graduates
Credentialing Exams Passage Rate	60% of all the students who graduated within the specific year who took the exam

The credentialing exams eligible to be used to meet the exam outcomes are those which are accredited by the NCCA and include only the following:
- ✓ CMA (AAMA)
- ✓ RMA (AMT)
- ✓ NCMA (NCCT)
- ✓ CCMA (NHA)
- ✓ CMAC (AMCA)

Faculty Requirements

Program Director: the program director must be responsible for program effectiveness, including outcomes, organization, administration, continuous review, planning and development. The program director must:
- ➢ be a full-time employee of Aultman College
- ➢ have a minimum of an associate degree; Bachelors or Masters preferred
- ➢ have instruction in educational theory and techniques
- ➢ be credentialed in good standing in medical assisting, by an organization whose credentialing exam is accredited by the National Commission for Certifying Agencies (NCCA) or the American National Standards Institute (ANSI).
- ➢ have a minimum of one-year teaching experience in postsecondary and/or vocational/technical education.

Faculty and/or instructional staff: must direct student learning and assess study progress in achieving the requirements of the program in the appropriate learning domains. Medical Assisting faculty includes individuals who teach courses specifically designed and unique to the medical assisting program.

Faculty and/or instructional staff must:
- ➢ be current and competent in the MAERB Core Curriculum objectives included in their assigned teaching, as evidence by education and/or experience, and have instruction in educational theory and techniques.

Ideal faculty and/or instructional staff must possess the following qualifications:
- ➢ Credentialed and current in Medical Assisting by a National Accredited Credentialing Organization. CMA (AAMA) is preferred.
- ➢ 5 years' experience in performing administrative and/or clinical procedures of medical assisting.
- ➢ Coursework in educational theory or techniques.
- ➢ Teaching or training experience; at an institution of higher learning preferred.
- ➢ Experience with online learning platforms preferred.
- ➢ Associate degree required; Bachelors or Masters preferred

Practicum Coordinator: the responsibilities of the practicum coordinator may be fulfilled by the program director, faculty member(s), or other qualified designee.
The practicum coordinator must:
- ➢ select and approve appropriate practicum sites
- ➢ provide orientation for the on-site supervisors
- ➢ provide oversight of the practicum experience
- ➢ ensure appropriate and sufficient evaluation of student achievement in the practicum experience.
- ➢ must be knowledgeable about the MAERB Core Curriculum, knowledge about the program's evaluation of student learning and performance, and effective in ensuring appropriate and sufficient evaluation of student achievement in the practicum experience.

Curriculum
- ➢ Learning objectives must include the MAERB Core Curriculum cognitive objectives and psychomotor and affective competencies. Cognitive objectives will be taught prior to the psychomotor and affective competencies in the content areas. Psychomotor and affective competencies will not be performed in a practicum prior to the competencies being achieved in a supervised classroom or lab.

- ➢ Practicum: an unpaid, supervised practicum of at least 160 contact hours in an ambulatory healthcare setting, demonstrating the knowledge, skills, and behaviors of the MAERB Core Curriculum in performing clinical and administrative duties, must be completed prior to graduation. The practicum experience is designed to provide the students with the opportunity to demonstrate their knowledge of the cognitive objectives and to practice the psychomotor and affective competencies that the students achieved during their course work. On-site supervision of the student must be provided by an individual who has knowledge of the medical assisting profession. All applicable cognitive objectives and psychomotor and affective competencies must be achieved prior to the start of any practicum.

Resource Assessment
The medical assisting program will annually assess the appropriateness of the following:
Standard III Resources A and D:
- A. Type and amount: program resources must be sufficient to ensure the achievement of the program's goals and outcomes. Resources must include, but are not limited to faculty,

clerical and support staff; curriculum; finances; offices; classroom, laboratory and ancillary student facilities; clinical affiliates; equipment; supplies; computer resources; instructional reference materials, and faculty/staff continuing education. Equipment and supplied will be representative of those used in ambulatory healthcare facilities.

D. Resource assessment: annually the program will assess the appropriateness and effectiveness of the resources described in the Standards and Guidelines for the Accreditation of Educational Programs in Medical Assisting. The results of the assessment will be the basis for ongoing planning and appropriate change. An action plan will be developed when deficiencies are identified in the program resources. Implementation of the action plan will be documented, and results measured by ongoing resource assessment. The format for the resource assessment matrix will be the following: Purpose Statement, Measurement Systems, Dates of Measurement, Results, Analyses, Action Plans, and Follow-up.

Student and Graduate Evaluation/Assessment

Student Evaluation:
➤ Frequency and purpose: evaluation of students will be conducted on a recurrent basis and with sufficient frequency to provide the students and program faculty with valid and timely indication of the students' progress toward, and achievement of, the competencies and learning domains stated in the curriculum.
➤ Documentation: records of student evaluations must be maintained in sufficient detail to document learning progress and achievements.

Outcomes:
➤ Outcomes assessment: the program will periodically assess its effectiveness in achieving its state goals and learning domains. The results of this evaluation will be reflected in the review and timely revision of the program. Outcomes assessments will include: national credentialing examination(s) performance, programmatic retention/attrition, graduate satisfaction, employer satisfaction, job (positive) placement, and programmatic summative measures. The program must meet the outcomes assessment thresholds.
➤ Outcomes reporting: periodically the program will submit to MAERB the program goals(s) learning domains, evaluation systems (including type, cut score, and appropriateness), outcomes, its analysis of the outcomes, and an appropriate action plan based on the analysis.

RADIOGRAPHY

INTRODUCTION

Welcome to the Aultman College Radiography Program, which has been accredited by the Joint Review Committee of Education in Radiologic Technology (JRCERT) since November 14, 2011. The Associate of Applied Science in Radiography (AASR) is a 21-month associate degree providing students with a well-rounded didactic, clinical, and foundational education throughout the Aultman campus and affiliate clinical sites.

Graduates are prepared to work as Radiologic Technologists and to pass the American Registry of Radiologic Technologists (ARRT) board certification exam, the nationally recognized gateway into the radiography field. The program is competency-based, meaning that students must demonstrate clinical competencies in a wide array of radiologic procedures as a requirement for graduation.

The radiography faculty section of the handbook familiarizes you with the radiography environment and policies. The policies and procedures were formulated in accordance with college policies to represent expected behaviors. They apply until they are amended through regular radiography procedures or by the Board of Directors or the college president. Revisions of this handbook that affect the program will be promptly distributed to radiography faculty. The policies and procedures contained herein are intended to clarify and support internal operations of the radiography program and do not replace or counteract college policies.

Robin Williams
AASR Program Director

HISTORY

Aultman Hospital has offered radiography education since the hospital-based certificate program was established in 1947. The School of Radiologic Technology was a twelve (12) month "on the job" program that transitioned into a well-rounded twenty-four (24) month program structured around the educational guidelines from the Joint Review Committee on Education in Radiologic Technology (JRCERT).

In response to new educational requirements passed by the American Registry of Radiologic Technologists (ARRT) in 2011, the certificate program was replaced by the 21-month Associate of Science in Radiography (ASR) degree program.

In fall 2017, the 21-month, 65 credit hour Associate of Applied Science in Radiography (AASR) degree was implemented.

The AASR program is designed to educate students for work in Radiologic Technology and prepare them to sit for the American Registry of Radiologic Technologists (ARRT) board certification examination. The programs are also accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), the Ohio Department of Higher Education (ODHE), and the Higher Learning Commission (HLC).

Accreditation

The program adheres to guidelines required by the American Registry of Radiologic Technologists (ARRT) and the American Society of Radiologic Technologists (ASRT). The didactic and clinical competency requirements and standards for an accredited educational program in radiography have been adopted by JRCERT and ARRT and the Radiography curriculum sponsored by the ASRT. See the College Catalog for details.

As of November 14, 2011, the Radiography program is accredited for eight years by:

Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
312-704-5300
 mail@jrcert.org, www.jrcert.org

The American Registry of Radiologic Technologists
1255 Northland Drive
St. Paul, Minnesota 51120-1155
(651)687-0048
Website: http://www.arrt.org

American Society of Radiologic Technologists
15000 Central Ave. SE
Albuquerque, NM 87123-3909
(800)444-2778

505-298-5063 (fax)
https://www.asrt.org/

Ohio Department of Higher Education (ODHE)
25 South Front Street
Columbus, Ohio 43215-3414
614-466-6000
http://www.ohiohighered.org

Higher Learning Commission (HLC)
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
(312) 263- 0456
http://www.ncahlc.org/

ASSOCIATE DEGREE IN RADIOGRAPHY

MISSION STATEMENT

The mission of the radiography program is to provide quality education to prepare students as entry-level radiographers. The program advocates lifelong learning and professional growth so that graduates will continue to positively impact the community.

PHILOSOPHY

The philosophy of the radiography program is to prepare graduates who are competent in the art and science of radiography. Graduates receive an associate degree in radiography and are prepared to sit for the National Certification Examination administered by the American Registry of Radiologic Technologists (ARRT).

The primary responsibility of the program is to guide students in achieving educational goals. A comprehensive curriculum is provided that consists of a broad base of knowledge and diverse clinical experiences. The curriculum provides opportunities for students to develop skills in conceptual understanding, analytical judgment, critical thinking, and the ability to problem solve in the performance of radiologic procedures.

Students are encouraged to identify individual learning styles and develop study methods that permit the acquisition and retention of knowledge and concepts. Principles of ethics are demonstrated that build character and professional attributes. Clinical skills are developed that instill appropriate attitudes and foster affective growth in providing care and responding to patient needs during imaging procedures.

The program is designed to encourage success and develop lifelong learning patterns. It has specific learning objectives and outcomes contained in the course outlines and syllabi that

articulate the educational achievements to be accomplished.

PROGRAM GOALS

The goals of the program are:
1. Students will demonstrate competence in the essential skills of medical imaging and treatment.
2. Students will communicate effectively and professionally in the medical environment.
3. Students will demonstrate critical thinking, problem solving skills and life-long learning.
4. Students will demonstrate professional value and ethical behaviors.
5. Graduates will function as competent, entry-level professionals that meet the healthcare needs of the community.

PROGRAM SELF-ASSESSMENT

Throughout the year, the program conducts several outcome assessments based on meeting the goals related to the program mission. Goals are broken down to individual benchmarks that are evaluated and reported according to time frames established by the program director and/or dean.

Goals 1, 2, and 3: Provide knowledge and understanding in the areas of oral and written communication, problem solving, and critical thinking that can be utilized in the practice of radiography. Areas of evaluation include patient care abilities, written and oral presentations, employer surveys, clinical performance evaluations, and sections on radiographic procedures, image production, radiographic critique, critical thinking, and problem solving.

Goal 4: To develop appropriate ethical and professional values.
Areas of evaluation include professional growth and ethical behavior as demonstrated on the student's clinical performance evaluations and employer surveys.

Goal 5: Students will be competent entry-level radiographers that produce quality diagnostic services and to meet the needs of the community.

Areas of evaluation include employment rates after graduation, attrition and retention rates, employer surveys, and ARRT pass rates.

The JRCERT will post five-year credentialing examination pass rate, five-year average job placement rate, and program completion rate at www.jrcert.org.

PROGRAM STUDENT LEARNING OUTCOMES AND PROGRAM EFFECTIVENESS
1. Students will apply positioning skills.
2. Students will select appropriate technical factors.
3. Students will practice radiation protection.
4. Students will use effective oral communication skills in clinical environment.
5. Students will practice written communication skills.
6. Students will manipulate technical factors for non-routine examinations.
7. Students will adapt positioning for trauma patients.
8. Students will determine the importance of continued professional development.

9. Students will understand appropriate ethical decisions.
10. Graduates will pass the ARRT national certification on the 1st attempt.
11. Graduates will be gainfully employed within 12 months post-graduation.
12. Students who enroll will complete the program.
13. Graduates will be satisfied with their education.
14. Employers will be satisfied with the performance of newly hired radiographers.

ASSESSMENT

The program is committed to its mission and continuous improvement of its programs and services. Assessment is the on-going process of evaluating student academic achievements.

Students, faculty, staff, and external constituencies are asked to participate in assessment and institutional effectiveness activities that may include, but are not limited to, examination, performance assessments, questionnaires, surveys, and focus groups, interviews, learning journals, portfolios, case studies, comprehensive exams, and follow-up studies.

Faculty PERFORMANCE MEASURES & STANDARDS

1. Effectively facilitates learning and learner development:
   - Assesses the individual learning styles/needs of diverse learners.
   - Implements a variety of teaching strategies related to content, setting, course/program outcomes and learning styles/needs.
   - Considers multicultural influences on teaching and learning.
   - Practices skilled oral, written, and electronic communication.
   - Models critical and reflective thinking practices for students.
   - Shows enthusiasm for teaching, learning, that inspires and motivates students.
   - Possesses personal attributes that facilitate learning (caring, confidence, patience, honesty, flexibility, and respect for students).
   - Develops collegial working relationships with clinical agency personnel to promote positive learning environments for students.
   - Serves as a role model in the practice setting.
   - Plans clinical/lab assignments to assist students to achieve behavioral and course outcomes.
   - Supervises students in their planning for and implementation of care.
   - Confers with students regarding progress towards achievement of behavioral outcomes.
   - Develops action plans with students to assist with goal achievement.
   - Assists students to relate theory to lab/clinical.
   - Assists with set up of skills lab and demonstration, as required.
2. Uses assessment and evaluation strategies:
   - Evaluates student skill competencies.

- Provides a climate conducive for learning.
- Contributes to the evaluation of student performance by providing information to the course leader and the student relative to the student's achievement of established objective.
- Matches strategies to the desired learning outcomes for theory and clinical practice.
- Provides timely, constructive, and thoughtful feedback to learners.
- Uses formative and summative evaluations to enhance the teaching-learning process.
- Supervises and evaluates student learning in the clinical, laboratory, and classroom environments.

3. Participates in curriculum design and evaluation of program outcomes:
- Communicates feedback obtained from classroom/ clinical/lab supervision of students to the program director/and or dean.
- Participates in quality improvement programs as assigned.
- Recommends appropriate resources to facilitate learning in the classroom/clinical/lab arena.
- Works with course leader to review curriculum content to ensure the inclusion of current trends in healthcare.
- Attends assigned course meetings.
- Attends assigned division meetings.

4. Develops the educator role:
- Seeks out activities/opportunities that increase the effectiveness of the roles of the radiography educator.
- Uses feedback obtained from self, peer, student, and administrative evaluations to increase role effectiveness.
- Participates in professional development activities designed to promote the role of teacher and clinician.

5. Functions as a change agent and leader:
- Develops leadership skills related to supervision of students.
- Discusses the implementation and evaluation of teaching strategies utilized with course and or clinical instruction.
- Collaborates with course faculty to meet student's learning needs and outcomes.
- Recognizes and report concerns related to students, staff, and faculty to the program director/and or dean.

6. Functions within the Educational Environment:
- Actively supports the college and program mission and values.
- Treats all persons with compassion, care, courtesy and respect.
- Respects privacy/dignity of others.
- Takes time to be helpful.
- Responds in a timely fashion to student, staff and faculty requests.
- Communicates effectively (verbal, nonverbal, and electronic).
- Projects a professional image in attire, appearance and behavior.

- Handles difficult situations effectively.
- Performs well as a team member.

PHYSICAL/MENTAL DEMAND AND WORK ENVIRONMENT

Working conditions in classrooms and offices are good. If performing duties related to clinical instruction (especially patient contact), hazards could include needle sticks, sharp instruments, exposure to and blood and bodily fluid or any other hazard a radiographer might be exposed to in the normal performance of duties. Position requires much mental activity, study, reading, planning, evaluating and decision making. Physical demands in classroom and office are minimal and considered sedentary work with occasional lifting and/or carrying such articles as records, files and books – 10 pounds maximum. Operation of standard office equipment such as phone, computer, and copier occurs on a frequent basis. Physical demands in the clinical area may include lifting, pulling, pushing, kneeling, stooping, crouching and bending or any other related activity to patient care. Position requires regular attendance.

RADIOGRAPHY FACULTY POLICIES AND PROCEDURES

ARRT STANDARDS OF ETHICS

The Standards of Ethics are consistent with the mission statement of the ARRT and promote its goals. The ARRT Standards of Ethics may be found at: https://www.arrt.org/docs/default-source/Governing-Documents/arrt-standards-of-ethics.pdf?sfvrsn=10

A. Code of Ethics

The Code of Ethics forms the first part of the Standards of Ethics. The Code of Ethics shall serve as a guide by which Radiologic Technologists and Applicants may evaluate their professional conduct as it relates to patients, healthcare consumers, employees, colleagues, and other members of the healthcare team. The Code of Ethics is intended to assist Radiologic Technologists and Applicants in maintaining a high level of ethical conduct and in providing for their protection, safety, and comfort of patients. The Code of Ethics is inspirational.

1. The Radiologic Technologist conducts himself/herself in a professional manner, responds to patient needs and supports colleagues and associates in providing quality patient care.
2. The Radiologic Technologist acts to advance the principle objective of the profession to provide services to humanity with full respect for the dignity of mankind.
3. The Radiologic Technologist delivers patient care and service unrestricted by the concerns of personal attributes or the nature of the disease or illness, and without discrimination regardless of sex, race, creed, religion, or socioeconomic status.
4. The Radiologic Technologist practices technology founded upon theoretical knowledge and concepts, utilizes equipment and accessories consistent with the purposes for which it has been designed, and employs procedures and techniques appropriately.
5. The Radiologic Technologist assesses situations, exercises care, discretion and judgment, assumes responsibility for professional decisions, and acts in the best interest of the

patient.

6. The Radiologic Technologist acts as an agent through observation and communication to obtain pertinent information from the physician to aid in the diagnosis and treatment/management of the patient, and recognizes that interpretation and diagnosis are outside the scope of practice for the profession.
7. The Radiologic Technologist utilizes equipment and accessories, employs techniques and procedures, performs services in accordance with an accepted standard of practice, and demonstrates expertise in limiting the radiation exposure to the patient, self, and other members of the healthcare team.
8. The Radiologic Technologist practices ethical conduct appropriate to the profession, and protects the patient's right to quality radiologic technology care.
9. The Radiologic Technologist respects confidences entrusted during professional practice, respects the patient's right to privacy, and reveals confidential information only as required by law or to protect the welfare of the individual or the community.
10. The Radiologic Technologist continually strives to improve knowledge and skills by participating in educational and professional activities, sharing knowledge with colleagues and investigating new and innovative aspects of professional practice. One means available to improve knowledge and skill is through professional continuing education.

B. Rules of Ethics

The Rules of Ethics form the second part of the Standards of Ethics. They are mandatory standards of minimally acceptable professional conduct for all present Registered Technologists, Registered Radiologist Assistants, and Candidates. Certification is a method of assuring the medical community and the public that an individual is qualified to practice within the profession. Because the public relies on certificates and registrations issued by ARRT, it is essential that Registered Technologists and Candidates act consistently with these Rules of Ethics. These Rules of Ethics are intended to promote the protection, safety, and comfort of patients.

C. The Rules of Ethics are enforceable.

Registered Technologists, Registered Radiologists, Radiologist Assistants, and Candidates engaging in any of the following conduct or activities or who permit the occurrence of the following conduct or activities with respect to them, have violated the Rules of Ethics and are subject to sanctions as described hereunder:

A Radiologic Technologist must be aware of 22 Rules of Ethics, found at the this link: https://www.arrt.org/docs/default-source/Governing-Documents/arrt-standards-of-ethics.pdf?sfvrsn=10 or on the ARRT Website. They detail unethical behavior including but not limited to convictions, fraud, mental incompetence, and harmful behavior.

CPR POLICY

All Radiography faculty are required to have American Heart Association CPR certification. Documentation of current CPR must be reviewed with the program director and/or dean annually and filed with Human Resources.

PROGRAM COMPONENT TYPE

The radiography program is intense, requiring a high number of clinical experience hours during the clinical practicum course structure. Students will complete approximately 1078 hours of clinical experience, based on five clinical semesters. By utilizing alternate clinical days for first- and second-year students, clinical seats in the clinical affiliates can be maximized.

The JRCERT Standards have strict guidelines for all clinical settings including a 1:1 ratio of student to registered radiologic technologist for all clinical work at the direct supervision level. Once a student has been evaluated and has passed a competency, that student may proceed at an indirect supervision level.

PRINCIPAL ACCOUNTABILITES (SUMMARY)

The clinical coordinator is primarily responsible for assigning students to clinical sites, monitoring the student progress and behavior at the clinical sites, collecting required paperwork from students/site clinical instructors, maintaining records on students, maintaining good relationships with clinical site personnel, assisting in management of compliance and preparedness for accreditation visits, and providing backup administration when the program director and/or dean is not available.

Each facility has designated clinical instructor(s) who have been approved by JRCERT at the time of affiliation or change in staffing. JRCERT requires one full-time equivalent clinical instructor for every 10 students involved in the competency achievement process. The clinical instructors identified at each site report to the clinical coordinator.
Clinical Staff - For radiography, the student to radiography clinical staff must not exceed a ratio of 1:1.

Radiography committees
Radiography Strategic Planning Committee
Program director, clinical coordinator, in collaboration with faculty

- Meets 1-2 times a semester and as needed.
- Updates policies and procedures.
- Plans and coordinates semester schedule.
- Reviews clinical site reports and student concerns.
- Coordinates professional development for faculty and staff.
- Reviews assessment plan.
- Implements any changes from JRCERT, ARRT, and ASRT.
- Reviews and revises curriculum.

- Assesses student progress.

Radiography Survey/Site Committee

Program director and clinical coordinator

- Meet at least 4 times a year and as needed.
- Assess and evaluate information gathered from graduate, employer, course, program, clinical site and clinical instructor surveys.
- Provide feedback to the course instructors, clinical instructors, clinical sites, and communities of interest.
- Review areas of concerns.
- Implement a plan for continuous improvement.
- Follow up on areas of concerns.
- Formulate an assessment report for the Radiography Advisory Committee.

Supervision

Clinical Supervision

Direct supervision assures patient safety and proper education practices. The Joint Review Committee on Education in Radiologic Technology (JRCERT) defines **direct supervision** as student supervision by a qualified radiographer who

- reviews the procedure in relation to the student's achievement,
- evaluates the condition of the patient in relation to the student's knowledge,
- is physically present during the conduct of the procedure
- reviews and approves the procedure and/or image.

Students must be directly supervised until competency is achieved. Once competency is achieved, the student may proceed with performing the radiographic procedure under indirect supervision **except for mobile radiography and fluoroscopic procedures. These procedures must be performed under the direct supervision of a qualified radiologic technologist (R.T.) R, regardless of the student's level of competency.**

Indirect supervision promotes patient safety and proper educational practices. The JRCERT defines **indirect supervision** as supervision provided by a qualified radiographer immediately available to assists students regardless of the level of student achievement. "Immediately available" is interpreted as the physical presence of a qualified radiographer adjacent to the room or location where a radiographic procedure is being performed. This availability applies to all areas where ionizing radiation equipment is in use on patients.

Repeat Radiograph

To assure patient safety and proper education practices, a qualified radiographer must be physically present during the conduct of a repeat image and must approve the student's procedure prior to re-exposure.

DIVISION OF NURSING

INTRODUCTION

It is my pleasure to welcome you to Aultman College. We are committed to being leaders in educating exceptional health care professionals who positively impact society.

Nursing education has been offered at Aultman Hospital since the hospital-based diploma program was established in 1892. In the mid-1990s, the college administration and faculty began moving from a hospital-based diploma nursing program to an Associate of Science in Nursing program (ASN) which was approved by the Ohio Board of Nursing (OBN) on September 9, 2004. The program is also accredited by the Accreditation Commission for Education in Nursing (ACEN). Responding to changes in the healthcare environment, in 2013 the Bachelor of Science in Nursing completion (BSNC) program began. It was initially accredited by The Commission on Collegiate Nursing Education (CCNE) on April 18, 2013. In addition, the first cohort of BSN pre-licensure students began studies in fall 2017.

This section of the handbook familiarizes nursing faculty with the college environment and program-specific policies formulated in accordance with college policies and representing expected behaviors. They are intended to clarify and support internal operations of the college, not to replace or counteract college policies, and they apply until amended through college governance. Revisions of this handbook will be promptly communicated to faculty.

As the dean of nursing, I can say with complete conviction that what makes Aultman College exceptional is the faculty and staff who come to work every day with dedication to our students and the patients we serve! I encourage you to explore our website to know our people and our programs.

Thank you for joining our team.

Respectfully,

Jo Ann Donnenwirth

Jo Ann Donnenwirth

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Nursing Vision

To prepare nurses who positively impact society

</div>

Accreditation:

The ASN program is approved by the Ohio Board of Nursing (OBN) and accredited by the Accreditation Commission for Education in Nursing (ACEN). The OBN awarded full approval on May 17, 2012, for a period of five years. ACEN conducted a scheduled visit in February 2015; the next scheduled visit will take place in 2020. The BSN program is conditionally approved by the Ohio Board of Nursing (OBN) and accredited   by the Commission on Collegiate Nursing Education (CCNE) as of February 11, 2015 for five (5) years, extending to December 31, 2020. For accreditor details, see the College Catalog.

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Nursing Governance Structure

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The nursing division is represented collectively throughout the college governance structure and individually via the Nursing Discipline/Division Council. The work of this council is guided by shared decision making and program evaluation plans which represent the Ohio Board of Nursing law and rule, where applicable, as well as program specific accreditation standards. This governance structure provides for communication with administration, other units within the college, faculty, students, clinical agencies, and the board. The evaluation plans and policies are evaluated regularly and when the opportunity for improvement presents itself. Council meeting minutes document these activities.

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NURSING FACULTY POLICIES AND PROCEDURES

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CODE OF ETHICS

Faculty are held accountable to the American Nurses Association Code of Ethics found at http://www.nursingworld.org/MainMenuCategories/EthicsStandards

CPR POLICY*

It is the responsibility of students enrolled in nursing and radiography to maintain current BLS CPR certification through the American Heart Association (AHA). If a student's BLS CPR certification lapses, the student will not be permitted to attend clinical rotations, which may result in course failure and/or program dismissal. CPR renewal courses are available through Aultman College Community Education (ACCE) at http://www.aultmancollege.edu/community-ed.

GRIEVANCES/COMPLAINT

A complaint may be made by a student or family with concerns about program procedures or policies that impact their rights. This may include but is not limited to HIPAA violations, FERPA violations, and harassment. Any complaint communicated may be done so without threat of

discrimination, reprisal, or coercion. The confidential complaint file is secured and maintained according to the record retention policy. (Ohio Board of Nursing Rule # 4723-5-12 Program Polices A9)

NUR Faculty Responsibilities Related to Supervision of Students*

A faculty member of a nursing education program is responsible for
- Planning the students' clinical experience
- Evaluating the students' performance
- Providing experiences that meet course objectives and learning needs

Faculty, teaching assistants, adjuncts, or preceptors shall
- Supervise student practice that involves the delivery of care to an individual or group of individuals
- Provide guidance, direction, and support in all clinical situations

The supervision of a nursing student for each clinical experience in the delivery of nursing care to an individual or group of individuals shall be provided by a faculty member, teaching assistant, adjunct faculty, or preceptor who functions only as a faculty member during the student's clinical experience. The faculty member, teaching assistant, adjunct faculty, or preceptor must meet the qualifications set forth in Ohio Administrative Code (OAC) 4723-5-10 (OAC 4723-5-20).

The teaching assistant, adjunct faculty, or preceptor supervising students shall
- Be competent in the clinical practice(s) for which student supervision is provided
- Work in accordance with the directives of the faculty member
- Participate in student evaluation (OAC 4723-5-20-B)

Definitions
Clinical experience – an activity planned to meet course objectives or outcomes and provide nursing students with opportunities to practice cognitive, psychomotor, and affective skills in the supervised delivery of nursing care to an individual or group of individuals needing such care.
Faculty – individuals (full or part time) contracted to teach students in laboratory, classroom, and other settings. For nursing courses, each individual must be a registered nurse with an active, unencumbered license, two years of experience, and a master's degree (4723-5-10).
Laboratory experience – an activity planned to meet course objectives or outcomes and provide nursing students with opportunities to practice cognitive, psychomotor, and affective skills in the performance of nursing activities or tasks in a simulated clinical environment. This may include practicing nursing skills through the reproduction life-like healthcare experiences using computerized models and simulator programs.

Nursing education program – an approved nursing education program that leads to initial licensure to practice as a nurse and that issues a program completion letter to the board.

Observational experience – faculty assigned learning experiences during which a student observes the delivery of care to patients but does not participate in providing nursing care.

Preceptor – a registered nurse with a current, valid license and two years of experience who demonstrates competence in a clinical area (4723-5-10), and who supervises a nursing student's clinical experience at the clinical agency where the preceptor is employed.

Supervision – a faculty member, teaching assistant, adjunct faculty, or preceptor is immediately available to the nursing student at all times to provide guidance and review of the student's performance.

Teaching assistant – a registered nurse with a current valid license, two years of experience, and a bachelor's degree in nursing who is employed to assist and work at the direction of a faculty member providing instruction in the classroom, laboratory, or clinical setting in which nursing care is delivered to an individual or group of individuals (4723-5-10).

Adjunct faculty – a clinical adjunct faculty member maintains a degree as defined by the discipline and is contracted to facilitate students through their clinical rotation. Clinical adjunct faculty work under the guidance of a full-time faculty member. Adjunct faculty must also meet the definition of a Teaching Assistant (4723-5-10).

Procedure

Clinical and laboratory experiences are assigned by faculty based on course objectives and student learning needs.

The faculty member providing supervision shall:

- Establish clinical/laboratory objectives/outcomes within the framework of the course in which the student is enrolled
- Communicate clinical/laboratory objectives/outcomes to
  - The student
  - The teaching assistant and/or preceptor (if utilized)
  - The staff at the clinical site
- Provide for orientation of each student to the clinical/laboratory site, including introduction to staff
- Make assignments in conjunction with the teaching assistant, adjunct faculty, or preceptor (if utilized) for the student's experience, consistent with the specific objectives/outcomes of the course in which the student is enrolled
- Complete documentation of supervision and direction for each course offering
- Provide supervision of each student in accordance with OAC 4723-5-20
- Evaluate the student's experience, achievement, and progress in relation to the clinical/laboratory objectives/outcomes with input from the teaching assistant, adjunct, or preceptor (if utilized)
- Assign an observational experience as appropriate to meet the course objectives

The faculty, teaching assistant, or adjunct faculty to student ratio for direct patient care experiences shall be no greater a ratio than ten students to one faculty, teaching assistant, or adjunct faculty.

- A smaller ratio may be followed in clinical settings where it is necessary to ensure the safe delivery of nursing care.

A preceptor shall provide supervision to no more than two nursing students at any one time, provided the circumstances are such that the preceptor can adequately supervise the practice of both students.

The teaching assistant, adjunct faculty, or preceptor providing supervision of a nursing student shall at least:

- Have competence in clinical practice in which the clinical instructor or preceptor is providing clinical supervision.
- Design, at the direction of the faculty member, the student's clinical experience to achieve the stated objectives or outcomes of the nursing course in which the student is enrolled.
- Clarify with the faculty member
  - The role of the teaching assistant, adjunct faculty, or preceptor;
  - The responsibility of the faculty member
  - The course and clinical objectives or outcomes
  - The clinical experience evaluation tool
- Contribute to the evaluation of the student's performance by providing information to the faculty member and the student regarding the student's achievement of established objectives or outcomes.

REPORTS

Attendance List

Course attendance lists support college financial aid activities and are maintained within the SIS system. See SIS manual for creating and maintaining attendance lists.

Performance Improvement Plan

The performance improvement plan provides student and faculty documentation and plans of action for concern about both academic and non-academic situations. The student receives a copy of the completed form and the original is placed in the active student academic file. If remediation is part of the plan of action, the Remediation/Referral section is completed. In addition, a copy of the referral form is forwarded to the identified remediation/referral source(s) and/or the Student Success Center.

Academic Year Course Report

The Academic Year Course Report (template located on the website) is used to summarize course activities related to student learning. Information from this report is used to complete reports required by governing bodies. This report is completed at the end of each semester and posted on SharePoint by the faculty managing the course.

Facility Variance Report

Any incidence, occurrence, or near miss must be documented according to institution-specific forms. Faculty must document all variances occurring during the semester on the Academic Year Course Report. In addition, the situation is addressed on the Clinical Evaluation Tool and/or a Performance Improvement Plan.

TESTING GUIDELINES

Overall Planning

- o Amount of Time
    - o Students will be allotted 1-1.5 minutes per question, to complete tests/exams. Determination of actual time provided, within that range, is at the discretion of faculty.
- o Backward Navigation
    - o Allow backward navigation in ExamSoft testing for all levels
- o Mastery Item
    - o A pre-determined, safety/critical "need-to-know" item that 100% of students answer correctly. Determined at faculty discretion **prior** to exam administration.
    - o No more than 5% per test (for tests/exams over 25 items).
- o Comprehensive test and/or quiz items are encouraged to promote retention of material. While this is recommended, implementation remains at individual course coordinator's discretion.
- o **Test Blueprint-** will be used for all theory tests/exams
- o Weighting of Grades: (ASN)

December 2015	
Test/quizzes (combined)	50%
Final Exam	35%
ATI Proctored Testing Series (If applicable)	5%

%	BSN Program Outcomes	College Core Abilities
30%	Manage nursing care within the context of legal and ethical scope and standards of practice.	Model Ethic and Civic Responsibility
10%	Facilitate the provision of culturally competent and holistic care to clients and communities in collaboration with the interdisciplinary team.	Communicate Effectively
10%	Leverage information technology to maximize wellness across populations, through health promotion and disease management.	Demonstrate Information Literacy
50%	Apply critical thinking to the delivery of evidenced-based, safe, quality nursing care to a diverse population.	Think Critically and Solve Problems

Other	10-15%
Total	100%

BSN Pre-licensure and BSN Completion

ASN

%	ASN SLOs	Core Abilities
70-85%	Nursing Process + SLO 3	**Think critically and solve problems.** **Demonstrate Information Literacy.**
5-10%	Interdisciplinary SLO 2	**Communicate effectively.** **Model ethical and civic responsibility.** **Think critically and solve problems.**
5-10%	Legal and Ethical SLO 1	**Model ethical and civic responsibility.** **Think critically and solve problems.** **Communicate effectively.** **Demonstrate Information Literacy.**
5-10%	Communicate Effectively SLO 5	**Communicate effectively.** **Demonstrate Information Literacy.** **Model ethical and civic responsibility.**

+Test questions previously tagged to SLO 4 or 6 are to be re-tagged to Nursing Process SLO 3

1. Think critically and solve problems.
   A. Integrate experience, reason, and information to make meaningful conclusions, judgments and/or products.
   B. Integrate mathematic and scientific based knowledge and understanding into problem-solving activities.

2. Demonstrate information literacy.
   A. Evaluate, synthesize, and apply information across a range of contexts, cultures, and areas of knowledge.
   B. Apply appropriate technology and resources as part of a team approach.
   C. Question the validity of information and evaluate it using fact-based scientific inquiry.

3. Model ethical and civic responsibility.
   A. Accept responsibility for learning now and in the future.
   B. Exhibit professional, personal, and academic honesty.
   C. Act cooperatively and work effectively in a diverse environment by respecting

the rights, views, and work of others.
D. Consider context and implication of ethics in all actions.

4. **Communicate effectively.**
  A. Communicate effectively, appropriately, and professionally in verbal, nonverbal, and written forms.
  B. Use appropriate technology that supports or facilitates communication.
  C. Provide and accept constructive feedback.
  D. Demonstrate fluency in the scientific-based language of healthcare settings.

Revised Bloom's Taxonomy	ASN	BSN
Remember	None	None
Understanding	None	None
Applying	All questions are within these categories	
Analyzing		
Evaluating	None	Optional
Creating	None	Optional

NCLEX RN Educator blueprint should be used as reference for pre-licensure nursing exams/tests.

NCLEX Blueprint	Safe/effective care environment	Health promotion and maintenance	Psychosocial integrity	Physiological integrity
Category %	26-38%	6-12%	6-12%	38-62%

NCLEX-RN blueprint 2016

https://www.ncsbn.org/2016_RN_DetTestPlan_Educator.pdf

Writing Items   (Pre-licensure) *Required for tests/exams.   Quizzes are optional.*

- o Math
  - o 10% of all tests/exams (NCLEX Category: Physiological, Blooms Category: Applying)
  - o Math to be included in all Med/Surg. Courses (other courses at faculty discretion)
  - o See rounding rules.
  - o Add question specific rounding rule to each math item.
- o Alternative Item Format   Minimum 8-10%/per test/exam (NOT including math questions)
  - o An alternate item format (previously known as an innovative item format) is an exam item, or question, that uses a format other than standard, four-option, multiple-choice items to assess candidate ability. Alternate item formats may include:

- Multiple-response items that require a student to select two or more responses.
  - Multiple response items should include more than four answer choices.
- Fill-in-the-blank items that require a student to type in number(s) in a calculation item
- Hot spot items that ask a student to identify one or more area (s) on a picture or graphic
- Chart/exhibit format where students will be presented with a problem and will need to read the information in the chart/exhibit to answer the problem
- Ordered Response items that require a student to rank order or move options to provide the correct answer
- Audio item format where the student is presented an audio clip and uses headphones to listen and select the option that applies
- Graphic Options that present the student with graphics instead of text for the answer options and they will be required to select the appropriate graphic answer
  - Any item formats, including standard multiple-choice items, may include multimedia, charts, tables or graphic images.
- *Write rationales for each question and distractors.
  - Rationales should be 3-5 sentences
  - Include sources

*Content Validity
- Items will be written as questions, exception of alternative format. Sentences are to be complete with a question mark.
- Completion items will be kept to a minimum.
- The word "patient" will be used instead of "client".
- Items will refer to "the nurse" and "a patient".
- Important words in the stem will only be highlighted or bolded up through the first medical-surgical nursing course:
  - NRS 103 (ASN)
  - Concepts of Health and Illness I (BSN Pre-licensure)
- Do not use negatively worded stems
- Eliminate ages-unless relevant information to answer question
- Do not use abbreviations
- Medications: must use generic, Trade names are at faculty discretion
  - ex: metoprolol (Lopressor)
- Faculty is encouraged to use own test/exam items, and/or modify test bank questions

- Peer-review of test items for all the above elements

Administering Tests

- College issued name badge required to enter test/room
- All student possessions must be left in the front/back of the room for all tests/exams.
- No food or drink during testing
- Faculty has the discretion to make seating assignments.
- One pencil will be supplied by the students. One sheet of blank paper and calculator will be supplied by the instructor. (ExamSoft Inc.)
- Students must use calculator that is equipped on the testing software.
- No other digital device present (other than test taking device)
- Cell phones must remain at back of room until testing is complete. Must remain on silence/vibrate.
- Students are unable to leave testing area during test, unless completed.
- Typographical or format errors only will be addressed by faculty. Avoid answering content or substance questions.
- If a student is absent from a test, the student may take a different test than the one administered to the class. This test may be a different format.
- If tests/exams/quizzes are not taken on scheduled day /time (either excused or unexcused – before/after scheduled time), a 5% reduction of total points will automatically be deducted regardless of the reason for the absence. (See related policies for exceptions i.e Military, Title IX)
  - Two ways to calculate:
    1. Test is out of 50 points. 5% of 50 points = 2.5 points.
       Student scores 46/50. 46-2.5=43.5/50.
    2. Student scores 46/50 which is 92%.
       92%-5%=87%
       87% of 50= 43.5. This is what you enter into grading system (43.5/50).
- With any absence(s), it is the student's responsibility to initiate arrangements to make up the quiz/test/exam within one (1) week of the missed assessment/assignment. If no contact with the instructor is made after one (1) week of the scheduled assessment/assignment, the grade will be recorded as a zero (0).

Scantron/ExamSoft Inc. is the official record for determining students score.

Analyzing Test Results (Statistical Item Analysis)
- Faculty will analyze results with each exam.
  - No questions will be thrown out, which would decrease the overall points for the exam.
- If scoring is adjusted, the question must be updated in exam soft (adjust score tab).

- No partial credit will be given for select all that apply
- The person assembling the exam is responsible for analyzing the exam
- Test results will be returned to student no later than one week from date of test
- Data should be evaluated with a sample size of at least 30 students before any changes should be made to test items.
- Review difficulty level: Mean, Median, Mode
- Item Difficulty
    - p value - % of students who answered correctly
    - p value: 0 - 1
        - Good is 0.30 – 0.80 (30-80% of students answered correctly)
        - Ideal is 0.70- 0.80 (70-80% of students answered correctly)
        - Mastery items - 1 (100% of students answered correctly)
        - ELA: p value between 0.30-0.80
        - If <0.30 or >0.80, item will be peer reviewed before re-administration

- *Item Discrimination
    - Best performers get the item right, the poor performers get the item wrong
    - Point bi-serial (PB): correlation between item score and test score
        - 0.30 and above: excellent
        - 0.20-0.29 good item
        - 0.15-0.19 acceptable item
        - 0.10-0.14 marginal item
        - 0.09 and below-poor item-needs reviewed and edited

        - On **correct answer**,
            - If best test takers answer correctly – bi-serial is positive
            - If best test takers answer incorrectly – bi-serial is negative
        - Distractors
            - Bi-serial should be negative
            - All distractors should have been chosen at least once
        - ELA: bi-serial >0.20

        Example of ideal scenario.

Option	% right (p value)	PB
A	0.10	-0.28
B	0.05	-0.12
C	0.30	-0.36
D	**0.55**	**0.62**

        55% test takers picked the correct response. Bi-serial was > 0.20 and all distractors were attractive to the uninformed.

- These statistics will be used to determine the validity and reliability of the exam. Items and exams without acceptable statistics will be reviewed and revised before using them in subsequent classes.
  - If a question is modified due to unacceptable statistical analysis, faculty will note changes on the Item Analysis and retain records.

Document A: NURSING COURSES CALCULATIONS: ROUNDING RULES

General rules for rounding purposes, round up for 0.5 and higher.

Examples: 1.5 = 2; 2.25 = 2.3, etc. (See Below)

1. Rounding is to be completed at the **end** of the problem, not during the problem.

2. Kilograms in adults: Calculate to the hundredth place, round to the nearest tenth.
   Examples: 45.67kg = 45.7kg; 10.33kg = 10.3kg

3. Kilograms in children: Calculate to the thousandth place, round to the nearest hundredth.
   Examples: 9.323 kg = 9.32 kg; 9.327 kg = 9.33kg

4. Drops per minute: Calculate to the tenth place and round to the nearest whole number.
   Examples: 20.3 drops = 20 drops; 20.8 drops = 21 drops

5. Adult medication dosages:

   - For milliliters (ml): Calculate to the hundredth place and round to the nearest tenth.
     Examples: 1.34 ml = 1.3ml 1.38 ml = 1.4 ml

   - For milligrams (mg): Calculate to nearest tenth and round to nearest whole number.
     Examples: 12.5mg = 13mg, 12.2mg = 12mg

6. Children medication dosages:
   - For milliliters (ml): Calculate to the hundredth place and round to the nearest tenth.
     Examples: 2.54ml = 2.5ml; 2.58ml = 2.6ml

   - For milligrams (mg): Calculate to the hundredth place and round to the nearest tenth.
     Examples: 341.24mg = 341.2mg; 682.47mg =682.5 mg

7. To set flow-gard IV pumps at ml/hr: Calculate to the tenth place and round to the nearest whole number. Examples: 125.8ml/hr = 126ml/hr; 125.4ml/hr = 125ml/hr (There may be an **exception for Critical Care**)

8. Calculation of IV Heparin Administration
   - IV Heparin is administered in units/hour and ml/hour.
   - Calculate final answer to the tenths place. Do NOT round up. Drop all decimals after the tenths place. Examples: 36.89 ml/hour= 36.8 ml/hour; 45.25 ml/hour= 45.2 ml/hour.

9. Calculation of Insulin drips (100 units of regular insulin in 100 ml of NS)
   - Administered units/hour and ml/hour
   - Typically, dosage is in whole numbers. Example: 6units/hour= 6 ml/hour.
   - If calculate decimals, maintain the tenth place and drop all decimals after the tenths. Do NOT round up. Examples: 6.67 ml (units)/hour = 6.6 ml (units)/hour; 5.268 ml (units)/hour= 5.2 ml (units)/hour.

Test Review

- o Faculty's discretion if a group review is conducted. No note taking, phones.
- o Individual review: Students earning less than 77% on the exam should make an appointment with faculty for individual review. – Use "Test Analysis Tool"
- o Use test analysis tool to determine what may have influenced the grade earned.
- o Students may initiate an appointment with the instructor to review an exam/test/quiz within one (1) week of grades posted to student portal.
- o Student concerns will be addressed with students individually, and any necessary grade changes will be made by the end of the semester. See *Academic Appeal Policy*.

NURSING CLASSROOM MANAGEMENT AND TEACHING POLICIES

CLINICAL SITE RESERVATION AND COMMUNICATION

Scope

Faculty with clinical responsibilities are expected to take an active role in clinical site reservation and communication.

Process

1. Program director and/or dean or designee consults with faculty, completes a preliminary clinical site request calendar, and submits the request to facility contact(s) as directed by the clinical site.
2. Prior to the start of the semester, the program director or designee provides facilities with information required by the contract.
3. Approximately one week prior to the start of clinical, faculty communicate with the facility contact(s) to discuss, if requested by the facility.
4. Faculty must provide information to the unit: date, time, number of students, and planned activities for each day of clinical. Faculty must maintain periodic communication with facility contact(s) throughout the semester.

COURSE SECTION SELECTION

Course sections are assigned in collaboration with faculty to best meet student needs. Consideration is given to faculty rank, seniority in the college, and expertise in course content.

1. Off shifts and Saturdays will be rotated between faculty members and adjunct faculty, unless someone prefers the off shift.
2. Rotations are determined each semester
3. Faculty receive notification of available sections at the time of student registration.

MEDICARE INFORMATION REPORT

The Medicare Information Report is used to gather information for Medicare reimbursement for being a teaching facility. This report is completed at the end of each semester by faculty managing a course and submitted to the program director and/or designee.

PRECEPTOR SELECTION POLICY*

Under the direction of the college, qualified preceptors from contracted facilities are utilized to provide direct supervision to a nursing student to develop prioritization, organization, delegation, critical thinking, and problem-solving skills.

Definitions:

Current, valid license - a license to practice nursing issued under Chapter 4723 of the Revised Code that is not inactive, suspended, revoked, or subject to restrictions, and for which the individual continues to meet all the requirements for issuance.

Preceptor - a registered nurse who is employed at a clinical agency, who meets the requirements set forth by The Ohio Board of Nursing (OBN), Accreditation Commission of Education in Nursing (ACEN), and/or Commission of Collegiate Nursing Education (CCNE); who supervises nursing clinical experiences at the clinical agency for no more than two students at any one time; and who implements the clinical education plan at the direction of a faculty member.

Preceptor Qualifications - completed an approved registered nursing education program, maintains a current valid license, has two years clinical experience as a practicing registered nurse with demonstrated competence in clinical area. BSN preferred.

Supervision of a nursing student in a clinical setting – always immediately available to the nursing student to provide guidance and review of the student's performance.

Procedure:

Nursing personnel will request an estimated number of necessary preceptors for upcoming semester to contracted facility.

A. At Aultman Health Foundation:

1. The Magnet Office will notify unit directors of preceptor needs.
2. Unit directors will determine qualified, willing preceptors for their specific unit, and notify the Magnet Office of preceptors' acceptance.
3. The Magnet Office will notify designated college nursing personnel of available

preceptors with designated units and contact phone numbers.
4. Preceptors will complete a qualification sheet each semester. Annually, they will complete a contract, a guidelines worksheet, and preceptor education.
    a. The college will maintain these documents per accreditation standards.
5. Course faculty will assign preceptors to students as deemed appropriate and will notify the Magnet Office of those utilized.
6. The Magnet Office will notify unit directors of which preceptors will be utilized.
7. Course faculty will notify preceptors via email of assigned students.
8. Course faculty will notify students via email of assigned preceptors.
9. Students will contact their assigned preceptor and set a date to review a schedule in person, complete a scavenger hunt of the nursing unit, and review nursing unit specific policies prior to the first day of precepting.
10. Students will notify the designated personnel of agreed upon schedule.
B. At other contracted facilities:
1. College nursing personnel and course faculty will follow contracted facility's established guidelines.

ASSOCIATE OF SCIENCE IN NURSING
Originated April 2004 and updated annually.

MISSION STATEMENT
To provide the community with competent beginning nursing professionals.

PHILOSOPHY STATEMENT
The educational philosophy of the Associate of Science in Nursing program evolves from a commitment to the college Vision, Mission, and Values and an interest in providing the community with competent beginning nurse professionals. The faculty believes this philosophy is best accomplished by providing future professionals with a learning environment modeled by scholarly educators who are professional, competent, and service-oriented. The educational environment must foster quality in scholarship and promote accountability, professionalism, and service-orientation.

The faculty believes an associate degree nurse is a generalist prepared to successfully take the National Council State Boards of Nursing (NCSBN) Licensure Examination (NCLEX-RN). The associate degree nurse is accountable, adaptable, and capable of functioning as a Registered Nurse in a variety of settings.

Central to the faculty's beliefs are important concepts of our eclectic philosophy, which include holistic nursing, client, health, environment, and education.

Holistic nursing is an applied science, utilizing knowledge and skills attained in the disciplines of natural and social sciences, humanities, mathematics, arts, and nursing courses. As both an art and an emerging scientific discipline, nursing uses communication, technology, critical thinking, values, research, and leadership in the assessment and implementation of quality care across the lifespan. By utilizing critical thinking and decision making, nursing formulates a plan of care to assist the client in maintaining a state of optimal well-being. Nursing focuses on a caring practice to assist, support or delegate the actions of others, as appropriate, to promote wellness, prevent illness, or help the client face limitations or death. The faculty believes in preparing nurses to be competent professionals who practice in a legal and ethical manner in a variety of professional roles. Utilizing effective communication techniques and caring principles, nursing practice encompasses both independent interventions and collaboration with other healthcare providers.

• Client is an individual with biophysical, psychosocial, cultural, and spiritual components. Continual change results when the client, a dynamic entity, interacts with others and the environment. The client possesses the freedom to think, to choose, and to act. The client is influenced by internal and external factors that affect optimal health. Nursing recognizes the significance of relationships within families, groups, and communities as these relationships can both alter and support health status. An individual becomes a client when served by the healthcare provider.

• Health is a dynamic phenomenon defined by the client's perceptions of his or her holistic well-being or optimal system functioning. Disruption in health is caused by imbalances of any internal or external subsystem. The faculty views health on a continuum with varying degrees of well-being and diminished health. Optimal health is achieved through interaction with the healthcare system. Nurses can function at any point on the continuum with the primary focus of nursing care being health promotion and health maintenance.

• Environment includes all internal and external dimensions that affect the dynamic relationships of a client. The healthcare delivery system is affected by the environment. The environment is constantly changing, and the nurse must be goal-directed to provide an environment conducive to the client's optimal health. Throughout the nursing program, students will be exposed to a variety of healthcare environments and will incorporate the impact of these environments into their work and nursing care.

• Education is a lifelong process for both the nurse and the client. Nursing education should include general and scientific knowledge to prepare the nurse with a foundation for service and practice today and in the future. Education should be individualized, taking into account cultural diversity, health beliefs, and individual learning styles. Through education, the learner develops the skills of critical thinking, independent and collaborative decision-

making, communication, value formation, and cultural sensitivity. Effective learning is optimized through educational principles which incorporate and respect the learner's and the client's values, health beliefs, life experience, and previous knowledge. Learning is cultivated by a commitment to personal and professional development through inquiry, self-motivation, and respect for the uniqueness of individuals.

Formulated 9/18/03
Revised 3/30/04
Reviewed 8/08

ORGANIZATIONAL FRAMEWORK

The organizational framework of the Associate of Science in Nursing program is derived from the philosophy. The framework supports the vision, mission and values of the college which include quality, integrity, caring and knowledge. The framework provides rationale for curriculum decision-making and organizes learning in a logical, sequential manner. The curriculum is designed to prepare graduates to become competent beginning nurse professionals and promotes the value of education, formally and informally, preparing graduates for life-long learning.

The curriculum recognizes the dynamic changes in healthcare, which are affected by an aging population, high acuity, client demographics, cultural diversity, technological advances and healthcare trends. The flow of the nursing curriculum is designed to meet the demands of change and to promote learning.

The organizational framework is based on an eclectic philosophy which draws knowledge and assumptions from nursing as well as foundational education theorists. It augments and forms the basis of the organizational framework for the curriculum and the teaching/ learning methods utilized by faculty for student learning.

The curriculum is planned to provide learning experiences in the cognitive, affective, and psychomotor domains. Throughout the curriculum, the study of nursing is coupled with the study of liberal arts, sciences, and humanities to enhance student knowledge and understanding of the client as a holistic being and the environment in which the client functions. Foundational education and nursing concepts and sub-concepts are developed, supported, and expanded as the learner progresses through the curriculum. The curriculum centers on the nurse using the nursing process to assist the client across the lifespan of any level of health, to achieve fulfillment of physiological, psychosocial and spiritual needs.

The organizational framework illustrates the articulation of the philosophy of nursing concepts (Holistic Nursing, Client, Health, Environment and Education), and sub-concepts (Legal and Ethical Behaviors, Interdisciplinary Approach, Nursing Process, Teaching/Learning, Communication, and Safe and Caring Interventions). The concepts and sub-concepts are

integrated throughout the curriculum via the attainment of course by course competencies which lead to the assimilation of program student learning outcomes. This formative and summative developmental process provides the basis for the organizational framework in the study of nursing (Billings & Halstead, 2009).

Legal and Ethical Behaviors
Legal and ethical behaviors are activities and processes that demonstrate professional practice including knowledge, skills, attitudes, values, and norms which promote accountability for individual actions and behaviors.

Nurses practice within the ethical, legal, and regulatory frameworks of nursing and contemporary professional practice standards. Students learn that nursing standards provide legal/ethical guidelines for effective nursing care. Faculty assist the student to recognize the relevance of legal and ethical implications within a variety of individual, client, and professional situations.
The nursing curriculum provides students with opportunities to become responsible, self-directed individuals prepared to make contributions as members of the nursing profession and healthcare community. Legal and ethical behaviors such as prioritization, delegation, safe care delivery, accountability, and responsibility are integrated and expanded into performance expectations, as described in course by course competencies. The faculty assist the learner to develop increased responsibility for his/her own learning and to incorporate behaviors consistent with a commitment to life-long learning.

Interdisciplinary Approach
Interdisciplinary approach is a collaboration of human, physical, financial, and technological resources to promote optimal client and organizational outcomes.

Nurses are expected to collaborate with physicians, other healthcare team members, peers, community agencies, clients and family members. Collaboration requires the team to focus on client needs, basing the coordination and decision-making process on client preferences and the availability of services and resources. Students learn that nurses can play a key and lead role in the promotion of an interdisciplinary team approach, which enhances holistic, client- centered care in a variety of healthcare environments.

Early curriculum content introduces interdisciplinary approach principles. Further opportunities exist throughout the nursing program to apply theory to practice across a variety of healthcare settings. Care management, not only includes an understanding of client-focused social, economic and environmental changes, but, additionally, includes continuity of care perspectives to enhance and optimize client well-being.

Nursing Process
The Nursing Process is a systematic, problem solving approach used as a framework to deliver nursing care and influence client outcomes.

Nurses must be effective in problem-solving approaches for clinical decision-making to achieve optimal client-centered outcomes. The quality of client care is dependent on the nurse's ability to effectively combine a problem-solving approach with the nursing process to formulate care plans that result in appropriate decision making or critical thinking judgments. Systematic problem-solving approaches and the nursing process are taught early in the curriculum, strengthened and refined by continuous and repeated application in various class/clinical settings, involving varied client populations across the lifespan.

Teaching/Learning
Teaching/Learning incorporates cultural diversity, health beliefs, and learning styles that impart knowledge or skills to promote health.

Early in the curriculum, teaching methods and learning principles are introduced. Students are expected to focus on teaching principles related to client/family learning. Students learn to apply teaching/learning principles among diverse populations in a variety of settings.

Communication
Communication is the dynamic process of exchanging information through verbal, non-verbal, written, and electronic modes.

Effective communication is essential to promote positive interactions and outcomes. Initial nursing courses emphasize respectful nurse-client interactions, working with colleagues, and basic therapeutic communication skills. Succeeding courses continue to focus on communication skills and nurse interaction with individuals, families, groups of clients and the healthcare team in a variety of settings.

Safe and Caring interventions
Safe and caring interventions are behaviors derived from the knowledge and understanding of scientific principles, nursing theory, and evidence-based practice/research that address the physiologic, psychosocial, and spiritual needs of the client/family.

The beginning nursing student learns basic client care skills and service which are technical in nature. Technical nursing skills gradually increase in complexity from the beginning of the program to the completion of the curriculum. Interventions include the demonstration of caring, quality, and safe client-centered measures.

PROGRAM STUDENT LEARNING OUTCOMES
The goal of the associate degree nursing program is to educate and prepare nurses to meet the healthcare needs of a constantly changing society. Upon completion of the program, the graduate will be prepared to:
1. Provide nursing care within the legal and ethical scope and standards of nursing practice
2. Promote an interdisciplinary approach for the effective use of resources.

3. Utilize the nursing process to influence client outcomes across the lifespan
4. Adapt holistic teaching and learning principles to promote health
5. Incorporate a variety of communication modes for effective exchange of information
6. Demonstrate caring, safe and competent nursing interventions in diverse healthcare settings

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Revised: 08/08

References:
Billings, D.M., & Halstead, J.A. (2009). Teaching in nursing: A guide for faculty (3rd ed.). St. Louis: Elsevier Saunders.
National League for Nursing, (NLN). (2010). Educational competencies for graduates of associate degree nursing programs. Sudbury, MA: Jones and Bartlett.

Formulated: 7/9/04 Revised: 8/11/04; 8/08 Approved: 9/11/04
Revised: 9/13/13 Approved: 9/30/13

BACHELOR OF SCIENCE IN NURSING (BSN)

Program Mission
To prepare graduates with the ability to enrich the health and well-being of society in a variety of healthcare environments

Program Philosophy
The nursing program's philosophy evolves from a long history of educating nurses both in the diploma program and at the college level. The program is committed to the college vision, mission, and core values of quality, integrity, caring, and knowledge; it believes in modeling professionalism and embraces lifelong learning and service. Its graduates will be competent care

leaders who preserve individual human dignity while promoting and maintaining health across the lifespan. They will be competent, entry level nurses who can practice safely in a variety of settings. Because nursing is an evolving art and science, the college strives to educate nurses who provide holistic care, advocate for patient well-being, manage care for all populations, serve as change agents, and uphold professional standards. The diverse learning environment prepares graduates for successful completion of the National Council State Boards of Nursing (NCSBN) Licensure Examination (NCLEX-RN).

The conceptual framework for the BSN was modeled after Webber's KSVME and developed to provide an internally consistent foundation built on adaptability, flexibility, and creativity across the curriculum. The KSVME framework establishes the conceptual cornerstones of nursing curriculum that remain stable even though nursing is a dynamic profession. These concepts include nursing **k**nowledge, **s**kills, **v**alues, **m**eanings, and **e**xperience.

Knowledge is scientific and phenomenological information utilized to provide nursing care, which includes:
- Formal education specific to the discipline of nursing
- A liberal education background
- Collaboration with health professionals, patients, and families
- Lifelong learning

Skills are learned actions and behaviors implemented through knowledge, values, and experiences.
- Cognitive skills are intellectual activities which include communication, clinical reasoning (critical thinking), collaboration, leadership, delegation, and teaching/learning.
- Psychomotor skills are purposeful nursing interventions such as hand washing, safety measures, and the effective use of technology.
- Affective skills are the abilities to listen, participate, become involved, advocate, and to change one's behavior.

Values guide behaviors and provide standards for the nursing profession.
- Values include honesty, integrity, reliability, respectfulness, accountability and the delivery of quality care.

Meanings are the understanding of the associated language and culture of nursing.
- Meanings are derived from nursing knowledge, skills, values, and experiences and may include words such as holistic, professional, certification, and accreditation.

Experience is the unique and active process of refining knowledge, practicing skills, integrating values, and applying meanings.
- Experience is driven by student engagement.

With the implementation of the KSVME framework, students will develop the art of **caring** in the profession of nursing (Webber, 2002).

The curriculum was developed, designed, and will be implemented by nursing faculty to provide **skills** learning experiences in the cognitive, affective, and psychomotor domains. Throughout the curriculum, the study of nursing is coupled with the study of liberal arts, sciences, and humanities to enhance student **knowledge** and **value** of the patient as a holistic being. Active student engagement and **experiences** in the classroom, clinical, and laboratory settings develop **meanings** that help student to successfully navigate the culture of nursing and patient care.

Foundational education and nursing courses are designed and aligned to develop, support, and expand students' knowledge as they progress in their studies. The curriculum centers on three concepts of nursing practice: *patient profiles, health and illness concepts, and professional nursing concepts*. Faculty adopted these concepts from *Concepts of Nursing Practice* (Giddens, 2013) to assist students with conceptual understanding of physiological, psychosocial, health promotion, and safe and effective care needs of the patient across the lifespan.

For example, early curriculum content introduces the curricular concept of *patient education* defined as "a process of assisting people to learn health related behaviors so that they can incorporate these behaviors into everyday life" (Giddens, 2013). Opportunities exist in the program to apply patient education theory across a variety of healthcare settings; for example, nurses empower patients by providing information that enhances wellness, reduces risk of illness, and enables educated and autonomous healthcare decisions.

Program Student Learning Outcomes
1. Manage nursing care within the context of legal and ethical scope and standards of practice
2. Facilitate the provision of culturally competent and holistic care to clients and communities in collaboration with the interdisciplinary team
3. Leverage information technology to maximize wellness across populations through health promotion and disease management
4. Apply critical thinking to the delivery of evidenced-based, safe, quality nursing care to diverse population

BACHELOR OF SCIENCE IN NURSING COMPLETION (BSNC)

MISSION STATEMENT
To develop nurses at the baccalaureate level who are willing and have the ability to provide leadership in a variety of healthcare settings.

PHILOSOPHY STATEMENT
The educational philosophy of the BSN completion program is designed to provide educational experiences for registered nurses to broaden their professional practices. The bachelor's degree nurse is accountable, adaptable, and capable of functioning as a leader in a constantly changing healthcare environment. Building on the basic concepts of the diploma and associate degree

programs, the BSN completion program will include:

Concepts

Community/Diverse Populations

Community is defined as a diverse social group influenced by cultural factors (AACN, 2013). The nurse will recognize many different views of health and wellness from the rich cultural diversity within a community.

Evidence-based Practice (EBP)

Professional nursing practice is grounded in the translation of current evidence into practice (AACN, 2013). Evidence-based practice is the conscientious appraisal and integration of best research evidence with clinical expertise while considering the patients' values and needs. After which patient outcomes will be evaluated. (Cronenwett, 2007; Ignatavicius & Workman, 2013).

Health Promotion

Health promotion involves healthcare directed toward high level wellness that occurs after health stability is present. The goal of health promotion is to eliminate the differences in the health status of racial and ethnic minorities while trying to continually improve the overall health of all people. Clinical prevention and population health maintenance are important aspects of health promotion. (AACN, 2013; Cronenwett, 2007)

Nursing Leadership

Professional values and their associated behaviors are foundational to the practice of nursing. Inherent in professional practice is an understanding of the historical, legal, and contemporary context of nursing practice. The nurse leader inspires other healthcare workers to work toward one or more common goals that include providing high-quality client care, maintaining a safe work environment, developing new policies and procedures, and increasing the power of the nursing profession. Open communication, mutual respect, and shared decision-making among health professionals are imperative to providing patient-centered care. The nurse leader understands that healthcare policies, including financial and regulatory policies, directly and indirectly influence nursing practice and are central to the discussion of quality and safety in nursing practice. (AACN, 2013; Cronenwett, 2007)

Nursing Research

Nursing research is defined as the diligent, systematic inquiry or investigation to validate and refine the existing body of knowledge and generate new nursing knowledge. Because nursing is a practice profession, it is essential that the nurse critique and use research findings to develop and refine knowledge that can be used as evidence to improve clinical practice. (AACN, 2013; ANA, 2010)

Technology

Basic knowledge and skills in nursing informatics are critical to continuously improve the quality of safety in a variety of healthcare settings (Cronenwett, 2007; IOM, 2003b). Technology utilization includes ethically managing data, information, knowledge, and technology to communicate effectively; provide safe and effective client care; and use research and clinical evidence to support decision making, inform practice decisions, and mitigate error (AANC, 2013; Cronenwett, 2007).

Program Outcomes

1. Manage nursing care within the context of legal and ethical scope and standards of practice
2. Facilitate the provision of culturally competent and holistic care to clients and communities in collaboration with the interdisciplinary team
3. Leverage information technology to maximize wellness across populations through health promotion and disease management
4. Apply critical thinking to the delivery of evidenced-based, safe, quality nursing care to diverse population