

**HUNTER COLLEGE OF THE CITY
UNIVERSITY OF NEW YORK**



2018-2019

Faculty Handbook

www.hunter.cuny.edu/nursing

Welcome to Hunter-Bellevue School of Nursing. We are pleased that you have chosen to work with us!

Hunter College has provided nursing education since 1943. The School of Nursing was originally established as the Department of Nursing Education in the Division of Programs in Education. In 1955, Hunter admitted the first students who would graduate with a BS (nursing) degree. In 1969, the Department of Nursing was moved to the former site of the Bellevue School of Nursing to allow it to expand and was designated the Hunter College-Bellevue School of Nursing. In 1974 the School of Nursing became part of the Schools of the Health Professions, and from 1996 to 2008 was governed as a division of the Schools of the Health Professions along with the School of Health Sciences under a single Dean. In 2008, the School of Nursing was recognized by the CUNY Board of Trustees as a separate School of Hunter College.

The vision of the Hunter Bellevue School of Nursing is to be nationally recognized as a center of excellence in teaching, research and service to promote the health of urban populations.

The mission of the Hunter-Bellevue School of Nursing is to provide quality nursing education to promote health and provide care in culturally diverse urban and global communities through research, scholarship and service. The baccalaureate degree in nursing programs, the master's degree in nursing programs, and the Doctor of Nursing Practice program at Hunter College, CUNY, are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791.

This handbook has been prepared to help facilitate access to information and technology, improve your work experience and assist you in becoming part of the faculty at Hunter-Bellevue School of Nursing. The program director or other assigned faculty will assist you with additional questions you may have. The information in this booklet should prove valuable as you begin your employment.

Please do not hesitate to ask questions and seek our assistance.

Best regards,

Gail McCain, PhD, RN, FAAN
Joan Hansen Grabe Dean and Professor

Hunter-Bellevue School of Nursing
425 East 25th Street
New York, NY 10010

MISSION of the HUNTER-BELLEVUE SCHOOL of NURSING

The mission of the Hunter-Bellevue School of Nursing is to provide quality nursing education to promote health and provide care in culturally diverse, urban and global communities through research, scholarship and service.

VISION of the HUNTER-BELLEVUE SCHOOL of NURSING

The Hunter-Bellevue School of Nursing will be nationally recognized as a center of excellence in teaching, research and service to promote the health of urban populations.

VALUES of the HUNTER-BELLEVUE SCHOOL of NURSING

Diversity, Empathy, Excellence, Innovation and Respect

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I. GENERAL INFORMATION

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Administration and Staff

<http://www.hunter.cuny.edu/nursing/contact-the-hunter-bellevue-school-of-nursing>

Faculty

<http://www.hunter.cuny.edu/nursing/faculty>

2. Academic Calendar

<http://www.hunter.cuny.edu/onestop/calendars/academic-calendars>

3. Public Safety

Public Safety should be contacted if anyone on campus appears to be a danger to themselves or others.

Emergencies: 212.481.4444 or dial 4444 from a campus phone.

Non-Emergencies: 212.481.4374

Please follow the information on the following page regarding managing students in distress.

BRT: BEHAVIORAL RESPONSE TEAM

STUDENTS IN CRISIS: A QUICK REFERENCE FOR FACULTY AND STAFF

The following is a quick reference for faculty/staff who may encounter students in crisis. Students in crisis are those who threaten to harm themselves or others, demonstrate *significant* emotional distress, or are disruptive in class or other public areas. Should you encounter a student who appears to be in crisis, please follow the guidelines below.

1. Students who appear to be in **MEDICAL DISTRESS**:
 - Contact **Public Safety**: (212) 772-4444/4521, Room 122 WB
2. Students who cause **SIGNIFICANT DISRUPTION** to the learning/working environment of the college:
 - Refer the incident to the **Behavioral Response Team, (BRT)** by *completing our online referral form* on our website (below). Simply click on "BRT Referral Form"
3. Students who pose an **IMMEDIATE THREAT** – are aggressive, present a threat to self and/or others:
 - *Always* contact **Public Safety as the first-line contact**: 212.772.4444/4521 Room 121 W
 - Following Public Safety notification, please also refer the incident to the **Behavioral Response Team, (BRT)** by *completing our online referral form* (at website below)
4. Students in distress, and/or about whom you have concerns, *but are not in crisis*:
 - Refer to **Counseling Services**: 212.772.4931 (Monday – Friday 9 am – 5 pm)
 - Assist in scheduling an appointment or encourage the student to do so from your office
 - or-
 - Walk the student to Room 1123E (Monday – Friday, 9 am – 5 pm)

For additional information, visit the following web sites:

- **Behavioral Response Team:** <http://www.hunter.cuny.edu/brt>
- **BRT Referral Form:** <https://ww3.hunter.cuny.edu/cs/view.php?id=1>
- **Counseling & Wellness Services:** <http://www.hunter.cuny.edu/student-services/ncs>

After completing our online form, the **Behavioral Response Team: (BRT)** can also be contacted at 212.772.4878

4. 68th Street Campus Map

<http://www.hunter.cuny.edu/visitorscenter/68th-street-campus-map>



HUNTER

The City University of New York

Enter at 68th Street and Lexington Avenue
212-772-4000 ■ www.hunter.cuny.edu

- | | | | |
|-----------------------|----|-----|----------------|
| Thomas Hunter Hall | TH | K | Kaye Playhouse |
| Hunter North Building | N | S | Skyway |
| Hunter West Building | W | 6 | Subway |
| Hunter East Building | E | Bus | |

5. Student Handbook Link—

https://www.hunter.cuny.edu/nursing/repository/files/HBSON_Student_Handbook_2015-16.pdf

6. Adjunct Faculty Handbook Link

<http://www.hunter.cuny.edu/nursing/repository/files/hbson-adjunct-faculty-handbook.pdf>

II. GETTING STARTED

1. Payroll/Benefits

The Hunter College payroll office is located in the East building, at 68th St., room 1501. Our HBSON contact regarding payroll and benefits is Joan Hernandez, Administrative Manager, 212-396-7145, Room 516 West, Brookdale campus, jhe0029@hunter.cuny.edu.

Payroll schedules <http://www.hunter.cuny.edu/hr/payroll>

Summary of Benefits <http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/hr/benefits/InstructionalStaffBenefitsManualSPRING06172013.pdf>

2. Campus Access and Security

In order to gain entrance into buildings you will need the OneCard. The OneCard is your Hunter ID card. To obtain a new card or replace a lost or stolen card you can visit the OneCard Office in Room 126 in the West Building on 68th street. Please check their website <http://www.hunter.cuny.edu/icit/core-services/onecard> for more information.

3. Email and Instructional Computing

Hunter NetID

Employees of Hunter College are issued a **Hunter NetID** upon commitment to employment and subsequent to approval of hiring papers by a payroll authority. This ID gives you access to services such as *the wireless networks and the library*. Your **Hunter NetID** is commonly the same as the short form of your Hunter email address without “@hunter.cuny.edu.” Instructional Computing & Information Technology (ICIT) can answer questions about your Hunter NetID. If you have questions please contact the **Faculty & Staff Helpdesk at 212.772.4357** or email helpdesk@hunter.cuny.edu or access online at <http://www.hunter.cuny.edu/icit/help-docs/overview>

Email

It is expected that all faculty will use their Hunter email for correspondence with other faculty and students. Your Hunter email can be accessed in the following ways:

1. Using an email desktop client such as Outlook or Thunderbird.
2. Online, via the Outlook Web App: mail.hunter.cuny.edu
3. By setting up your account on your mobile device.

Email Help: www.hunter.cuny.edu/it/it-services/outlook-exchange-help-documents

If you would like assistance with configuring devices, please email the ICIT Help Desk at helpdesk@hunter.cuny.edu or call 212-772-4357. You can also walk in between the hours of 8am-5pm Monday through Friday, located on the 4th floor of the Thomas Hunter Hall on the 68th St. campus.

CUNY Portal ID

The **CUNY Portal** allows you to access **Blackboard** and receive **CUNY Alerts**. This system is managed by CUNY, not by Hunter, so you must create a separate **CUNY Portal ID** in order to access it. (However, to avoid confusion, we suggest using your Hunter NetID for your Portal ID username, unless it's already in use by another CUNY employee). To create your CUNY Portal ID, go to https://cunyportal.cuny.edu/cpr/authenticate/portal_login.jsp and select "Register for a New Account." Follow the instructions on each succeeding page. If you have difficulty accessing this, please contact the Undergraduate or Graduate program director or assistant for help.

Blackboard

Blackboard is a web-based course management system. Although course shells are automatically created for each course, students only have access to the course once the instructor makes it available to them. Blackboard can be accessed through CUNYPortal. It is in the Applications/Resources section on the left side of the home page.

All users must first register with the CUNY Portal system in order to access Blackboard. Detailed instructions on Blackboard can be found by clicking on the following link <http://www.hunter.cuny.edu/it/blackboard>

CUNYfirst

CUNYfirst is our web-based system for student registration and faculty administrative functions, like viewing class rosters, verifying enrollment, and submitting grades.

You need to claim your CUNYfirst account— for instructions on how to do so. visit: <http://www.hunter.cuny.edu/cunyfirst/account-claiming-and-personal-info-guides>. For most CUNYfirst functions, you will log on to CUNYfirst, then click on "Faculty Center."

For self service guides on how to use CUNYFirst, go to <http://www.hunter.cuny.edu/cunyfirst/faculty-and-staff/campus-solutions/cunyfirst-guides>

4. Health Professions Education Center (HPEC)

212-481-5129 | edcenter@hunter.cuny.edu
<https://edcenter0.wixsite.com/website>

HPEC provides instructional media and technologies, computer learning modules and state board certification support to enhance the curricula of the School of Nursing.

Audio/visual support and keys for classroom audio/visual equipment, including computer monitors, must be obtained through the HPEC office.

HPEC is located on the West Mezzanine level of the Brookdale campus. Their hours are Monday—Thursday 9am-9pm; Friday 9am-5pm.

III. HUNTER COLLEGE POLICIES

1. Non-discrimination

Hunter College is an Equal Opportunity and Affirmative Action Institution. The College does not discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender identity, marital status, disability, genetic predisposition or carrier status, alienage, citizenship, military or veteran status, or status as victim of domestic violence in its student admissions, employment, access to programs, and administration of educational policies. Questions or concerns may be forwarded to the Office of Diversity and Compliance. Hunter College and The City University of New York are committed to addressing discrimination complaints promptly, consistently and fairly.

2. Academic Integrity

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examination's, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures. (Also see the City University of New York Policy on Academic Integrity.)

CUNY Policy on Academic Integrity

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

The Hunter Office of Academic Integrity handles reports of academic dishonesty. The flowchart in the following link includes their suggested faculty response when an academic integrity violation is suspected.

<http://www.hunter.cuny.edu/studentaffairs/repository/files/academic-integrity-reporting-flowchart.pdf>.

This link can be used to report an allegation of academic dishonesty
<https://ww3.hunter.cuny.edu/academic-integrity/view.php?id=1>.

You can also speak to the program director responsible for the class in which the incident occurred for assistance with academic integrity issues.

Definitions and Examples of Academic Dishonesty:

1.1. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise.

Examples of cheating include:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, asking, or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, computers, or other technologies to retrieve or send information.

1.2. Plagiarism is the act of presenting another person's ideas, research or writing as your own. Examples of plagiarism include:

- Copying another person's actual words or images without the use of quotation marks and footnotes or citations attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or "cutting & pasting" from various sources without proper attribution.

1.3. Obtaining Unfair Advantage is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:

- Stealing, reproducing, circulating, or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using, or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

1.4. Falsification of Records and Official Documents

Examples of falsification include:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card, or other college document.

3. Accommodations for students with disabilities

In compliance with the ADA and with Section 504 of the Rehabilitation Act, Hunter is committed to ensuring educational access and accommodations for all its registered students. Hunter College's students with disabilities and medical conditions are encouraged to register with the Office of Access ABILITY for assistance and accommodation. For information and appointment contact the Office of Access ABILITY located in Room E1214 on the 68th Street campus or call (212) 772-4857 /or VRS (646) 755-3129.

4. Drug-free campuses and schools

Hunter College is in compliance with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). Details of Hunter's drug-free policy may be found in the current undergraduate and graduate catalogs.

5. Tobacco-free policy

Smoking and tobacco use, including the use of electronic cigarettes, is strictly prohibited in all areas, including indoor, outdoor, and vehicles, that are owned, leased, operated, or maintained by Hunter College. There is no sale of cigarettes, cigars, chewing, or pipe tobacco at any facility, location, or vending machine owned, leased, operated, or maintained by Hunter College or its contractors.

5. Student counseling and wellness services (CWS)

The Hunter College counseling and wellness center offers free and confidential counseling services to Hunter College students who experience difficulties such as adjustment to college in general, conflict with others, grief and loss, personal and/or family crises, emotional distress, sexual identity/orientation, or sexual harassment/assault. For details of counseling and wellness services, visit <http://www.hunter.cuny.edu/student-services/counseling-and-wellness/pcs>.

Contact information of counseling services; personalcounseling@hunter.cuny.edu,
Tel.# 212 772 4931, Rm.# 1123, Hunter East building, 68th Street, NY, NY.

IV. ACADEMIC POLICIES APPLICABLE TO *UNDERGRADUATE STUDENTS* IN THE HUNTER-BELLEVUE SCHOOL OF NURSING

1. ACADEMIC PROGRAMS

- The Hunter-Bellevue School of Nursing offers three programs leading to the Bachelor of Science degree. Admission requirements for each program are described in the Hunter College undergraduate catalog and at the HBSON website.
- Students in all three programs must meet Hunter College's General Education Requirements (GER) in addition to completing required nursing courses. For a description of GER requirements, refer to the current undergraduate catalog.
- Elective offerings vary from semester to semester. Information on course offerings is distributed prior to registration for each semester. Selected graduate nursing elective courses are open to generic undergraduate students in their senior year and to RN to BS students. Permission to enroll in graduate electives must be obtained from the Graduate Program Director. (Please note that graduate courses that are used to satisfy bachelor's degree requirements cannot also be counted for graduate credit).
- Course titles and descriptions for HBSON undergraduate courses are listed in the Hunter College undergraduate catalog.

1.1. Generic undergraduate program – (Revised Curriculum- the first cohort of undergraduate students will begin this program in fall semester of 2013 with an expected date of graduation the spring semester of 2016). This revised generic program is a six-semester, course of study that begins in the admitted student's sophomore year of study. Students must complete the following required nursing major courses: NURS 200, 210, 220, 240, 331, 332, 339, 343, 349, 352, 360, 380, 422, 455, 460, 470, 490, 492, and 2 credits of nursing electives.

1.2. Accelerated Second-degree undergraduate program - The accelerated second-degree program is a 16 - month upper-division program designed for students who already possess a bachelor's degree in another field. Required nursing major courses are: NURS 200, 210, 220, 331, 339, 343, 352, 360, 420, 455, 460, 470, 490, and 492.

1.3. RN to BS undergraduate program-The RN to BS undergraduate program is for students who possess an associate degree in nursing and who wish to obtain a Bachelor of Science degree in nursing. Students complete NURS 379, 380, 381, 384, 480, 482, and nine credits of nursing electives.

- All students in the program must possess and maintain an unencumbered New York State RN license and current registration. This is a requirement for admission and for continued matriculation. A student who is seeking re-admission whose license has previously been encumbered or suspended must submit a full application for admission to be reviewed by the faculty and be accepted before being permitted to register for nursing courses.

2. ACADEMIC PROGRAM OUTCOMES

- Synthesize knowledge from nursing and the arts and sciences to provide a theoretical framework for a humanistic, caring, and comprehensive approach to promotion of wellness, prevention of illness, and holistic management of health problems across the life span.
- Use the nursing process as a guide in providing the range of health promotion, maintenance, and restoration activities needed to assist clients in achieving optimal wellness.
- Use appropriate teaching strategies in educating clients for knowing participation in their own health and wellness.
- Students will demonstrate computer and information literacy, beginning proficiency in the use of electronic health records.
- Use nursing research as a basis for improving nursing care and advocating for changes in health policy.
- Participate in inter-disciplinary activities to plan, implement, and evaluate health care for all client systems.
- Demonstrate personal and professional accountability in providing global health care to people from diverse backgrounds.
- Evaluate management and leadership processes with individuals, families, groups, and communities in a comprehensive approach to health promotion and holistic management of health problems (across the life span).
- Demonstrate activism and advocacy in health care and health care policy on behalf of human and environmental health.
- Continually demonstrate commitment to personal growth and lifelong learning through the active pursuit of knowledge and diverse life experiences.

3. SATISFACTORY PERFORMANCE AND PROGRESSION

- Satisfactory performance in the undergraduate nursing major requires that each student earn a grade of “C” (2.0) or above in all required nursing courses and maintain a minimum grade point average of 2.0.
- A student who receives less than a “C” (2.0) in a required nursing course must repeat that course before progressing to the next required course. However, a student may repeat only one course and may repeat that course only one time. Any student who earns more than one course grade below a “C” (2.0) will not be permitted to continue in the nursing major.

4. REVIEW OF EXAMINATION RESULTS

A student who scores below 70% on an examination may arrange an appointment with the course instructor to review the questions the student answered incorrectly. This should be done within one week after the examination grades have been posted in order for the student to understand the correct answers, and also to help the student better prepare for the next examination. The meeting could also include a discussion of the importance of class attendance, and appropriate study methods. If the student has attended class, and studied for the examination, joining a study group could be encouraged. The course instructor should be available for any student, no matter the grade, who wishes to review an examination.

5. ABSENCE FROM AND LATE ARRIVAL TO clinical and laboratory sessions

- Absence: Students must attend all scheduled clinical and laboratory assignments. More than two absences in any semester may result in failure of the clinical and/or laboratory components of the course. In the event of a clinical absence due to an emergency or personal illness, the student must notify the instructor as soon as possible and must submit a written explanation. The instructor may also request that the student submit appropriate documentation.
- Late arrival to clinical and laboratory sessions is not permitted. In the event that a student arrives late, the instructor may—at his/ her discretion—send the student home. If this occurs, the student may be considered absent from that day's clinical or laboratory session.

6. ACADEMIC HONORS

Hunter College policies regarding the Dean's List, Graduation with General College Honors and Graduation with Departmental Honors are contained in the undergraduate catalog section on academic honors.

V. ACADEMIC POLICIES APPLICABLE TO GRADUATE STUDENTS IN THE HUNTER- BELLEVUE SCHOOL OF NURSING

1. ACADEMIC PROGRAMS

The Hunter-Bellevue School of Nursing offers graduate programs leading to the Master of Science, post-Master's certificate and Doctor of Nursing Practice (DNP). Admissions criteria for each program are listed in the Hunter College graduate catalog. Fact sheets describing each program, admission requirements and curricula are available on the HBSON website.

Graduates of these programs meet the educational requirements for specialty certification by the American Nurses Credentialing Center and/or other nursing certification bodies. Graduates of the nurse practitioner (NP) and Clinical Nurse Specialist (CNS) programs are eligible to be certified by the New York State Education Department.

Course titles, descriptions and prerequisites for HBSON graduate courses are listed in the Hunter College Graduate Catalog.

1.1. MASTER'S DEGREE PROGRAMS

- a. The MS program specializations in Gerontologic/Adult Nurse Practitioner, Community/Public Health, Clinical Nurse Specialist and Clinical Nurse Leader require completion of an approved program of study consisting of a minimum of 42 credits. The Psychiatric-Mental Health Nurse Practitioner specialty requires completion of 48 credits. The dual degree MS/Master of Public Health and the dual degree MS/Master of Public Administration specialties each require completion of 57 credits.
- b. All Master's students complete four core courses: NURS 700, 702, 704 and 749.
- c. Advanced practice core and specialization courses are:
 - **Gerontological/Adult Nurse Practitioner:** NURS 717, 750, 751, 755, 757, 768, 769 and three elective credits.
 - **Clinical nurse leader:** NURS 717, 750, 751, 761, 762 and six elective credits.
 - **Clinical nurse specialist:** NURS 717, 750, 751, 761, 766, 767 and six elective credits.
 - **Community/public health nursing:** Public Health (PH) 750, 752, 754, NURS 771, 772, 773 and six elective credits.
 - **Community/public health nursing and urban public health:** (dual degree with the CUNY School of Public Health at Hunter College): PH750, 752, 754, 755, 756, NURS 771, 772 and 773, three elective credits, and choice of either Community Health (COMHE) 751, 752 and 753 or Environmental and Occupational Health (EOHS) 702, 757 and 754.
 - **Nursing administration/public administration** (dual degree with the Baruch College School of Public Affairs): Public Affairs (PAF) 9100, 9103, 9120, 9130, 9140, 9170, 9172, NURS 761, 740, 745, three nursing elective credits and six public affairs elective credits.
 - **Psychiatric/ mental health nurse practitioner:** NURS 717, 719, 737, 746, 747, 748, 750, 751, 777, 778, 779, 781, 782, 783,784.
- d. Clinical Hours: Each specialization track requires completion of a specified number of clinical hours.

1.1.a ACADEMIC PROGRAM OUTCOMES

- Synthesize knowledge from nursing and the arts and sciences to provide a theoretical framework for advanced practice.
- Generate a philosophy and definition of advanced practice that emphasizes the right to the full range of health services for all members of society, affirms the worth and

dignity of every human being, and demonstrates a humanistic caring approach that values diversity.

- Collaborate with clients in managing their health-illness status through the advanced practice-nursing role.
- Foster client participation and shared decision-making in health care and health care policy to maximize health and wellness for humans and the environment.
- Evaluate specialized knowledge and skills needed to deliver care to clients and design programs to meet the health care needs of specific groups and communities.
- Identify appropriate nursing science phenomena for nursing research to enhance practice.
- Describe the nature of scientific inquiry in nursing as the basis for nursing practice.
- Demonstrate activism, advocacy, and leadership in the health care environment and in the nursing profession.
- Identify a nursing practice issue needing change and/or problem solving and use techniques for research utilization to translate and systematically use research findings and other credible information and data sources to facilitate evidence based nursing practice.
- Use the research process to systematically investigate ways to enhance nursing practice, improve delivery of health care services, and recommend innovative health policy initiatives.

1.2. POST-MASTER'S ADVANCED CERTIFICATE PROGRAM

The Hunter-Bellevue School of Nursing offers an advanced certificate program in Psychiatric-Mental Health Nursing for students who already possess a Master's degree in Nursing. Students in this program complete NURS 717*, 719, 737, 746, 747, 750*, 751*, 777, 778, 779, 781, 782, 783, 784 (Courses marked with * may be waived).

1.3. DOCTOR OF NURSING PRACTICE PROGRAM

I. The Hunter-Bellevue School of Nursing offers programs in four specializations leading to the Doctor of Nursing Practice (DNP) degree, each requiring completion of 90 credits and 1000 clinical hours. Descriptions are available at the HBSON website.

- The School currently offers Adult/Gerontologic NP, PMHNP and Family Nurse Practitioner specialty, for nurses with a FNP Master's Degree.
- Graduates of these programs meet the educational requirements for specialty certification by the American Nurses Credentialing Center and/or other nursing certification bodies.
- Graduates of the nurse practitioner (NP) programs are eligible to be certified as NPs by the New York State Education Department.
- Students who have already earned a Master's degree in nursing and are board certified as Primary Care Adult/Gerontological NP, or a PMHNP may be granted advanced standing in the DNP Program. Advanced standing, allows for up to 42 credits and 500 clinical hours to be waived based on previous education.

- II. Core courses. All DNP students complete the following core courses: NURS 700, 702, 704, 716, 717, 749, 750, 751, 780, 800, 801, 802, 810, 850 and Public Health (PH) 750 and 752.
- III. Advanced practice core and clinical courses.
- Students in the Adult/Gerontologic Nurse Practitioner track take NURS 755, 757, and 768.
 - Students in the Psychiatric and Mental Health Nurse Practitioner specialization take NURS 719, 737, 746, 747, 748, 777, 778, 779, 781, 782, 783, and 784.
 - Students in the Family Nurse Practitioner Specialty: Clinical courses are not currently offered.
- IV. Capstone
All DNP students take four DNP Capstone seminars (NURS 90001, 90002, 90003 and 90004).
- V. DNP ACADEMIC PROGRAM OUTCOMES
1. Demonstrate advanced levels of clinical practice, judgment, and scholarship in nursing based on scientific knowledge underpinning practice;
 2. Implement analytical methodologies for the evaluation and formulation of health care policies and practices for the clinical situations, practice environment, and the health care delivery system;
 3. Evaluate and translate research to support evidence-based practice to improve health care of medically, socially, culturally diverse underserved populations;
 4. Analyze the scientific, social, ethical, moral, economic, political, legal and policy components of health care systems which impact health care planning, access, and delivery;
 5. Access, utilize, manage, and safeguard state-of-the-science information technology and health care informatics systems for care delivery, systems operations and quality improvement;
 6. Collaborate effectively in interdisciplinary teams in the delivery, evaluation, and quality improvement of health care, health promotion, practice models and health policy for individuals, families, and populations;
 7. Integrate the application of scientific evidence, professional values, ethical, and moral decision-making in advanced nursing practice and health care delivery;
 8. Assume leadership roles in the development of excellence in clinical care and health care delivery systems through advanced nursing roles in various settings.

3. ADVISEMENT AND REGISTRATION

It is important that all graduate students develop a program plan at the start of their graduate studies and that they confer with their advisors regarding course selection and

program progression prior to registering for courses. This is to ensure that students are taking courses in proper sequence and that they are aware of planning and scheduling of clinical courses.

4 GRADUATE TRANSFER OF CREDIT

- Students may apply to transfer up to 12 credits of prior graduate coursework completed within the previous five years, and for which a grade of “B” or better was earned.
- Courses used as part of a previously completed bachelor's degree may not be transferred.
- The Program Coordinator will determine whether specific prior graduate courses are equivalent to any required or elective HBSON courses.
- Conditions and procedures for transferring graduate credit, along with a Graduate Transfer of Credit Approval Form, may be found under “Transfer of Credit” at the Graduate Admissions website.

5. COURSE WAIVERS — MASTER’S STUDENTS

In some instances, a Master’s student may have previously completed graduate-level coursework as part of her or his undergraduate program. Course credits that were included as part of an undergraduate degree cannot also be included as part of a student’s graduate degree. However, if the course is determined by the Graduate Director to be equivalent to a required Hunter course, the course may be waived. This means that the student will not be required to take the course, but will need to take additional elective credits in order to complete the required number of credits for her or his program. A Course Waiver Request Form is available on the HBSON website.

6. ADMISSION INTO A DIFFERENT SPECIALIZATION

- A currently enrolled Master’s student who wishes to be admitted into a different Master’s specialization must first meet with the specialization coordinator into which he or she wishes to be admitted.
- The student must submit a new application for admission by the application deadline announced by the College.
- All applicants, including current students, are considered on the same basis; current enrollment does not guarantee admission into another specialty.
- A student who applies for admission into another specialization and is not admitted does not lose her or his seat in the student’s current specialization.
- If a student who is admitted into a new specialization has already completed all prerequisites for clinical specialization courses, the student should be aware that it is generally not possible to begin clinical courses in the same semester the student is admitted to the new concentration.

7. SATISFACTORY PERFORMANCE, ACADEMIC PROBATION, DISMISSAL AND APPEAL

- Minimum GPA. All students must maintain a minimum cumulative GPA of 3.0. A student who's cumulative GPA falls below this standard is required to raise it to at least 3.0 within one semester.
- Academic probation and dismissal. A student whose cumulative GPA falls below 3.0 is placed on academic probation for the following semester and must raise his or her cumulative GPA to at least 3.0 by the end of that semester. Students who fail to do so will be academically dismissed.

VI. TEACHING ORIENTATION AND PROFESSIONAL DEVELOPMENT

1. Syllabus preparation

Hunter-Bellevue School of Nursing considers a course syllabus to be an essential instructional instrument. It is a contract between the professor and the students. It establishes, in preliminary fashion, the course parameters, including programmatic and instructor expectations. No faculty member can change course description and/or objectives without curriculum committee approval. All syllabi must include College and School Policies. Each syllabus must be submitted to the appropriate Program Director (undergraduate or graduate) for review and approval, and be available for students on Blackboard. See syllabus template in Appendix A of this handbook. It is expected that all faculty use this template for their syllabi. Sample syllabi may be obtained from the program director.

2. HBSON Standard for Scholarly Writing

All written assignments are expected to be in the current American Psychological Association (APA) style unless otherwise specified in the course syllabus.

3. Skills Lab

The Nursing Skills Lab is located on the second floor of the Hunter-Bellevue School of Nursing & is managed by the Chief Laboratory Technician, Gail Buccellato, and an additional lab technicians. Contact the lab technicians at nursinglab@hunter.cuny.edu or (212) 481-5162.

The lab is an area for students to practice psychomotor skills & apply critical thinking using human simulators. Students who are having issues with psychomotor skills can be referred to the Skills Lab for practice & remediation. Faculty may also use the Skills Lab to update their own professional knowledge & skills.

Referral to Skills Lab

Undergraduate students who require supervised remediation will need to be referred to the Director of the program. Please email the director the name of the student and the specific learning need related to skill performance.

4. Equipment, Manikins & Supplies

Instructors teaching in the skills lab should email the College Laboratory Technician as soon as possible prior to the beginning of the semester to discuss the available lab supplies and equipment. To ensure that supplies are ready before each lab day, instructors should also share their syllabus with the lab team as soon as possible and any time during the semester if the schedule changes.

5. Simulation Center

All clinical sections will be scheduled for a simulation experience in lieu of a hospital clinical day (unless otherwise stated on the schedule). The Simulation Coordinator will email (to your Hunter email) all pertinent material, including schedule, scenarios, location and assignment information.

Location:

- Brookdale Campus
425 East 25th Street, Room 722 West Building
New York, NY 10010
-NYSIM, located at Bellevue Hospital, 3rd Floor of the 'D' Building

Contact:

Dr. Leighsa Sharoff, Simulation Coordinator
lsharoff@hunter.cuny.edu (212) 481-5104
Marvin Sanon, College Lab Technician (CLT)
msanon@hunter.cuny.edu (212) 481-5162

6. Library Services

Hunter Health Professions Library
Brookdale Campus, 2nd Floor West Building
212-481-5117
<http://library.hunter.cuny.edu/health-professions-library>

Head Librarian: John Carey, john.carey@hunter.cuny.edu

The Hunter Health Professions Library supports the curricular and research needs of the Hunter-Bellevue School of Nursing, as well as other programs in the School of Health Professions. The library provides access for 70 hours per week to more than 13,000 volumes of monographs and print journals. Electronically, full-text articles from 11,266 journals in health and biological sciences, and hundreds of e-books in these disciplines, are accessible via the Hunter Libraries databases and catalog. The library operates an interlibrary loan service so that students and faculty can obtain books, articles or other items not owned by Hunter or CUNY.

The library provides seating for 220 patrons in the main reading room and two computer labs. Workstations throughout the library and labs are equipped with Microsoft Office 2013 as well as specialized academic software such as EpiInfo 7, SPSS 22, and Wolfram Mathematica. Librarians at HPL provide bibliographic instruction for students at both undergraduate and graduate levels and are available for research appointments and individual consultations. The library also lends laptops, calculators, and other devices for student use, and offers printing, scanning, and photocopying capability.

Additionally, students and faculty at Hunter have access to all 20 libraries in the City University system, together containing more than 7.5 million print volumes, hundreds of thousands of e-books, and more than 30,000 periodicals.

Up-To-Date, a database for evidence-based clinical decision making, is available at <http://library.hunter.cuny.edu/> under Databases→U→UpToDate using a NetID.

VII. CLINICAL ORIENTATION

1. General Responsibilities and Guidelines

Faculty should maintain current New York State registration as an RN as well as any other relevant licenses and/or certifications. These documents are submitted to Joan Hernandez, the Administrative Manager, jhe0029@hunter.cuny.edu. All required documents are included in the adjunct faculty new employee packet.

2. Dress code & ID badge

The Hunter College ID with photo is required on campus and in the clinical setting.

Dress for faculty in the clinical area is at the discretion of the faculty, unless stipulated by clinical agency, and should reflect the professional image of the nurse and the School of Nursing. The student dress code is outlined in the student handbook.

3. Electronic Devices

Electronic devices (e.g., cell phone, iPad, or notebook) use by students in the academic and clinical areas should be limited to only when required and **approved by faculty**.

4. Clinical Attendance

Communication: Clinical faculty members should develop a system for a real time communication (example: cell, email) with students in the event of illness or situations that preclude them from attending clinical.

Undergraduate: Students must attend all scheduled clinicals including simulation. More than two absences in any semester within one clinical rotation may result in

failure. Students must notify the instructor as soon as possible and submit written documentation for clinical absences due to an emergency or personal illness. The instructor has the authority to send a student home if he/she arrives to the clinical or simulation late or unprepared.

Graduate: Students must attend all scheduled clinical days. Preceptors are arranged for students. Instructors must use the [InPlace](#) student placement management system to access students' clinical logs and documented experiences.

5. Clinical Pre-Planning/Clinical Faculty Guidelines

5A. List of Clinical Agencies: A master list of agencies with which the School of Nursing has contracts is available from each of the program directors.

5B. Clinical Pre-planning and Student Supervision:

UNDERGRADUATE PROGRAM

a. Clinical Pre-planning

- i. The clinical instructor should contact the unit where the clinical will be held and provide them with the clinical objectives, calendar of dates and times for student experiences, and the name of the instructor accompanying the students.
- ii. If the clinical instructor is not familiar with the agency, he/she should make arrangements to orient to the agency prior to accompanying students.
- iii. The Lead Course Instructor/program director will work closely with the adjunct clinical faculty during the semester to assist with questions or student issues that may arise.
- iv. The clinical instructor should send a letter or email to the unit manager at the completion of the clinical rotation thanking them for their assistance and the learning opportunity.
- v. There may be additional requirements for orientation.
- vi. Orientation to the clinical agency should include the agency's mission, goals, and philosophy, mandatory topics such as fire safety and universal precautions, and a tour of the unit.
- vii. Clinical hour calculation: the undergraduate director will notify each adjunct instructor of the clinical hour requirements.

b. Student Supervision

Clinical assignments depend upon the course objectives. When making patient assignments, it is a good idea to confer with the staff nurses and/or charge nurse in an effort to create the most positive experience for the student. Additionally, the students should have clear guidelines for the definition of being prepared for clinical.

The instructor is responsible for:

- i. The instruction and supervision of students in the clinical area.
- ii. The provision of learning experiences that facilitate application and integration of theoretical principles, active participation and experience in patient care management, and observation with active participation in professional roles for nurses in different settings.
- iii. Ensuring patient safety and for the school's compliance with policies established by the clinical agency.
- iv. Maintaining open communication with the staff nurses and nurse manager of the unit by discussing clinical objectives and clarifying the activities of the students prior to the clinical experience. It is often helpful to post the student assignments for the day with the staff, and perhaps put a note on the medication administration record if the students will be giving medications as a reminder to the nurse.
- v. Documenting conferences and other interventions related to correcting student performance and/or behavior.

c. Student errors in clinical

Appropriate documentation is essential for the student's evaluation and for instances in which the mistake affects patient care. Medication errors or issues involving patient safety must be discussed with the program director to ensure that risk management procedures are followed from the School of Nursing's standpoint. In the case of a medication error, the instructor, the student, and the staff nurse follow the institution's policy on medication errors.

d. The first clinical day

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

- i. Accountability
- ii. Honesty in patient care
- iii. Punctuality

- iv. Attendance
- v. Responsibility
- vi. Being prepared for clinical
- vii. Actively participating
- viii. Completing assignments in a timely manner
- ix. Maintaining safety
 - x. Professional decorum
 - xi. Adherence to dress code
 - xii. Comportment (keeping voice at reasonable level, for example)
- xiii. Collegiality and respect
- xiv. Confidentiality

e. *Clinical Workups, Concept Maps*

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

f. *Pre-Conferences & Post-Conferences*

As appropriate, pre-conferences may be a good time to connect with students before they report to their assigned units, and to check attendance & tardiness. Student lateness needs to be addressed when it occurs. The student should be counseled and an anecdotal note should be written and placed in the student's folder. Other activities for pre-clinical meeting depend on the course needs such as checking completion of paperwork & discussing daily objectives. Post-conferences lengths are dependent upon the specific type of clinical schedule. Faculty use this time to discuss events occurring during the clinical experience, and students can discuss patient care situations. Clinical topics that have been covered in theory class can be discussed in post conference, possibly using examples of patients cared for that day.

g. *Clinical Evaluation Tools*

Clinical evaluations will be completed at least twice during each clinical course, usually at the midterm and final evaluation periods. The clinical instructor should follow the guidelines for clinical evaluation tools for their assigned course. Students do a written self-evaluation using the tool. Clinical evaluation tools also usually include Skills Checklists & Patient Care Profiles specific to each semester. Clinical evaluations should reflect positive accomplishments as well as any identified areas needing improvement. Areas of the evaluation tool which are not applicable for

evaluation at mid-term due to lack of opportunity in clinical should be identified. These areas should be noted as areas to focus on for the remainder of the semester. The adjunct should confirm that she/he is using the most current clinical evaluation form.

During mid-term and final evaluation meetings, the student and the clinical instructor discuss the written evaluation tools. Both the student and instructor sign the document in the appropriate space. At semester's end, the clinical instructor is responsible for assuring completion of and collection of the clinical evaluation tool for each of their clinical students.

At semester's end, all of the clinical final evaluation tools are submitted to the course coordinator. Accurate and progressive documentation of student behaviors is essential. Clinical instructors should use a method for keeping anecdotal notes in the clinical setting to help them keep track of both positive and negative student occurrences. Discuss types of methods of record keeping with the lead instructor or other team faculty. Be fair and objective in your evaluative process. If you have a student who is not passing clinical you must discuss it first with your Program Director. This should be done early in the semester so that the student has time to remediate since documentation interventions with the student are essential.

GRADUATE PROGRAM

a. Clinical Pre-planning –

All clinical courses in the MS in Nursing and DNP programs include clinical hours with a qualified and approved preceptor in an approved clinical setting. Clinical placements are arranged by full-time faculty with assistance from staff. All students are to submit to the faculty teaching the clinical seminars a schedule of times they will be in the clinical areas.

b. Student Supervision

Responsibilities of the faculty teaching the graduate nursing clinical seminars are;

- i. Lead a weekly seminar focused on student clinical experiences, reflecting the course objectives and clinical competencies.
- ii. Contact the assigned preceptors by e-mail within the first two weeks of the semester for introduction. Assure that the preceptor has received the following documents within the first two weeks of the semester:
 - Abbreviated Course Syllabus, including the course description and objectives
 - Clinical Evaluation Form
- iii. Assess and guide student progress by reading and responding to course specific clinical log submitted to online documentation system at least

- biweekly. Student log must reflect integration of clinical competencies and course objectives.
- iv. Communicate with the preceptor at least every 3 weeks to determine progress toward course objectives and clinical competencies, or more often if requested by the preceptor and the student has additional needs.
 - v. Conduct a scheduled site visit between weeks 4-7 of the semester to meet with the student and preceptor together to assure understanding of the clinical learning, achievement of clinical competencies, and discuss clinical progress. Conduct additional site visits within the semester as needed.
 - vi. Communicate student progress every three weeks to the course coordinator. Communicate any student issues immediately to the course coordinator, especially if clinical hours are not being accumulated appropriately or there are serious clinical competency issues.
 - vii. Submit attendance record to the course coordinator.
 - viii. Complete, sign, and submit the Clinical Evaluation form, after required clinical hours have been confirmed with preceptor, to course coordinator.
 - ix. If a student has more than one clinical placement site, conduct a site visit with each preceptor/site.
 - x. Conduct a site visit when a student is terminated from the clinical site due to unforeseen issues and conflicts.
 - xi. Immediately report any personal absence from seminar to course coordinator and assure alternate plan for seminar.

c. Clinical Remediation

Students requiring improvement should be counseled. A written plan should be developed which includes a time frame for improvement. Typically, the student is given two weeks to improve; however, there are exceptions when immediate improvement is required. Students who require skills remediation are referred to the director of the program. A student may be counseled to withdraw from a course by or before the drop date. It is the student's responsibility to drop a course. Clinical practice is graded on a pass/fail basis by the clinical instructor. Failure in a clinical practicum will result in failure of the corresponding didactic course. A referral to the specialty coordinator should follow.

d. Student evaluation of clinical site and preceptor

- i. Student's Clinical Site Evaluation:
Each semester, students are to complete Preceptor and Site Evaluations in [InPlace](#). Contact Mr. Shawn McGinniss (smcginni@hunter.cuny.edu) if you have any questions.
- ii. Student Evaluation of Faculty:
Faculty evaluation forms are completed online. Students will receive an email regarding the dates to complete faculty evaluations. Students are

encouraged to complete faculty evaluations—this applies to UG and Grad programs

5c. Student Injury, Illness, or Medical Leave

Faculty or students who are injured in a clinical setting must follow the HBSON procedures as outlined below.

For the protection of students, patients, clinical personnel, and faculty, the following guideline should be followed when faculty or students are injured or become ill while in a clinical setting.

- Injury in the clinical lab or clinical site must be reported immediately to the nursing instructor and/or the program director and necessary medical care should be arranged.
- A written report should be submitted to the program director indicating the nature of the incident and the follow up actions.
- Any student with a injury or illness will be required to furnish medical clearance prior to returning back to the clinical settings.
- Letters from the health care provider regarding student injury or illness must include specific limitations or restrictions as well as a statement defining clinical activities allowed.
- In all cases, students should be able to meet the objectives of the course when being permitted to remain in the clinical setting.

5d. Student Issues

Notice of Unsatisfactory Performance

If the student is performing unsatisfactorily in didactic or clinical, this should reported to the program director. Documentation should be forwarded to describe the situation. Along with documentation, a plan of action should be indicated along with a time frame for when stated requirements must be completed. These behaviors may be related to poor performance, not meeting course and program objectives and may include the following:

- Placing a patient in physical and/or emotional jeopardy
- Failure to demonstrate competence
- Gross negligence

If a faculty member is unsure whether or not the student behavior necessitates a grade of Unsatisfactory in a clinical practicum, she/he should confer with the Lead Course Instructor. The Lead Course coordinator will then notify the program director regarding any student who is at risk for failing.

VIII. CLASSROOM ORIENTATION AND MANAGEMENT

1. Classroom Attendance

Verification of Attendance: Instructors will receive e-mails each semester under separate cover regarding Verification of Attendance Rosters. It will be sent to their Hunter College e-mail account. Instructors must claim their CUNYfirst accounts before trying to submit their Verification of Attendance. If they do not have a Hunter College e-mail or do not remember their Hunter Net ID and password they should contact the Hunter College Faculty & Staff Help Desk at 212-772-HELP or e-mail them at helpdesk@hunter.cuny.edu. Please check the Hunter CUNYfirst website <http://www.hunter.cuny.edu/cunyfirst/faculty-and-staff/cunyfirst-training-and-support>. The School of Nursing complies with NY State Educational Law, Sec. 224-1, "Students unable because of religious beliefs to register or attend classes on certain days" (See the Student Handbook, Section VII; absence due to religious beliefs).

2. Exams/Academic Integrity/Grading Policies

Exams

Undergraduate students who score below 70% on an examination should be encouraged by the course instructor to arrange an appointment with the course instructor to review the questions the student answered incorrectly. This should be done within one week after the examination grades have been posted in order for the student to understand the correct answers, and also to help the student better prepare for the next examination. The meeting could also include a discussion of the importance of class attendance, and appropriate study methods. If the student has attended class, and studied for the examination, joining a study group could be encouraged. The course instructor should be available for any student, no matter the grade, who wishes to review an examination.

Academic Integrity

Academic Integrity: "Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures." You must notify the program director and the course coordinator immediately if you suspect any academic integrity violation.

Grading Policy

Students are graded in courses according to the traditional system of letter grades. The grading system and other policies are listed in the Academic Policies sections of our undergraduate and graduate catalogs:

- Undergraduate: <http://catalog.hunter.cuny.edu/>
- Graduate: [select the latest catalog from the dropdown menu at the top of page]

For the undergraduate program, a student who receives less than a “C” (2.0) in a required nursing course must repeat that course before progressing to the next required course. However, a student may repeat only one course and may repeat that course only one time. Any student who receives more than one course grade below a “C” (2.0) will not be permitted to continue in the nursing major. If a student in your class receives a “C” (2.0) or below, the program director must be notified.

All graduate students must maintain a minimum cumulative GPA of 3.0. A student whose cumulative GPA falls below this standard is required to raise it to at least 3.0 within one semester.

Quality points	Grade Definition
A+	97.5 - 100%
A	92.5 - 97.4%
A-	90.0 - 92.4%
B+	87.5 - 89.9%
B	82.5 - 87.4%
B-	80.0 - 82.4%
C+	77.5 - 79.9%
C	70.0 - 77.4%
D	60.0 - 69.9% No grade of D for graduate courses
F	0.0 - 59.9%

3. Classroom Environment

Public Safety should be contacted if a student appears to be a danger to themselves or others. The emergency # is 212.481.4444 or 4444 from a campus phone. The number for non-emergencies is 212.481.4374. In the event of disruption, there are several management strategies. (**See Students in Crisis: A Quick Reference for Faculty and Staff in this handbook, p.7**).

The student use of any video recording devices (including cameras) in any classroom, laboratory or clinical setting is strictly prohibited unless the use of such equipment is expressly authorized by the instructor as part of a class assignment or other assigned

class activity. Student use of audio recording devices in the clinical setting is allowed with the permission of the instructor only if it is consistent with facility policy.

This policy applies both to stand-alone video and audio recording devices and to use of video or audio recording functions on other devices, including but not limited to cell phones and PDAs.

4. Student Advisement

Advisement is as important as class periods and beneficial to students. Faculty should provide one office hour per week for each class section they teach.

5. Text Book Ordering/Informed Registration Posting

Desk copies of the textbook can generally be ordered directly from the publisher's website. If you need more information—or if you need the textbook right away—let the Program Director and/or secretary know. Textbook information must be included in the syllabus.

In addition, the Higher Education Opportunity Act (HEOA) of 2008 requires that all institutions of higher education receiving Federal financial assistance disclose textbook information online in the institution's Internet course schedule. As a result, all Hunter College courses must make the mandated textbook information available to students on the CUNYfirst course schedule. If you are listed as the Instructor of record for the course you are responsible for posting the textbook. Information on posting textbook information may be found starting at p. 9 of the CUNYfirst Faculty Quick Reference Guide:

<http://www.cuny.edu/about/administration/offices/CIS/CUNYfirst/training/facultyadvisors/faculty/CS-FAC-201-Faculty-QRG.pdf>

IX. BY-LAWS OF THE HUNTER-BELLEVUE SCHOOL OF NURSING Senate (2015)

Preface and Authorization

Hunter College has provided nursing education since 1943. The School of Nursing was originally established as the Department of Nursing Education in the Division of Programs in Education. In 1955 Hunter admitted the first students who would graduate with a BS (nursing) degree. In 1969, the Department of Nursing was moved to the former site of the Bellevue School of Nursing to allow it to expand and was designated the Hunter College-Bellevue School of Nursing. In 1974 the School of Nursing became part of the Schools of the Health Professions, and from 1996 to 2008 was governed as a division of the Schools of the Health Professions along with the School of Health Sciences under a single Dean. In 2008, the School of Nursing was recognized by the CUNY Board of Trustees as a separate School of Hunter College.

ARTICLE I – ORGANIZATION

- 1. Dean:** The School of Nursing (SON) is led by a Dean, appointed by the President of the College in accordance with Article VIII, Section 13 of the *Charter for a Governance*

of *Hunter College*. The Dean collaborates with other Deans and college administrators to support the SON and the overall mission of Hunter College. For academic issues, the Dean reports to the Provost. As chief academic and administrative officer of the School, the Dean is responsible for the operations of the School; leading strategic planning; faculty recruitment, development and evaluation; student and alumni relations; and managing the SON budget. In addition, the Dean leads in interdisciplinary collaboration and works with the Office of Institutional Advancement on development.

2. **Associate and Assistant Deans:** With the approval of the President and in accordance with the Bylaws of the CUNY Board of Trustees, the Dean may appoint associate and/or assistant deans. The associate and/or assistant deans will have such responsibilities as may be assigned to them by the Dean and shall report to the Dean.
3. **Program Directors:** The Dean shall appoint Program Directors from within the faculty, who shall be responsible for the direction and implementation of program curricula and perform other duties necessary to assure program quality. Program Directors shall include a Director of Undergraduate Programs and a Director of Graduate Programs. The Dean may also appoint other program directors or associate directors. In consultation with the Dean, the Program Directors shall appoint coordinators of each specialty area or degree track. They shall also perform other duties necessary to assure program quality. The Program Directors are responsible to the Dean and shall work in collaboration with the Assistant and Associate Deans.
4. **Faculty Responsibilities:** Faculty shall be responsible for the formulation of academic policy related to the admission, progression and retention of students, curriculum, student advisement, and the quality of programs in nursing and research. The faculty shall also be responsible for policy regarding selection, retention and promotion of faculty, consistent with the Bylaws of the CUNY Board of Trustees and other CUNY or College policies. It shall govern its own affairs in accordance with the Bylaws of the CUNY Board of Trustees and the *Charter for a Governance of Hunter College* and conduct the educational affairs customarily carried out by a college faculty. All full-time faculty are expected to attend SON faculty meetings and the meetings of the committees to which they are appointed.
5. **Secretary:** The Dean shall assign a SON staff member to serve as secretary of the SON faculty. The Secretary shall distribute the Agenda for faculty meetings and prepare the minutes of these meetings. The Secretary shall have charge of all records, files, minutes and official documents related to the faculty organization. The secretary shall distribute copies of the minutes to all members. The secretary shall send notice of the actions taken at faculty meetings as necessary and shall notify members of faculty meetings, keep a central calendar for meetings and perform related duties assigned by the Dean. In the event that the Secretary is unable to attend a faculty meeting, the Dean shall designate an acting Secretary.

ARTICLE II – MEMBERSHIP

Except as otherwise provided herein, voting faculty shall include:

1. **Faculty rank:** Individuals with faculty rank are those defined in Article VIII, Section 8.1 of the Bylaws of the CUNY Board of Trustees (holding the title of professor, associate professor or assistant professor).
2. **Faculty status:** Individuals with faculty status are those defined in Article VIII, Section 8.2 of the Bylaws of the CUNY Board of Trustees (persons employed in the titles of instructor or lecturer [full-time] who have been reappointed on an annual salary basis for a third or later year of continuous full-time service). Lecturers who hold a Certificate of Continuous Employment (CCE) may vote on all SON matters. Other individuals with faculty status may vote on SON matters except for the election of the SON Personnel & Budget Committee.
3. **Others:** Individuals appointed to Distinguished Lecturer or Clinical Professor positions may vote on SON matters except for the election of the SON Personnel & Budget Committee.

ARTICLE III – REPRESENTATIVES TO OTHER BODIES

The SON is an integral part of Hunter College and CUNY, and as such, participates actively in the affairs of both, including decision-making processes conducted by representative bodies. When making appointments (for those representatives who are not required by Hunter College rules to be elected), the Dean shall consider the goal of wide participation of nursing representatives.

1. Representatives to College-Wide Bodies

- A. **Hunter College Senate:** SON representatives to the Hunter College Senate shall be elected as provided in *The Charter for a Governance of Hunter College*. The voting faculty (as defined in the *Charter*) shall elect a minimum of two representatives to the Senate (the exact number to be determined in accordance with the Senate's procedures) and alternate representatives, each of whom shall serve in the absence of one of the elected representatives. These representatives shall report on the activities of the Senate at SON faculty meetings.

In addition, SON faculty members are encouraged to participate in Hunter College Senate committees by indicating their preference to the College Senate office.

- B. **Hunter College Faculty Personnel & Budget Committee:** Except as may be otherwise provided by the rules governing the Hunter College Faculty Personnel & Budget (FP&B) Committee, the Dean and two (2) members of the SON Personnel & Budget Committee selected by the voting faculty represent the SON on the Hunter College FP&B Committee. The Dean of the SON sits on the Hunter College FP&B Committee with voice but no vote.
- C. **Faculty Delegate Assembly:** SON representatives to the Faculty Delegate Assembly (FDA) shall be elected as specified by the requirements of the FDA.

2. Representatives to Divisional Bodies

- A. **Divisional Curriculum Committee:** The chair of the SON Curriculum Committee, one faculty member of the Curriculum committee selected by that committee, and one student represent the SON on the Divisional Curriculum Committee.
- B. **Divisional Personnel & Budget Committee:** The Dean of the SON and the two members of the SON P&B Committee who serve on the Hunter College P&B Committee shall represent the SON on the Divisional P&B Committee. The Dean of the SON chairs the Divisional P&B Committee and has voice but no vote.
- C. Members of ad hoc committees and task forces may be appointed by the Dean from time to time.

ARTICLE IV – SON FACULTY MEETINGS

1. Meetings

- A. The SON faculty shall meet at least twice every semester at times and dates to be announced at the beginning of the academic year. The agenda of each regular meeting shall be sent to all faculty at least five business days prior to the meeting.
- B. Additional meetings may be called at the discretion of the Dean, with written notice of the time, place and agenda provided at least 5 business days in advance of the meeting. In addition, the Dean shall call a faculty meeting within ten working days of receiving a written request of 20% of the voting members.
- C. Notice of faculty meetings may be sent by email.
- D. Meetings shall be open to all voting members of the SON. Other individuals who shall be eligible to attend faculty meetings without vote are:
 - a. Faculty and instructional staff not identified in above (ARTICLE II – MEMBERSHIP), including adjunct faculty.
 - b. Students who currently serve on a SON committee.
 - c. SON staff members designated by the Dean.
 - d. Other individuals designated by the Dean.

2. Rules of Order

- A. *The presiding officer* at faculty meetings shall be the Dean. In the absence of the Dean, an Associate or Assistant Dean will preside.
- B. A quorum consists of a simple majority of the voting faculty of the SON.

- C. The presiding officer may appoint an individual who is eligible to vote at faculty meetings as a parliamentarian. Except where it conflicts with these Bylaws, the latest edition of *Robert's Rules of Order* shall apply.
- D. The Bylaws of the CUNY Board of Trustees and the *Charter for a Governance of Hunter College* shall supersede any SON Bylaws where inconsistencies exist.

ARTICLE V– COMMITTEES

The SON shall establish the following committees:

1. Personnel & Budget Committee: As required by the Bylaws of the CUNY Board of Trustees, there shall be a SON Committee on Personnel & Budget (P&B). The Dean of the SON shall serve *ex officio* as Chair with voice but no vote.

A. **Membership:** The P&B committee shall consist of 5 SON faculty with faculty rank (holding the title of professor, associate professor or assistant professor), at least 4 of whom must have tenure and first and second alternate members, also having faculty rank, at least one of whom must have tenure.

B. **Responsibilities:** The P&B committee shall carry out the responsibilities designated by the CUNY Board of Trustees concerned with budgetary and personnel matters as they affect the SON, especially the recruitment, appointment, reappointment, promotion and tenure of SON faculty.

C. **Meetings:**

A) The P&B committee shall meet at least twice each semester and as often as necessary to fulfill its duties.

B) Meetings of the P& B Committee are closed.

C) Alternate members attend meetings only when replacing a regular member.

a. In the event that a member is unable to attend a meeting, the first alternate shall attend in his or her place. In the event that an additional member is unable to attend, or if the first alternate is unavailable, the second alternate shall attend.

b. In the event that a member of the committee is unable to complete her or his term, the first alternate member shall serve for the duration of that member's term. If an additional vacancy occurs, the second alternate will serve for the duration of that member's term.

i. In the event that the first alternate is unable to complete her or his term, the second alternate shall assume the office

of first alternate, and the faculty shall hold an election for a new second alternate.

ii. In the event that the second alternate is unable to complete her or his term, the faculty shall hold an election for a new second alternate.

D) Decisions regarding appointment, reappointments, reappointment with tenure, and promotion of academic personnel shall require a majority vote of all members of the P&B Committee and shall be by secret ballot. The result of the balloting shall be duly recorded in the minutes. The recommendations of the P&B Committee shall be submitted by the Dean to the President and the appropriate college committee on Personnel & budget in accordance with procedures set forth in the Bylaws of the CUNY Board of Trustees.

D. Election Procedure

1. The five faculty members and two alternates shall be elected by a majority of voting faculty. (For purposes of the P&B election, the Dean is not eligible to vote). Elected terms are for three years.
2. Elections are held by secret ballot during the first week of May every three years. Votes must be cast in person.
3. Elections shall be overseen by the Policy & Student Affairs Committee and held in accordance with requirements of the Bylaws of the CUNY Board of Trustees.

2. Additional SON Standing Committees

The following standing committees of the SON provide the structure for presentation of new ideas, divergent views and relevant discussion by nursing faculty, students and administrators. Faculty members of standing committees are appointed for 3-year terms by the Dean in consultation with the Associate and Assistant Deans and Program Directors. Each committee is responsible for regular review of the matters assigned to it, preparing recommendations as needed for action by the voting faculty.

A. Eligibility and Procedures

- a. Except as otherwise provided herein, each committee will include at least three full-time faculty members and one student.
- b. One faculty member of each committee will be appointed by the Dean to serve as chair for a term of one year.
- c. Student members will be appointed by the Dean from nominees identified by Program Directors, faculty, or other students and shall

serve for one year. Each Committee will meet three times each semester, or as often as needed to carry out its duties.

- d. Instructors, lecturers and college lab technicians may, during their first and second years of appointment, serve on standing committees of the SON except the P&B Committee. Thereafter, they are also eligible to chair a standing committee.
They may vote on matters brought before the standing committees on which they serve.

B. Policy and Student Affairs Committee: Membership of this committee shall be consistent with Article XI, Sections 1 and 2 of the *Charter for a Governance of Hunter College*, including provisions regarding student representation.

- a. Responsibilities:
 - i. Review the Bylaws of the SON at least every 3 years and prepare proposals for amendments.
 - ii. Organize and conduct the nominations and elections required by these Bylaws in accordance with these Bylaws, the Bylaws of the CUNY Board of Trustees and the *Charter for a Governance of Hunter College*.
 - iii. Review and propose revisions to criteria for admission into each of the nursing programs.
 - iv. Review and implement policies related to the progression, retention, and graduation of students enrolled in the nursing programs;
 - v. Establish criteria for student awards and honors and recommend students for such awards and honors.
 - vi. Review requests to conduct research with SON students or faculty and refer such requests to the SON Center for Nursing Research for recommendations related to participation.

C. Curriculum Committee

- a. Responsibilities:
 - i. Review the curricula of each SON program at least once every 3 years to determine if objectives of the programs are being met in an effective manner and propose any needed changes to the full faculty.
 - ii. Review, prepare amendments if needed, and present to the voting faculty all proposals for new programs or tracks in nursing.
 - iii. Review, prepare amendments if needed, and present to the voting faculty all proposals for experimental and/ elective courses in nursing.
 - iv. Designate representative(s) to the Divisional Curriculum Committee.

- v. Plan for coordination between the SON curricula and those of other Schools and departments of Hunter College.

D. Evaluation of Teaching Committee

- i. Responsibilities:

Facilitate completion and use each semester of the Hunter College Student Evaluation of Teaching survey, as required by the *Charter for a Governance of Hunter College*.

E. Standards and Accreditation Committee

- a. Responsibilities:

- i. Oversee the implementation of a plan of program evaluation in relation to the SON Mission and Goals.
- ii. Develop and implement evaluation tools to measure program objectives and the standards of accreditation bodies.
- iii. Monitor and evaluate outcomes of all programs.
- iv. Analyze collected data and make recommendations for action based on that analysis.

F. Additional SON Committees

- i. The SON faculty or the Dean may establish additional committees to respond to any issue not covered by the standing committees listed in these bylaws.
- ii. The Dean will appoint the Chair and members of any such committee in consultation with the Associate and Assistant Deans and Program Directors.

G. Rules of Order

Unless otherwise specified at the time the committee is created, a majority of the entire committee shall constitute a quorum. Except with respect to the P&B Committee, the act of the majority of committee members present at a meeting at which a quorum is present shall constitute the act of the committee.

ARTICLE VI – AMENDMENTS

1. Procedures

- A. All proposed amendments to these Bylaws shall be submitted in writing to all voting faculty at least five working days in advance of the meeting at which they are to be considered.

- B. Amendments must be approved by a two-thirds majority of the voting faculty who are present at the meeting at which the vote takes place.
- C. Amendments become effective as soon as they are approved by all relevant governance bodies including the Hunter College Senate.
- D. In the event that the Bylaws of the CUNY Board of Trustees or the *Charter for a Governance of Hunter College* are amended or provisions deleted or waived, the corresponding SON Bylaws shall be deemed to have been similarly amended, deleted or waived.

X. PROMOTION AND TENURE OF NURSING FACULTY

HBSON Criteria for Faculty Positions

Approved April 2, 2014, Amended February 11, 2015

Full-time Tenured/Tenure Tracking Clinical Line/Non-tenure Tracking

<p>Assistant Professor</p>	<p><u>Scholarship</u> Evidence of scholarship such as publications and presentations</p> <p><u>Teaching</u> Receives student teaching evaluations that reflect ‘satisfactory’ or better Receives peer evaluations rated as ‘adequate performance’ or better</p> <p><u>Service</u> Active in at-least one professional organization Member of at-least one School committee Presentations to community on professional topics OR voluntary community service in a professional or academic capacity</p>	<p>---</p>
<p>Associate Professor</p>	<p><u>Scholarship</u> Post-doctoral program of scholarship/research Author of refereed publications of reasonable length and significance to the discipline Scholarly presentations (Invited speaker, refereed podium/poster) Internal funding</p> <p><u>Teaching</u> Receives student evaluations that reflect ‘good’ or better Receives peer evaluations rated as ‘competent performance’ or better</p> <p><u>Service</u> Active in one or more professional</p>	<p>---</p>

	<p>organizations Member of School and HC Committee Engaged in curriculum revision/innovation Recognized excellence in leadership and service to the School through activities such as Advisor, Specialty/Program Coordinator</p>	
Professor	<p><u>Scholarship</u> Scholarship/research that contributes at an outstanding level to the discipline Ongoing program of scholarship/research in a focused area National or international presentations at conferences (Invited speaker or refereed podium/poster) External funding for research or projects benefiting the School, College, or community</p> <p><u>Teaching</u> Receives student evaluations that reflect ‘good’ or better Receives peer evaluations rated as ‘competent performance’ or better</p> <p><u>Service</u> Recognized leader in a professional organization Recognized for college wide activity Develops new programs and/or new academic initiatives Nationally recognized volunteer activity or academic capacity</p>	<p>Clinical Professor/Distinguished Lecturer</p> <p><u>Scholarship</u> Publication and presentation of clinically based projects</p> <p><u>Teaching</u> Receives student evaluations that reflect ‘good’ or better Receives peer evaluations rated as ‘competent performance’ or better</p> <p><u>Service</u> Maintains clinical practice and certification as appropriate Member of at least one School Committee Active in Professional Organizations</p>

XI. PEER TEACHING OBSERVATION

Article 18 of PSC-BHE Contract reads as follows concerning Teaching observations

- 18.2(b) Teaching observations, as described below, is one factor in total.
1. At least once during each academic semester, non-tenured and non-certificated members of the teaching staff shall be observed for a full classroom period. One observation shall take place during any scheduled class during the first ten weeks of a semester. The employee shall be given no less than 24 hours of prior notice of observation. Tenured and certificated members of the teaching staff may be observed once each semester.

2. (a) Each department personnel and budget committee shall designate a panel, the size to be specified by the chairman, of the department observers (which shall include members of the P & B Committee). The department chairman shall schedule the members of this panel to conduct observations as necessary. Each observer shall submit, through the department chairman, a written observation report to the Department P & B Committee within one week of the observation. These observation reports shall be considered by the committee in its total evaluation of the employee.
- (b) The department chairman shall schedule a post-observation conference for the employee within two weeks after receipt of the written observation report. The post-observation conference shall include the employee and the observer. Either a member of the P & B Committee or a member of the department with the rank of tenured associate professor or tenured professor may be assigned by the chairman at the request of the employee or the observer.
- (c) Following the post-observation conference, the assigned P & B representative or the assigned senior faculty member shall prepare a record of the discussion in memorandum form for submission to the chairman. The original conference memorandum shall be placed in the employee's personnel file. The employee may have a copy of this document provided a signed receipt is tendered. The observation report shall be placed in the personnel file.
- (d) In the event that the observation or post-observation conference is not held within the time stipulated herein, the employee shall, within ten (10) working days thereafter, file an "observation/conference request form" with the chairman. A copy of the form shall be sent to the appropriate director and the Office of the President. Failure of the employee to file within the stipulated time the "observation/conference request form" shall bar the employee from subsequent complaint regarding such failure. Upon the receipt of the request form the college shall cause appropriate remedial action to be taken, including, if necessary, scheduling of an observation and/or other conference by the director or president or their designee.

ESSENTIAL INFORMATION

1. The contract states that observations should take place during the first 10 weeks of the semester. The procedure should actually take place somewhat earlier to leave time for the second observation when necessary. It is recommended that observation take place by the end of the 5th week of classes. The entire observation procedure (submission of the observation report and post-observation conference memorandum) would then be completed by the end of the 8th week of classes.
2. The contract specifies that all non-tenured and non-certificated faculty members (including adjuncts) be observed each semester. It is recommended that tenured faculty members be observed only when they are likely to be considered for

promotion, or when the P & B Committee has received complaints about a faculty member's teaching.

3. Faculty members must be given at least 24 hours prior notice that an observation will be made. It is recommended that departments adopt the observation notification form for this purpose (See Appendix B).
4. The committee sees no necessity for standardizing the observations reports themselves. Each department may have its own requirements in this regard. It is recommended that each observation report clearly state an evaluation of satisfactory or unsatisfactory.
5. The contract requires that a written observation report be submitted to the P & B Committee within one week of the observation (See Appendix B). It is recommended that a copy of the observation be given to the faculty member at this time.
6. The contract calls for the chairman to schedule a post- observation conference within two weeks of the receipt of the observation report. Since most conferences will now involve only the faculty member and the observer, we see no breach of the contract if the conference is scheduled by the observer, provided the time limit specified by the contract is maintained.
7. It is recommended that departments adopt the post-observation memorandum form (See Appendix B). This form should be completed by the observer, unless a third party has taken part in the conference.

XII. ANNUAL FACULTY EVALUATION

Note the following PSC/BHE Contract reference to annual faculty evaluations:

Article 18.3 (a) Members of the teaching faculty: At least once each year, each employee other than tenured full professors shall have an evaluation conference with the department chairman or a member of the departmental P & B Committee to be assigned by the chairman.

Article 18.2 (b) Evaluation of a member of the teaching faculty shall be based on total academic performance, with special attention to teaching effectiveness, including but not limited to, such elements as:

1. Classroom instruction and related activities;
2. Administrative assignments;
3. Research; (it is understood that lectures (full-time) and teachers in the Hunter College Campus Schools shall not be required to have research commitment);
4. Scholarly writing;
5. Departmental, college, and university assignments;
6. Student guidance;

7. Course and curricula development
8. Create works in individual's discipline;
9. Public and professional activities in field of specialty.

Appendix C contains the Annual Evaluation Rating Instrument.

APPENDIX A. SYLLABUS TEMPLATE

HUNTER COLLEGE OF CITY UNIVERSITY OF NEW YORK HUNTER-BELLEVUE SCHOOL OF NURSING Semester, Year

Note: Do not list the “GS” or “US” number on the course syllabus. That is a tracking number for course proposals. It is no longer relevant once the course has been approved.

COURSE: NURS 00000: Title Goes Here

CREDITS/HOURS: x credits; xx hours

MEETS: Day, Time, Room xxx

PREREQUISITES:

CO-REQUISITES:

FACULTY: *Name:*

Title:

Office: (if full-time faculty)

Phone: (if full-time faculty)

Email: (Hunter email address only)

Office Hours: (if full-time faculty; adjuncts list “TBA” or “by appointment”)

CATALOG DESCRIPTION:

EXPANDED DESCRIPTION:

COURSE OBJECTIVES:

By the conclusion of the course, the student will be able to:

METHODS OF INSTRUCTION:

REQUIRED READINGS:

RECOMMENDED READINGS:

METHODS OF EVALUATION:

[List each assignment/expectation with percent of grade]

[Then list a description of each assignment/expectation along with deadline and a breakdown of how assignment will be graded—alternatively, post a rubric on Blackboard. If you do this, note in the syllabus that the rubric is or will be posted.]

ACADEMIC INTEGRITY:

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious

offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures. The full policy can be accessed at the Hunter College Senate website, <http://www.hunter.cuny.edu/senate>.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

In compliance with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act, Hunter is committed to ensuring educational access and accommodations for all its registered students. Hunter College’s students with disabilities and medical conditions are encouraged to register with the Office of AccessABILITY for assistance and accommodation. For information and appointment contact the Office of AccessABILITY located in Room E1214 on the 68th Street campus, or call (212) 772-4857 or VRS (646) 755-3129.

POLICY ON STUDENT USE OF RECORDING DEVICES:

The student use of any video recording devices (including cameras) in any classroom, laboratory or clinical setting is strictly prohibited. (The only exception is when the use of such equipment is expressly authorized by the instructor as part of a class assignment or other assigned class activity). The student use of audio recording devices in any classroom or laboratory is allowed only with the permission of the faculty member, which may be granted or denied at the faculty member’s discretion. Student use of audio recording devices in the clinical setting is allowed with the permission of the instructor only if it is consistent with facility policy.

This policy applies both to stand-alone video and audio recording devices and to use of video or audio recording functions on other devices, including but not limited to smartphones and tablets.

POLICY ON _____:

[Include any other relevant policies—e.g., your policy regarding late papers]

ADDITIONAL POLICIES are identified in the HBSON Student Handbook and in the Hunter *[undergraduate or graduate]* Catalog.

COURSE OUTLINE:

DATE	TOPIC	READINGS	ASSIGNMENTS DUE
<i>DATE 1</i>			
<i>DATE 2</i>			
<i>DATE 3</i>			
<i>DATE 4</i>			
<i>DATE 5</i>			
<i>DATE 6</i>			
<i>DATE 7</i>			
<i>DATE 8</i>			
<i>DATE 9</i>			
<i>DATE 10</i>			
<i>DATE 11</i>			
<i>DATE 12</i>			
<i>DATE 13</i>			
<i>DATE 14</i>			
<i>DATE 15</i>			

APPENDIX B. TEACHING EVALUATION DOCUMENTS

HUNTER COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
HUNTER-BELLEVUE SCHOOL OF NURSING

Notification of Observation

TO: _____, (Observee)

FROM: _____, (Observer)

RE: Peer Observation

DATE:

This is to inform you that I shall observe one of your classes, as follows:

Course number and section	Date	Time
---------------------------	------	------

Please complete this form and return it as soon as possible to the Office of the Director.

I received at least 24 hours notice of this observation. _____

I did not receive 24 hours notice of this observation. _____

Signature of Observee : _____

HUNTER COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
HUNTER-BELLEVUE SCHOOL OF NURSING

Report of Observation of Faculty Teaching

Observee: _____ Date: _____

Observer: _____

Course Number & Name: _____

Topic of Class: _____

Level of Students: _____

Size of Class: _____

Notice of observation given? No Yes Date given: _____

Other Information: _____

Please check the appropriate column according to the following headings:

1. Especially skillful performance.
2. Competent performance.
3. Adequate performance which might be improved.
4. Unsatisfactory performance which must be improved.
5. No basis for evaluation.

EVALUATION OF SPECIFIC ASPECTS OF TEACHING	1	2	3	4	5
1. Knowledge of subject and accuracy of information presented.					
2. Unified purposes clearly expressed to students.					
3. Logical organization and presentation of content.					
4. Skill in exposition and explanation.					
5. Skill in asking questions; ability to recognize and clarify student's misconceptions.					
6. Continuity of lesson with previous classes and with content in other nursing courses.					
7. Inclusion of relevant content from other disciplines.					
EVALUATION OF SPECIFIC ASPECTS OF TEACHING	1	2	3	4	5
8. Appropriateness of teaching methods					
9. Use of relevant teaching materials.					

10. Handling of review and assignments.					
11. Evidence of student's preparation for class.					
12. Ability to stimulate student participation and maintain interest.					
13. General atmosphere and control of class.					
14. Teacher-student relationships.					
15. Personal appearance, manner, poise.					
16. Voice, diction, use of English.					
17. Professional attitudes and example conveyed to students.					

Summary of estimate of teaching ability:

Previous observation? No Yes Semester: _____

Year: _____

Signature of Observer: _____

Signature of Observee: _____

APPENDIX C. ANNUAL FACULTY EVALUATION RATING INSTRUMENT

Academic Year: Spring ____

HUNTER COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
HUNTER-BELLEVUE SCHOOL OF NURSING

ANNUAL FACULTY EVALUATION RATING INSTRUMENT

Faculty:

Rank:

Date:

A. Classroom Instruction and Related Activities

COMMENTS:

- | | | | | | |
|----|-------------------------------|---|----|---|----|
| 1. | Teaching (Student Evaluation) | S | NI | U | NA |
| 2. | Teaching (Peer Observation) | S | NI | U | NA |
| 3. | Student Guidance | S | NI | U | NA |
| 4. | Other (Specify: _____) | S | NI | U | NA |

B. Professional Activities

COMMENTS:

- | | | | | | |
|----|------------------------------------|---|----|---|----|
| 1. | Research* | S | NI | U | NA |
| 2. | Scholarly Writing | S | NI | U | NA |
| 3. | Creative Works | S | NI | U | NA |
| 4. | Public and Professional Activities | S | NI | U | NA |
| 5. | Other (Specify: _____) | S | NI | U | NA |

It is understood that lecturers (full-time) shall not be required to have research commitment.

C. Institutional Service

COMMENTS:

- | | | | | | |
|----|-----------------------------------|---|----|---|----|
| 1. | Elected Office (_____) | S | NI | U | NA |
| 2. | Administrative Assignment (_____) | S | NI | U | NA |
| 3. | Committee Work | S | NI | U | NA |
| 4. | Course and Curriculum Development | S | NI | U | NA |
| 5. | Other (Specify: _____) | S | NI | U | NA |

OVERALL EVALUATION:

- Satisfactory
- Needs Improvement
- Unsatisfactory

COMMENTS:

Dean's Signature:

Date:

I understand that my signature means only that I have read this evaluation and that I may attach any comments I wish.

Faculty Member Signature: _____ Date: _____

Faculty Member's Comments:

Goals for _____: