

V.F. Mercy College

Mercy College Of Health Sciences

Faculty Handbook

1998-1999

MERCY COLLEGE LIBRARY
MERCY COLLEGE OF HEALTH SCIENCES
928 6th Ave
DES MOINES, IA 50309-1239



MERCY COLLEGE OF HEALTH SCIENCES

Mercy College of Health Sciences is a health-system-affiliated, Catholic institution of higher education. Guided by the core values of the Spirit of Mercy—compassion, hospitality, excellence, integrity, and service—the primary purpose of the College is to provide quality education in health care. By providing coherent general and professional education experiences, the College offers programs leading to academic degrees, certification, and continuing and professional development in related health-care disciplines.

FACULTY HANDBOOK

MERCY COLLEGE OF HEALTH SCIENCES

Mercy College is dedicated to improving the health of our community in partnership with others who share the core values of the Spirit of Mercy.

• *Compassion*

We serve others with a tenderness that is selfless and empathetic.

1998-1999

• *Hospitality*

We create an environment where everyone feels welcome, treating others as THEY would like to be treated.

• *Excellence*

We strive to surpass the ordinary and to continually improve the delivery of all services, working toward distinction in all we do.

• *Integrity*

We manage our God-given talent and resources in a responsible and responsible way for the greater good of all.

• *Dignity of the Individual*

We recognize the uniqueness of each individual and promote an environment of trust, respect and cooperation.

MERCY COLLEGE MISSION

Mercy College of Health Sciences is a health-system-affiliated, Catholic institution of higher education. Guided by the core values of the Spirit of Mercy—compassion, hospitality, excellence, stewardship, and dignity of the individual—the primary purpose of the College is to prepare students for service and leadership roles in health care. By providing coherent general and professional educational experiences, the College offers programs leading to academic degrees, certificates, and continuing and professional development in selected health-care disciplines.

Mercy College is dedicated to improving the health of our community in partnership with others who share the core values of the **Spirit of Mercy**.

- *Compassion*
We serve others with a tenderness that is selfless and empathetic.
- *Hospitality*
We create an environment where everyone feels welcome; treating others as THEY would like to be treated.
- *Excellence*
We aspire to surpass the ordinary and to continually improve the delivery of all services, working toward distinction in all we do.
- *Stewardship*
We manage our God-given talents and resources in a trustworthy and responsible way for the greater good of all.
- *Dignity of the individual*
We recognize the uniqueness of each individual by promoting an atmosphere of trust, respect and cooperation.

FORWORD

The Mercy College of Health Sciences Faculty Handbook is intended both as a document that defines the area of Mercy College faculty responsibility and as an information and policy manual.¹

The Faculty Handbook consists of three parts. Part One describes the nature and role of faculty, faculty rights and responsibilities in general, and the conditions of faculty service. It can be amended, altered, or added to only by action of the College CEO and Board of Directors.

Part Two of the Faculty Handbook describes those areas that are primary responsibility of the faculty: procedures of peer review for promotion, faculty governance, the curricula, and academic policies. Part Two of the handbook can be revised by action of the faculty through the College Senate and its committees, with administrative approval.

Part Three describes those academic and non-academic operating policies of Mercy College that are the primary responsibility of the administration.

The Appendix includes forms and procedures relevant to faculty in the teaching and advising of students.

¹ No part of the Mercy College Faculty Handbook shall be constructed as constituting a legally binding contract between the faculty and the Board of Directors or the faculty and the College administration.

TABLE OF CONTENTS

PART ONE: FACULTY SERVICE AND CONDITIONS OF EMPLOYMENT

Nature and Role of Faculty	2
General Responsibilities of Faculty	2
Academic Freedom	2
Code of Ethics	3
Faculty Credentials	4
Peer Review and Promotion	4
Academic Rank	4
Eligibility for Rank	4
Criteria for Promotion to Rank	4
Initial Appointment to Rank	5
Areas of Primary Faculty Responsibility	5

PART TWO: FACULTY GOVERNANCE, PROMOTION, CURRICULA, ACADEMIC POLICIES

Faculty Governance

Bylaws of the College Senate	7
Standing Committees	12

Promotion

Eligibility Requirements	13
Criteria for Promotion	14
Procedure	14

<i>Faculty Development</i>	15
----------------------------------	----

Curricula: Institutional and Academic Goals

Curricula Requirements

Requirements for the Associate of Science	18
Requirements for the Bachelor of Science	18
Philosophy of General Education: The Liberal Arts and Sciences	19
General Education Requirements for the Associate Degree	20
General Education Requirements for the Bachelor of Science Degree	20

PART THREE: ADMINISTRATIVE POLICIES

Administrative Policies Concerning Faculty

Mercy Employee Handbook	21
Contracts	21
Benefits	21

Expectation of Renewal	21
Non-Renewal of Contract	21
Non-Renewal of Contract for Cause	21
Issuance of Contracts	21
Faculty Workload.....	22
Advising as Part of Faculty Workload.....	22
Committee Assignments	22
Faculty Attendance	22
Office Hours.....	22
Syllabi	22
Academic Honesty	22

Administrative Policies in Compliance with Federal Law and Mercy Hospital Medical Center Policy

Non-Discrimination	23
Harassment.....	23
Faculty and Confidentiality of Student Information.....	24
Faculty Access to Student Records.....	24
Confidentiality of Patient Information.....	25
Photocopying and the Privilege to Use Copyrighted Material	25

**PART ONE: FACULTY SERVICE
AND CONDITIONS OF EMPLOYMENT**

Nature and Role of Faculty: The Mercy College faculty is a community of persons who are both teachers and learners. As a community, the faculty shares ideas, knowledge, and information with each other and participates in professional and continuing educational activities and programs with other college faculties and with professional organizations. As teachers and learners, the faculty is committed to the pursuit of excellence in teaching and to its own intellectual and professional growth.

General Responsibilities of Faculty: The faculty's primary responsibilities are (1) teaching and advising; (2) scholarship, research, and other forms of professional development; (3) service to the College and community; and (4) supervision of the curriculum and academic policies.

Academic Freedom: Mercy College affirms the principle of academic freedom, the freedom of the teacher to undertake and publish research and to speak freely in the classroom without undue pressure or restriction. The ability to freely pursue knowledge and to freely communicate one's ideas is a necessary condition of the discovery, advancement, and dissemination of knowledge, both that which is codified as science and that which is regarded as opinion or theory. Further, Mercy College recognizes the vital role that academic freedom plays in establishing the conditions for the intellectual, professional, and personal growth of the students. As teachers the Mercy faculty is charged with the responsibility to create a classroom atmosphere in which students are able and encouraged to inquire and to speak freely on matters which are appropriate and pertinent to the subject.

The principle of academic freedom functions at Mercy College within the context of Mercy's mission and identity as a Catholic institution of higher education.

Mercy College subscribes to the AAUP 1940 statement on academic freedom:

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Code of Ethics: As they are committed to carrying out the College Mission, the Mercy faculty is committed to the stated values of compassion, hospitality, excellence, stewardship, and dignity of the individual. In addition, the faculty of Mercy is governed by the values and principles specific to the profession of teaching. Thus Mercy College subscribes to the AAUP 1987 Statement on Professional Ethics:

- 1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgement in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.*
- 2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students and individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any explanation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.*
- 3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.*
- 4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain the right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program and the institution and give due notice of their intentions.*

5. *As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.*

Faculty Credentials: All new faculty members are required to have the degree, certification, or licensure appropriate to the discipline in which they teach and at a level (baccalaureate, master's, doctorate) that is in conformity with practices at institutions of higher education that grant associate and baccalaureate degrees.

Specifically, faculty members who teach general education courses must have a minimum of a master's degree from an accredited institution in the discipline in which they teach.

Faculty members who teach professional courses in an associate program must be registered or certified in the profession for which they provide instruction and hold a baccalaureate degree from an accredited institution.

Faculty members who teach professional courses in a baccalaureate program must be registered or certified in the profession for which they provide instruction and hold a master's degree from an accredited institution.

Peer Review and Promotion: In its belief that the Mercy faculty adheres to standards, principles, and values internal to its professional practice, the College affirms the principle of peer review, that the faculty has the primary responsibility for reviewing, evaluating, and recommending its own members for promotion. The faculty submits its recommendations to the Academic Dean who confirms or does not confirm faculty recommendations. It is with the College CEO and Board of Directors that the final decision concerning conferral of rank rests.

Academic Rank: Mercy College confers the following academic ranks: Professor, Associate Professor, Assistant Professor, Instructor, Associate Instructor.

Eligibility for Rank: The Academic Dean, Program Directors, and all teaching faculty are eligible for academic rank.

Criteria for Promotion to Rank: Because Mercy College regards academic rank as a status earned by high achievement, it is never conferred automatically, but is granted after a positive evaluation of eligible faculty on the basis of three criteria: (1) teaching and advising performance, (2) scholarship and professional growth, and (3) service to the College and community.

Initial Appointments to Rank: Initial appointments to rank are authorized by the Academic Dean and conferred by the CEO and the Board of Directors.

Areas of Primary Faculty Responsibility: Mercy College recognizes and grants to the faculty the primary responsibility for curriculum design and course content, for degree and admissions requirements, for standards of student academic performance, for methods of instruction, and for those areas of student life that relate directly to the educational process. The primary vehicle for faculty governance is the College Senate and its standing committees, which recommend policy or program changes to the College CEO and to the appropriate administrator. Major changes in the College curricula, changes that have implication for the College Mission, such as addition or elimination of degree programs, are the responsibility of the College CEO and the Board of Directors.

PART TWO: FACUTLY GOVERNANCE, PROMOTION, CURRICULA, ACADEMIC, POLICIES

Bylaws of the College Senate

The Mercy College Faculty governs through the College Senate, which acts as advisor to the College administrative personnel, forwarding its recommendations to the College CEO, Academic Dean, and members of the College Administrative Cabinet.

Bylaws of the College Senate: The Bylaws can be amended only by action of the College Senate.

Article I – Name

The name of this organization shall be the College Senate of the Mercy College of Health Sciences.

Article II – Purpose

The purpose of the College Senate shall be to:

1. *Provide a forum for the discussion of ideas and policy matters that impact the College and its constituencies.*
2. *Participate in evaluating institutional effectiveness.*
3. *Coordinate studies, projects, and programs to improve institutional effectiveness.*
4. *Recommend to programs and departments actions that will insure standards of quality.*
5. *Forward recommendations to the College CEO.*

Article III – Membership

1. *College Senate. The membership of the College Senate shall consist of all College faculty, professional and support staff, and administrators. All members of the Senate are eligible to vote.*
2. *Standing Committees. The membership of College Senate standing committees shall be determined as follows:*
 - *The Chair or Division Head of each respective program or division of the College shall select representation for standing committees each spring.*
 - *The College CEO shall select administrative and support staff representation for standing committees each spring.*
 - *The Student Senate shall elect student representation for standing committees each spring.*

Article IV – Organization

1. Meetings

- *Regular Meetings. The College Senate shall meet in October, December, February, and April.*
- *Special Meetings. The College Senate Chairperson shall call other Senate meetings as needed.*
- *Presiding Officer. The College Senate Chairperson shall preside at all regular and special meetings of the College Senate.*
- *Agenda. The Chairperson and the College CEO shall establish the agenda of each meeting of the College Senate.*
- *Minutes. The minutes of the College Senate meetings shall be recorded by the College Senate Secretary, placed into the permanent record book, and distributed to all Senate members.*

2. Officers and Their Responsibilities

- *Chairperson. The Chairperson of the College Senate shall establish the agenda of all Senate meetings (in concert with the College CEO), preside at all meeting of the Senate, approve the minutes of College Senate meetings, and appoint the members of the nominating committee.*
- *Chairperson-elect. The Chairperson-elect shall preside at meetings of the College Senate in the absence of the Chairperson, chair the nominating committee, and monitor the College Senate Bylaws to assure that they are current.*
- *Secretary. The Secretary shall record the minutes of College Senate meetings and see that they are approved by the Chairperson, placed into the permanent record book, and distributed to all Senate members.*

3. Election of Officers

- *Chairperson. A Chairperson of the College Senate shall be elected by the membership as Chairperson-elect the year before assuming the office of Chairperson. The Chairperson shall hold office for one year.*
- *Chairperson-elect. A Chairperson-elect shall be elected by the membership at the last regularly scheduled meeting of the academic year. The Chairperson-elect shall hold office for one year and become the Chairperson for the new academic year after the next Chairperson-elect is elected.*
- *Nominating Committee. A Nominating Committee of five persons shall be appointed by the College Senate Chairperson at least one month prior to the last regularly scheduled meeting of the academic year.*

- *Chaired by the current Chairperson-elect, the nominating committee shall prepare a ballot of three names for the office of Chairperson-elect selected from the College Senate members and excluding College and Program Administrators, technical and secretarial support staff, and adjunct faculty members. Should the current Chairperson-elect be unable to assume the office of Chairperson the following year, the nominating committee shall prepare a ballot for the election of a Chairperson and a Chairperson-elect.*
- *Election. Election to office shall be by a majority ballot vote at the last regularly scheduled meeting of the academic year.*
- *Secretary. The Secretary of the College Senate shall be appointed by the College CEO from personnel on the professional or support staff.*

Article V-Standing Committees

1. General Provisions

- *Chairpersons. The Chairperson of each committee shall be elected by the members of the committee at the first meeting of the committee for the academic year. To be eligible to be elected as Chairperson of a standing committee, the person must have served on the committee for at least one year.*
- *Secretaries. The Secretary of each committee shall be appointed by the College CEO from personnel on the College professional or support staff.*
- *Committee Minutes. The original minutes of each committee meeting shall be filed by the committee's Secretary in the permanent record book. The Secretary shall also provide copies to each member of the committee and the Chairperson of the College Senate.*
- *Frequency of Meeting. Each committee is expected to achieve its objectives and shall determine the frequency of meeting that will enable it to do so.*
- *Reporting. Each committee shall report its activities and recommendations at regularly scheduled meetings of the College Senate.*
- *Proposals of the college committees will be reviewed by College Cabinet prior to presentation to the College Senate.*
- *The College CEO and Academic Dean are ex officio members of all standing committees.*

2. Curriculum Committee

- *Membership. The membership of the Curriculum Committee shall consist of one representative from each of the following units: The Division of General Education, The Division of Emergency Medical Services, the Division of Nursing BSN degree program, the Division of*

Nursing's ASN degree program, the Division of Imaging Sciences, the College Library, and the Student Senate.

- *Purpose. It is the purpose of the Curriculum Committee to review, update, and maintain the consistency of College curricula; to develop and recommend policies pertaining to College curricular issues; and to ensure that learning resources adequately support the College curricula.*

3. Professional Advancement Committee

- *Membership. The membership of the Professional Advancement Committee shall consist of eight persons, one representative from each of the following units: The Division of General Education, The Division of Emergency Medical Services, the Division of Nursing's BSN degree program, the Division of Nursing's ASN degree program, the Division of Imaging Sciences, the administrative staff, the professional staff, and the support staff.*
- *Purpose. It is the purpose of the Professional Advancement Committee to develop, implement, and evaluate programs for the enhancement of the personal, instructional, and organizational needs of the faculty, professional, and support personnel of the College, and to review and make recommendations on personnel policies.*

4. Student Services Committee

- *Membership. The membership of the Student Services Committee shall consist of the Director of Student Services, and one representative from each of the following units: The Division of General Education, the Division of Emergency Medical Services, the Division of Nursing's BSN degree program, the Division of Nursing's ASN degree and program, the Division of Imaging Sciences, the Administrative Staff, the Student Senate, and the Student Services Staff.*
- *Purpose. It is the purpose of the Student Services Committee to review and make recommendations regarding the College's admissions and student services policies and procedures, act on borderline admissions and readmissions decisions, render decisions on the expulsion of students from the College, and to serve as a body to which students can appeal decisions made in non-academic matters.*
- *Subcommittee. Borderline admissions and re-admissions decisions shall be acted upon by a subcommittee composed of all Student Services Committee members except for the Student Senate representative.*

5. Institutional Effectiveness Committee

- *Membership.* The membership of the Institutional Effectiveness Committee shall consist of eight persons, namely, one representative from each of the following units: The Division of General Education, the Division of Emergency Medical Services, the Division of Nursing's BSN degree program, the Division of Nursing's ASN degree program, the Division of Imaging Sciences, the Student Senate, and the student services staff.
- *Purpose.* It is the purpose of the Institutional Effectiveness Committee to assess the effectiveness of the College in fulfilling its mission, goals, and objectives, to review program and departmental progress in meeting effectiveness indicators, and to recommend strategies for institutional improvement.

6. Technology Committee

- *Membership.* The membership of the Technology Committee shall consist of the Director of Library and Media Services, the Network Administrator, the Academic Dean, the Director of Continuing Education, the Director of Student Services, and two faculty members appointed by the College CEO.
- *Purpose.* The purpose of the Technology Committee is to assist in the planning, acquisition, and disbursement of academic and administrative computer and communication technology resources, to review policies governing the use of information technology at Mercy College, to make recommendations concerning strategic planning for computer and communication technology, and to coordinate web site and distance learning projects.

7. Assessment Committee

- *Membership.* The membership of the Assessment Committee shall consist of the Academic Dean, the Assessment Coordinator, and one representative from each of the following units: the Division of General Education, the Division of Emergency Medical Services, the Division of Nursing's BSN degree program, the Division of Nursing's ASN degree program, the Division of Imaging Sciences, the Administrative staff, and the Student Services staff.
- *Purpose.* It is the purpose of the Assessment Committee to develop, implement and evaluate the college-wide assessment of student learning plan; monitor and coordinate the communication competency requirement; monitor and coordinate the college student portfolio program, and review program and departmental progress in meeting the assessment goals of the institution.

Article VI-Student Representation

The Student Senate may provide input to the College Senate by presenting agenda items and proposals for consideration. A representative from the Student Senate may be asked to speak to the College Senate with regard to an agenda item.

Article VII-Ad Hoc Committees

Ad hoc committees may be appointed by the College Senate Chairperson as needed. An ad hoc committee shall function until it has achieved its specifically identified purpose.

Article VIII-Parliamentary Procedures

All meetings of the College Senate shall be conducted according to the provisions contained in Robert's Rules of Order (revised).

Article IX-Quorum

A quorum of the College Senate membership must be present for a vote to be taken. A quorum shall be defined as one more than half of the College Senate membership, with representation from each of the following units: The Division of General Education, the Division of Emergency Medical Services, the Division of Nursing's BSN degree program, the Division of Nursing's ASN degree and program, the Division of Imaging Sciences, the Student Senate, and the student services staff.

Article X-Amendments

The Bylaws of the College Senate may be amended at any meeting of the Senate by a two-thirds vote of the members present (see Article IX). The proposed amendment(s) shall have been announced in writing to all members at least two weeks prior to the meeting at which the vote is to be taken. Amended Bylaws shall be distributed by the Secretary to all Senate members.

Standing Committees: Recommendations of the College Senate standing committees, when their recommendations have been approved by the Senate, are then forwarded to the College CEO and the appropriate college administrators, in the following manner:

1. Curriculum Committee recommendations to Academic Dean.
2. Professional Advancement Committee recommendations to Academic Dean.
3. Student Services Committee recommendations to Director of Student Services.
4. Institutional Effectiveness Committee recommendations to College Cabinet.

Promotion

Eligibility Requirements: All appointments to rank at Mercy College of Health Sciences are made in accord with basic eligibility requirements:

Professionals are required to:

1. have an earned doctorate or terminal degree in the teaching discipline to which they are assigned
2. have demonstrated superior teaching
3. have made sustained contributions through scholarship, professional activities, and service to the community
4. have served as Associate Professor for at least five years

Associate Professors are required to:

1. hold a master's degree in relevant discipline and either twelve post-graduate hours or advanced certification
2. have demonstrated superior teaching
3. have made outstanding contributions to the profession through scholarship, professional activities, and community service
4. have served as Assistant Professor for seven years

Assistant Professors are required to:

1. hold a master's degree in the relevant discipline
2. have demonstrated effective teaching
3. have made contributions through scholarship, professional activities, and community service
4. have at least one year teaching experience or the equivalent

Instructors are required to:

1. hold a baccalaureate degree
2. have attained the minimal work requirements specified by licensing and accrediting agencies for the relevant discipline

3. demonstrate effective teaching
4. show evidence of professional growth

Associate Instructors are required to:

1. demonstrate progress toward completion of baccalaureate degree
2. have attained the minimal requirements specified by licensing and accrediting agencies for the relevant discipline

Criteria for Promotion: Evaluation and recommendation of a faculty member for promotion will be made in consideration of these criteria:

1. evidence of effective or superior teaching performance
2. evidence of scholarship and professional growth
3. evidence of service to college and community

Procedure: Review for promotion is initiated by the faculty member by submitting a request in writing to the Academic Dean ninety days prior to the semester in which promotion takes effect.

The Academic Dean will notify the Promotion Committee to begin the review process. The Committee will consist of three faculty members of the Professional Advancement Committee and selected by the Professional Advancement Committee. The Academic Dean will chair the Committee, but will not be a voting member.

The faculty member under review will submit to the Academic Dean:

1. a letter of recommendation from the Program Chair
2. a self-evaluation (self-peer evaluation form)
3. evaluations of three peer faculty members, one of which must be from outside the division in which the faculty member teaches (self-peer evaluation form)

The Academic Dean will provide the Promotion Committee with the above recommendations and evaluations and in addition will provide current student evaluations of the faculty member's teaching and information regarding progress toward degree.

The Promotion Committee will review all the evaluation materials and, consulting with the Program Chairs when appropriate, make a recommendation for or against promotion.

The Committee will submit its recommendations to the Academic Dean, who will make an additional recommendation and then submit all recommendations regarding promotion in rank to the College CEO and Board of Directors who have the ultimate authority to confer academic rank.

Faculty Development

The purpose of Faculty Development at Mercy College is to provide opportunities and resources for faculty members to improve their teaching and advising, to keep current in their various disciplines, to seek increased understanding of the profession of college teaching, and to pursue excellence.

Faculty Development at Mercy College consists of mandatory new faculty orientation for full-time, part-time, and adjunct faculty, day-long faculty in-services, educational leave with reimbursement for conferences and workshops, faculty-sponsored development sessions, tuition reimbursement for work in progress on advanced degrees, instruction and workshops in new technologies, departmental retreats, and on-campus continuing education lectures and conferences on special topics.

Annual Faculty Updates. At the end of each academic year, all-full and part-time faculty complete and submit a faculty update form and, for those working on advanced degrees, a progress toward degree form. The faculty update form identifies those development and continuing education activities for the academic year just completed.

Faculty In-service Days. The College schedules two in-service days per academic year in which no classes are held and faculty are expected to participate in developmental activities which address such topics as improvement in teaching, assessment of student learning, advising, changes and developments in higher education, or the mission and values of the College. Faculty in-service days utilize guest speakers, small group discussions, and a variety of other methods to assist faculty members to reflect upon and improve their functioning as teachers, advisors, as members of the College community, and as members of the college teaching profession.

Off Campus Workshops and Conferences: Each Academic Division is budgeted \$250.00 per faculty member each fiscal year to support faculty development. Applications for this stipend and for educational leaves must be submitted to the Office of the Academic Dean and bear the signature of the applicant and appropriate division chair. The College CEO must approve all educational leave.

Tuition Reimbursement. Employees of Mercy College are entitled to reimbursement for the expense of course work according to the following Mercy Hospital Medical Center policy:

The maximum financial assistance per eligible employee per fiscal year (July 1-June 30) is based on employment status:

\$1,500 – eligible full-time employees

\$ 750 – eligible part-time employees

See Mercy Hospital Handbook for employee eligibility, course eligibility, and other requirements and procedures.

Curricula: Institutional and Academic Goals

Whereas the Mercy College of Health Sciences Mission statement is the primary responsibility of the Board of Directors, specific goals and objectives are the primary responsibility of the College Senate and the College Administration. Changes in goals may be initiated by the College Senate, which is charged with ongoing review and assessment of curricula and academic policy.

To fulfill its mission, Mercy College of Health Sciences is committed to achieving the following goals and objectives:

1. Develop an intellectually stimulating and caring environment that will facilitate student academic achievement and clinical competence by:
 - Engaging professional role models for general education and selected health-care disciplines.
 - Offering student services that facilitate success in college
 - Providing learning resources to enhance the student's academic and professional development.
 - Fostering caring relationships within the college community.
2. Provide general education that facilitates personal development and community involvement by enhancing the student's ability to:
 - Think analytically and creatively.
 - Communicate effectively in writing and speech.
 - Acquire knowledge from the arts and sciences.
 - Articulate personal values in relation to ethical standards
 - Participate responsibly in the community.
3. Prepare students for entry-level positions in their chosen profession by providing opportunities for students to:
 - Demonstrate competencies in knowledge, skills, and attitudes for their chosen profession.
 - Develop caring, ethical, and professional behaviors.
 - Participate in diverse educational experiences in the health-care system.

- Interact with professional role models in selected health-care settings.
 - Display leadership ability through participation in health-care related and service-oriented activities.
4. Provide continuing and community health-related education by:
 - Offering educational opportunities that enable health care professionals to remain current in and across disciplines.
 - Sponsoring health-related programming for the community.

Curricula: Requirements

Requirements for the Associate of Science: Mercy College confers the Associate of Science degree upon students who have:

1. Completed a minimum of 64 credit hours.
2. Completed the College's general education requirements for the associate degree.
3. Completed the bachelor's degree professional education and general education requirements of the School in which they are enrolled.
4. Completed the College's residency requirement of 30 credit hours at the baccalaureate level.
5. Attained a cumulative grade point average (GPA) of at least 2.0 on a 4.0 scale.
6. Met the community service project requirement, if not completed at the associate level. (See guidelines of the School in which enrolled.)
7. Completed the communication competency requirement.
8. Have met all other requirements of the College, including financial obligations.

Requirements for a Bachelor of Science: Mercy College confers the Bachelor of Science degree upon students who have:

1. Completed a minimum of 125 credit hours.
2. Completed the College's general education requirements for the bachelor's degree.

3. Completed the bachelor's degree professional education and general education requirements of the School in which they are enrolled.
4. Completed the College's residency requirement of 30 credit hours at the baccalaureate level.
5. Attained a cumulative grade point average (GPA) of at least 2.0 on a 4.0 scale.
6. Met the community service project requirement, if not completed at the associate level. (See guidelines of the School in which enrolled.)
7. Completed the communication competency requirement.
8. Have met all other requirements of the College, including financial obligations.

Philosophy of General Education: The Liberal Arts and Sciences.

The faculty of the Mercy College of Health Sciences is committed to the development of each student as a person. The College holds that the primary means by which to facilitate this development is a coherent program of general education in the liberal arts. The faculty also believes that personal development is fostered through the interaction among students, faculty, and staff, as well as through a wide variety of extracurricular activities.

The purpose of liberal arts at Mercy College is to enhance a student's knowledge, skills, and attitudes, thereby contributing to each student's development as a person and each student's ability to participate meaningfully in society. The College liberal arts and sciences program is designed to facilitate this within each candidate for the associate and baccalaureate degrees.

To this end, the liberal arts curriculum is designed to facilitate the development of critical thinking skills. The College considers it essential that students be challenged to validate assumptions, confirm data, test logic, clarify meaning, detect bias, consider alternatives, and draw conclusions.

The program enhances student abilities to communicate effectively. After introducing students to college-level grammar, composition, and speech, the College seeks to develop these skills throughout the liberal arts and professional curricula.

The liberal arts curriculum further assists students in acquiring a broad knowledge and appreciation of the humanities and sciences. Mercy College desires that its students investigate both that which humanity has produced, as well as that which is found in nature.

The program is designed to challenge students to consider significant issues, explore personal values, and relate these to ethical standards. Mercy College believes that students should examine ethical issues within a philosophical and theological context.

Finally, the program seeks to develop within the student a caring attitude and an ability to contribute to responsibly within the community. The College believes that knowledge has value in and of itself, but we as human beings also have a responsibility to use the knowledge and skills that we possess for the benefit of others.

Mercy College believes that as students participate fully in the liberal arts component of their degree programs, they will emerge from the College as better and more responsible persons.

General Education Requirements for the Associate Degree: Mercy College requires that each candidate for the Associate of Science degree have completed a minimum of 27 credit hours of general education course work, including a minimum of 6 credit hours in the Humanities and a minimum of 18 credit hours in the Sciences.

Each associate's degree candidate shall earn 3 credit hours in PHI 104 *Caring*, 3 credit hours in ENG 216 *Communication*, a minimum of 9 credit hours in the Natural Sciences, a minimum of 9 credit hours in the Social Sciences.

General Education Requirements for the Bachelor of Science Degree: Mercy College of Health Sciences requires that each candidate for the Bachelor of Science degree have completed a minimum of 61 hours of general education course work, including those taken at the associate degree level, and have met each of the following objectives.

1. **Think analytically and creatively.**
Earn 3 credit hours of PHI 301 *Critical Thinking* or STA 402 *Statistics* and 3 credit hours of ART 310 *Exploring Art* or MUS 311 *Exploring Music*.
2. **Communicate effectively in writing and speech.**
Earn 3 credit hours of ENG 216 *Communication*. Each general education course will require students to demonstrate verbal and written competencies.
3. **Acquire a breadth of knowledge from the arts and sciences.**
Earn a minimum of 21 credit hours in the Humanities, 15 credit hours in the Natural Sciences, and 15 credit hours in the Social Sciences.
4. **Articulate personal values in relation to ethical standards.**
Earn 3 credit hours of PHI 104 *Caring* or PHI 314 *Ethics* and 3 credits of THE 334 *Religions of the World* or PHI 324 *Philosophy*.
5. **Participate responsibility in the community.**
Earn 3 credit hours in the Social Sciences and complete a *community service project* prior to completion of the degree program.

PART THREE: ADMINISTRATIVE POLICIES

Administrative Policy Concerning Faculty

The Mercy College Administration, consisting of the College CEO, the Academic Dean, Director of Student Services, Director of Institutional Advancement, and Director of Community and Continuing Education, have the ultimate responsibility for the week-to-week and year-to-year operations of the College.

All programming, policies, procedures, and decisions which are made in the process of the operations of the College, are made in consultation with or upon the recommendations of the College Senate.

The College CEO is responsible to and reports to the Mercy College Board of Directors.

Mercy Employee Handbook: All faculty are expected to abide by the procedures and policies of the Mercy Employee Handbook. Current Standard Practice Bulletins detailing these policies are available in the Administrative Offices.

Contracts: In seeking to provide stability for its programs, security for its faculty, and flexibility in hiring, Mercy College provides for three kinds of contracts:

Full time	(9, 10, or 12 month)	full benefits
Part time more	(9, 10, or 12 month)	pro rata benefits
Part time less	(9, 10, or 12 month)	pro rata benefits
Adjunct	(course by course)	no benefits

Benefits: All Mercy College full-time faculty are eligible for the same benefits offered to full-time employees of Mercy Hospital Medical Center. Part-time more faculty are eligible for the same benefits offered to part-time-more employees at MHMC.

Expectation of Renewal: Faculty contracted either full time or part time may expect to be renewed for the subsequent academic year.

Non-Renewal of Contract: Mercy College retains the right to not renew faculty when warranted by changes in enrollment, discontinuance of programs, or elimination of positions.

Non-Renewal of Contract for Cause: Mercy College retains the right not to renew faculty when warranted by unprofessional conduct, incompetence, or violation of Mercy College mission and purposes.

Issuance of Contracts: Depending upon projected enrollment, contracts for full-time and part-time more faculty are made available by April 31 prior to the academic year the

contracts take effect. Contracts not signed and returned to the office of the Academic Dean by the following May 15 are presumed to be null.

Adjunct faculty contracts may be issued at any time prior to one month before the beginning of the contracted course.

Faculty Workload: Workload is the total of teaching, advising, scholarly activities, professional activities, and committee work of faculty member is assigned and engages in for an academic year. A faculty member's workload assignment is determined each year by the appropriate Program Chair and the Academic Dean.

Program Chairs are responsible for making workload assignments in accordance with the needs of the program and the qualifications of the faculty member, in a fair and equitable manner, and in collaboration with the Academic Dean.

All full-time faculty members teach between 12 and 15 credit hours per semester. Clinical assignments vary according to different program and course requirements. Part-time faculty members normally teach between six and eleven credit hours per semester, sit on one committee, and hold office hours.

Advising as Part of Faculty Workload: Full-time faculty members will normally be assigned up to 12 student advisees.

Committee Assignments: As part of their workload, all full-time and part-time faculty will normally be assigned to one term on a standing committee of the College Senate or to an ad hoc committee. The term of service for a standing committee is two years.

Faculty Attendance: All Faculty are expected to be present at College Senate meetings, at meetings of committees to which they are assigned, at graduation, and at official College functions announced by the College CEO.

Office Hours: All faculty members are responsible for posting a minimum of four scheduled office hours per week at times in which students are free to see them and to also be available by appointment for advising and assisting students.

Syllabi: Faculty members are responsible for submitting a syllabus for each course taught to the office of the Academic Dean. These are due by the end of the second week of class each semester. A form listing standard information to be included on a syllabus is provided by the Academic Dean.

Academic Honesty: Academic honesty is the ethical correlate of academic freedom. The ideal and standard of academic honesty governs both faculty and students. As the faculty conducts its own teaching and scholarship with the utmost honesty and fairness, it expects the same high standard from students.

Honesty is essential to the students' intellectual and moral development, to the culture and morale of college life generally, and to the effective functioning of an academic community.

Academic dishonesty consists of any deliberate misrepresentation of an academic record, of academic status, of one's performance in papers, assignments, or examinations (cheating), or of one's efforts toward the fulfillment of course or degree requirements.

Academic dishonesty is a serious violation of the mission, nature, and purposes of Mercy College and will not be tolerated.

Disciplinary action for academic dishonesty depends upon the nature, extent, and frequency of the infraction, but many include failure for the course or dismissal from College.

If cheating is suspected, the faculty member should first meet with the student and impose, when justified, an appropriate sanction. If needed, the faculty member will consult with the Program Director.

If the sanction is to be failure for the course, the faculty member must notify in writing and meet with the Academic Dean before imposing the sanction.

Administrative Policies in Compliance with Federal Law and Mercy Hospital Medical Center Policy

Non-Discrimination: It is the Mercy College policy to conduct academic and business activities in a manner that is free from discrimination and to provide equal opportunity and treatment for faculty and all employees regardless of race, color, creed, religion, sex, age, national origin, or disability.

Mercy College will ensure that employment decisions and personnel actions including, but not limited to, compensation, benefits, transfer, promotion, discipline, termination, training, and education and those actions relating to the terms, conditions and privileges of employment will be administered without regard to race, color, creed, sex, age, national origin or disability.

Harassment: Mercy College abides by the harassment policy stated in the Mercy Employee Handbook, which states in part: "Mercy is strongly opposed to harassment of any kind...It is the intent of Mercy that no employee work in an environment that is in any way considered to be intimidating, hostile, or offensive because of harassment. Mercy has a complaint procedure available to employees who have experienced sex, age, race, color, creed, religion, disability, veteran's status or national origin harassing conduct. Mercy will not tolerate any harassment of employees. All employees will be subject to severe discipline, including possible immediate discharge for any harassing behavior.

Faculty and Confidentiality of Student Information:

1. Faculty members are expected to maintain confidentiality of student information.
2. Faculty members must not disclose or discuss information about a student concerning grades, performance, or personal history with anyone but the student himself/herself.
3. Faculty members may not discuss information about a student with the student's spouse, parents, children, attorney, outside counselor, employer, or any other person.
4. Faculty members may discuss relevant information about a student with other faculty, with Program Directors, Academic or Student Dean, and the student's advisor when there is a legitimate education reason to do so.

Faculty Access to Student Records: Mercy College abides by the Family Educational and Privacy Rights Act of 1974, as amended. This Act provides for student access to educational records, limited access for others, and the student's right to request correction of inaccurate or misleading information. The following is Mercy's policy regarding privacy:

1. The student has the right to inspect and review any and all official records, files, and data, exclusive of confidential recommendations for which the student has waived the right of access.
2. All persons, agencies, or organizations desiring access to the records of a student are required to sign a written form kept permanently with the file of the student. The form contains the name of the party desiring access, the reason and the date.
3. Mercy College will not release personally identifiable student data to persons, agencies, or organizations unless the student involved gives written consent to release requested information, the reason for the release, and to whom to send the records.
4. Personally identifiable student data is transferred to an authorized third party with the warning that this party should not permit any other party to have access to student information without the written consent of the student.
5. The College considers information contained in the Student Directory, on the President's and Dean's List, a student's awards and honors, dates of attendance, and degrees received as public information to be released without the explicit consent of the student unless otherwise requested by the student in writing. With regard to directory information, all student will be given a

prevention of disclosure form which, if signed and returned, will direct the College to withhold designated information.

6. The Mercy College faculty, Registrar, and administrative Personnel may examine a student's file when there exists a legitimate and valid educational reason for access.
7. All permanent student files are maintained in the Registrar's office. Faculty and administrative staff having a legitimate need to review a student file must do so with the permission of the Registrar and at the Registrar's office.
8. Students who wish to inspect their files may make an appointment with the Academic Dean or the Program Director of the degree program in which they are enrolled.
9. An appointment will be held within four weeks (20 working days) of the request. The student's record may be viewed in the office of the Academic Dean or the office of the respective Program Director and in the presence of the Academic Dean, Program Director, or other person designated by either of these College administrators
10. If a student believes any record is inaccurate or misleading a meeting may be scheduled with the Student Record Review Board, consisting of the Registrar, Academic Dean, and College CEO.
11. In compliance the Family Educational Rights and Privacy Act, Mercy College will release information about students to lawfully designated local, state, and federal officials, accrediting agencies in their official function, and when ordered to do so by lawful judicial order or subpoena. Mercy College will notify the student upon receipt of judicial order or subpoena.

Confidentiality of Patient Information: Mercy College complies with the stated policies of Mercy Hospital Medical Center in expecting its faculty, students and employees to protect the privacy and confidentiality of patients. All confidential information should be used only in the performance of one's duties or in performance of assigned educational activities and in the attainment of legitimate educational goals. All employees will sign a confidentiality statement upon hire.

Photocopying and the Privilege to Use Copyrighted Material: Mercy College complies with Sec. 107 of H.R. 2223, Copyright Revision Bill of 1976, which provides for classroom use of copyrighted material, where governed by consideration of the following factors:

1. *the purpose and character of the use, including whether such use is a commercial nature or is for non profit educational purposes;*

2. *the nature of the copyrighted work;*
3. *the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and*
4. *the effect of the use upon the potential market for or value of the copyrighted work*

The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors.

The "fair use" doctrine allows for the use of copyrighted material, including multiple copies, in the classroom. The four "factors" which define the conditions of fair use, give only general guidance in the determination of what kinds of material and how much of a particular author's copyrighted work can be photocopied.

Aside from these four factors there are no further legally sanctioned guidelines available, although the following "classroom guidelines" have been endorsed by some lower court decisions. Many colleges have endorsed these same guidelines, and though they have been challenged as too limiting, it seems advisable for faculty to employ them when photocopying materials for the classroom.

Guidelines

1. *Single copying for Teachers: A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:*
 - *A chapter from a book;*
 - *An article from a periodical or newspaper;*
 - *A short story, short essay or short poem, whether or not from a collective work;*
 - *A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.*
2. *Multiple Copies for Classroom Use: Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:*
 - *The copying meets the tests of brevity and spontaneity as defined below:*
 - *Meets the cumulative effect test as defined below; and,*
 - *Each copy includes a notice of copyright.*

Definitions

Brevity:

- *Poetry (a) a complete poem if less than 250 words and if printed on not more than two pages, or (b) from a longer poem, an excerpt of not more than 250 words.*

- Prose (a) either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10 percent of the work, whichever is less, but in any event a minimum of 500 words.

{Each of the numerical limits stated in (1) and (2) above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph}

- Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
- "Special" works: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph (ii) above notwithstanding, such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10 percent of the words found in the text thereof may be reproduced.

Spontaneity:

- The copying is at the instance and inspiration of the individual teacher, and
- The inspiration and decision to use the work and the amount of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect:

- The copying of the material is for only one course in the school in which the copies are made
- Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
- There shall not be more than nine instances of such multiple copying for one course during one class term.

[The limitations stated in (ii) and (iii) above shall not apply to current news periodicals and newspapers and current news sections of other periodicals]

3. Prohibitions as to I and II Above: Notwithstanding any of the above, the following shall be prohibited:
 - Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.

- There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
- Copying shall not: a) substitute for the purchase of books, publisher's reprints or periodicals; b) be directed by higher authority; c) be repeated with respect to the same item by the same teacher from term to term.
- No charge shall be made to the student beyond the actual cost of the photocopying.

TABLE OF CONTENTS

Complete Grade Point	1
Course Syllabus	2
Student Faculty Report	3
Program Transfer Degree	4
Course Scheduling Request	5
Curriculum and Academic Policy Proposal	6
Critical Thinking Rubric	7
Writing Competency Rubric	8
Independent Study Authorization Form	9
Student's Study a Course Not on the Schedule	10
Student Evaluation of Teaching Effectiveness- Classroom/ Laboratory	11
Student Evaluation of Teaching Effectiveness- Clinical/Field Activities	12
Student Evaluation of Teaching Effectiveness- Classroom/Field Activities	13
Transfer Credit Examination for Mercy College of Health Sciences	14
Graduation Eligibility Petition	15
Curriculum Plan - A.S.D.M.S. Advanced Student Academic Profile	16
Curriculum Plan - A.S.D.M.S. Clinical Student Academic Profile	17
Curriculum Plan - A.S.D.M.S. Full-Scale Student Academic Profile	18
Curriculum Plan - A.S.D.M.S. - Strong Start Student Academic Profile	19
Curriculum Plan - B.S.N. Student Academic Profile	20
Technology Technology Student Academic Profile	21
Curriculum Plan - Surgical Technology Student Academic Profile	22
Community Service Project	23
Agency Evaluation of the Student	24
Student Evaluation of the Agency	25
Emergency Services Project Final Approval Form	26
Self-Plan Evaluation	27
Request for Student Testing in the Library	28
Academic Grievance	29
Non-Academic Grievance	30
Non-Academic Grievance Conflict Resolution	31
Work Add Form	32

FORMS AND PROCEDURES

TABLE OF CONTENTS

Complete Grade Form.....	1
Course Syllabus	2
Annual Faculty Report.....	3
Progress Toward Degree.....	4
Course Scheduling Request	5
Curriculum and Academic Policy Proposals	6
Critical Thinking Rubric	7
Writing Competency Rubric.....	8
Independent Study Authorization Form.....	9
Petition to Study a Course Not on the Schedule	10
Student Evaluation of Teaching Effectiveness-Classroom Instruction	11
Student Evaluation of Teaching Effectiveness-Clinical/Field Instruction	12
Textbook Requisition for Mercy College of Health Sciences	13
Graduation Eligibility Petition.....	14
Curriculum Plan – ASDMS-Ab/OBGyn Student Academic Profile	15
Curriculum Plan – ASDMS-Cardiac Student Academic Profile	16
Curriculum Plan – ASN-Fall Start Student Academic Profile.....	17
Curriculum Plan – ASN – Spring Start Student Academic Profile	18
Curriculum Plan – BSN Student Academic Profile.....	19
Radiologic Technology Student Academic Profile.....	20
Curriculum Plan- Surgical Technology Student Academic Profile.....	21
Community Service Project	22
Agency Evaluation of the Student	23
Student Evaluation of the Agency	24
Community Service Project: Final Approval Form	25
Self/Peer Evaluation.....	26
Request for Student Testing in the Library.....	27
Academic Grievance	28
Non-Academic Grievance.....	29
Non-Academic Grievance Conflict Resolution	30
Drop/Add Form.....	31

COMPLETE GRADE FORM

Date: _____

_____ has completed
(Student's Name)

_____. Please remove

the incomplete grade and replace with a _____ letter grade.

Instructor

MERCY COLLEGE OF HEALTH SCIENCES
COURSE SYLLABUS

1.

2.

3. Course description:

4. Date of course implementation or revision:

5. Course rationale in terms of program objectives/philosophy:

6. Course objectives:

7. Grading, weighting, evaluation methods:

8. Prerequisites:

9. Required texts or materials:

10. Recommended or library reserve readings:

MERCY COLLEGE
Annual Faculty Report
1998-1999

1. Summarize teaching responsibilities using the following table. Include data for each semester.

Semesters	Courses	Credit Hours	# of Students	Semester Total Clinical/Lab Hrs.
Semester I.				
Semester II.				
Summer 1997				

2. College Committee Activities.

3. Scholarship and other Professional Development Activities.

A. Research, publication, presentations

B. Workshops/seminars/conventions attended (list sponsor organization, title of program, major speakers, and hours)

C. Professional organization in which you hold current membership (include committee or offices held)

PROGRESS TOWARD DEGREE

NAME: _____ DATE: _____

1. What degree are you currently pursuing? _____

Major _____

Institution _____

Total number of hours completed _____

Total number of credit hours earned from May _____ through May _____

Total number of hours remaining _____

In relation to May _____ through May _____, list title course(s) institution attended, number of credit hours per course.

Course Title

Credit Hours

Institution

2. Outline plan below for degree completion:

Course hours, thesis defense, orals, etc. Include dates that requirement toward the degree will be met.

Course Requirement

Completion Date

Date of Degree Completion _____

COURSE SCHEDULING REQUEST

Faculty Name: _____
(please print)

Semester: _____

Course Title: _____

Department: _____

Number: _____

Preferred Time:

Lecture:

Days per week: _____ Hours: _____

If Clinical/Field:

Days per week: _____ Hours: _____

Preferred Classroom: _____

Is this the same room used last semester? ____ Yes ____ No

Please return to the Registrar by: _____

MERCY COLLEGE OF HEALTH SCIENCES
CURRICULUM AND ACADEMIC POLICY
PROPOSALS

ACTION SOUGHT

- | | |
|---|--|
| ☐ Addition of a new course | ☐ Change in requirements for admission to program |
| ☐ Deletion of an existing course | ☐ Change in a program requirement |
| ☐ Introduction of a new academic program | ☐ Change in general education graduation requirements |
| ☐ Change in requirements for admission to college | ☐ Change in program mission/philosophy/objectives |
| ☐ Change in requirements for graduation from college | ☐ Other |

Describe action sought:

Rationale for change:

*Impact of change:

Personnel change and cost: _____

Equipment/Library/Computer Costs: _____

Other costs: _____

Potential enrollment: _____

Authorization:

Presented by

Signature

Date

Program Director

Signature

Date

Action by Curriculum Committee:

Approved

Not Approved

Additional Information Needed

Explanation:

*Please attach documentation when appropriate

MERCY COLLEGE OF HEALTH SCIENCES CRITICAL THINKING RUBRIC

Critical thinking is the mental habit and activity of discovering, analyzing, and evaluating the rational grounds for assertions.

Shows Ability To:	
Validate assumptions	Recognizes assumptions Evaluates and examines assumptions
Test logic	Recognizes invalid inferences Recognizes logical fallacies Employs valid reasoning Recognizes valid reasoning
Shows concern for accuracy in data	Distinguishes between fact and opinion Employs relevant, reliable data Suspends judgment when getting data
Clarify meaning	Avoids vagueness Clear use of terms Shows sensitivity to inherent bias, slant and ambiguity in language
Detect bias	Recognizes the difference between what is true by belief and what is true by evidence Avoids black/white thinking Recognizes the difference between rational and emotional appeals
Consider alternatives	Appreciates complexity Appreciates different points of view Appreciates diversity of means and methods
Draw conclusions	Understands what an inference is Can construct and assess an argument for validity and soundness

MERCY COLLEGE OF HEALTH SCIENCES
Writing Competency Rubric

Circle the appropriate assessment (Superior, Average, Unacceptable) for each of the five areas.

	Content	Organization: Rhetorical and Logical Development	Organization: Sentence Structure	Word Choice	Grammar, Punctuation, Spelling
Superior	A significant, limited central idea or thesis, clearly defined and supported with relevant concrete detail, specific examples and sound reasoning.	Essay planned so that it progresses by clearly and logically ordered stages and develops with insight; paragraphs coherent, unified, and effectively developed; transitions between paragraphs explicit and effective.	Sentences skillfully constructed (unified, coherent, forceful, effectively varied).	Distinctive, fresh, precise, economical, and idiomatic	Clarity and effectiveness of expression; consistent use of standard grammar, punctuation, and spelling
Average	Central idea or thesis apparent, but trivial or too general; supported with occasionally sketchy, irrelevant, ineffective detail or reasoning.	Plan and method of essay apparent but not consistently fulfilled; occasional disproportion or inappropriate emphasis; paragraphs unified, coherent, usually effective; transitions between paragraphs clear, but abrupt, mechanical, or monotonous.	Sentences correctly constructed, but lacking distinction.	Appropriate, clear, and idiomatic	Clarity and effectiveness of expression weakened by occasional deviations from standard grammar, punctuation, and spelling.
Unacceptable	Central idea or thesis lacking or confused; unsupported with concrete and relevant detail or sound reasons.	Plan and purpose not apparent, undeveloped or developed with irrelevance, redundancy or inconsistency; paragraphs incoherent, not unified, or undeveloped; transitions between paragraphs unclear or ineffective.	Incoherent, incomplete, fused, monotonous sentences.	Inappropriate, vague, unidiomatic, or substandard	Communication obscured by frequent deviations from standard grammar, punctuation, and spelling.

The piece of writing entitled _____ submitted to me by _____
(Title) (Students Name)

meets the grading standards to fulfill the Writing Competency Assessment Requirement.

(Faculty Signature)

(Date)

Academic Term _____
(Term/Year)

**MERCY COLLEGE HEALTH SCIENCES
INDEPENDENT STUDY AUTHORIZATION FORM**

An independent study is a supervised research reading, field experience, or performance project undertaken by a student who has attained second year status and identified a Mercy College faculty member who has the expertise and willingness to direct such a project. An independent study project should cover an academic topic or provide for a learning experience that is not offered by any of the courses identified in the current College Catalog.

Students who register for an independent study project are expected to meet once a week with the faculty member who is supervising their work

This form must be TYPED and submitted to the Office of the Academic Dean no later than two weeks before the beginning of the term in which the independent study is to be undertaken. Objectives, requirements, and evaluation criteria must be agreed upon by student and supervising faculty member.

QUALIFICATIONS

Student Name _____

Address _____

Telephone Numbers: Home _____ Work _____

Credit Hours Earned to Date _____ Class Status _____

Proposed Faculty Supervisor _____

Current Academic Program _____

**DESCRIBE RESEARCH/READING/FIELD OR EXPERIENCE/PERFORMANCE
PROJECT:**

List Objectives:

List Course Requirements (Readings, Assignments, etc.):

List Evaluation Criteria:

Division _____ 499 _____
(Course) (Title) (Credit Hours)

Approval (In Sequence):

Student _____ Date _____

Instructor _____ Date _____

Advisor _____ Date _____

The student identified above meets the necessary requirements to undertake an independent study project and is authorized to discuss this project with a member of the Mercy College faculty.

(Academic Dean)

(Date)

*It is the responsibility of the student to file
this completed form with the College Registrar*

MERCY COLLEGE HEALTH SCIENCES

Petition to Study a Course Not on the Schedule

To undertake a course not on the schedule a student must have the approval of his/her advisor and the faculty member who will teach the course.

QUALIFICATIONS

Student Name _____

Address _____

Phone _____
(Home) (Work)

Total Credit Hours Accumulated to Date _____

COURSE TO BE STUDIED INDEPENDENTLY

Academic Program _____ Academic Term _____
(Fall, Spring, Summer)

Course Offering _____
(Division, Number, Title) (Credit Hours)

APPROVAL

Advisor _____
(Signature) (Date)

Faculty Member _____
(Signature) (Date)

Academic Dean _____
(Signature) (Date)

Mercy College of Health Sciences
Student Evaluation of Teaching Effectiveness
Classroom Instruction

Instructor's Name _____ Course Number _____ Semester/Year _____

- Directions.**
- 1) Use No. 2 lead pencil only.
 - 2) Use the following scale when rating the effectiveness of the instructor:
 - 3) Provide further comments on the reverse side.

Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
N	1	2	3	4

1. The instructor is well-prepared and organized for each class session.
2. The instructor makes effective use of all available class time.
3. The instructor presents the material in a clear, interesting, and understandable manner.
4. The instructor fosters, welcomes, and responds thoughtfully to student questions.
5. The instructor was available to answer students' questions outside of class.
6. The reading assignments are challenging and appropriate to the college level.
7. The instructor encourages the students to think critically and analytically.
8. The instructor displays the Mercy values of compassion, excellence, stewardship, hospitality, and dignity of the individual.
9. I am challenged by new ideas and perspectives to think in new ways about the subject.
10. The course grading is fair, equitable, and appropriate to the objectives stated in the course syllabus.
11. Overall, the course is a valuable experience.
12. Overall, the instructor is very effective.
13. I always come to class prepared.

I made use of the Mercy Library in connection with this course.

☐ not at all ☐ somewhat ☐ a great deal

I made use of the Mercy Computer Center in connection with this course.

☐ not at all ☐ somewhat ☐ a great deal

- 1 (N) (1) (2) (3) (4)
- 2 (N) (1) (2) (3) (4)
- 3 (N) (1) (2) (3) (4)
- 4 (N) (1) (2) (3) (4)
- 5 (N) (1) (2) (3) (4)
- 6 (N) (1) (2) (3) (4)
- 7 (N) (1) (2) (3) (4)
- 8 (N) (1) (2) (3) (4)
- 9 (N) (1) (2) (3) (4)
- 10 (N) (1) (2) (3) (4)
- 11 (N) (1) (2) (3) (4)
- 12 (N) (1) (2) (3) (4)
- 13 (N) (1) (2) (3) (4)
- 14 (N) (1) (2) (3) (4)
- 15 (N) (1) (2) (3) (4)
- 16 (N) (1) (2) (3) (4)
- 17 (N) (1) (2) (3) (4)
- 18 (N) (1) (2) (3) (4)
- 19 (N) (1) (2) (3) (4)
- 20 (N) (1) (2) (3) (4)
- 21 (N) (1) (2) (3) (4)
- 22 (N) (1) (2) (3) (4)
- 23 (N) (1) (2) (3) (4)
- 24 (N) (1) (2) (3) (4)
- 25 (N) (1) (2) (3) (4)

please turn page over

1. What are the strengths of this course and instructor?

2. What changes, if any, would you recommend making in the readings, organization, and activities of the course?

3. What suggestions, if any, would you make to improve and augment the overall effectiveness of the instructor?

4. Additional remarks:

Mercy College of Health Sciences
Student Evaluation of Teaching Effectiveness
Clinical/Field Instruction

Instructor's Name _____ Course Number _____ Semester/Year _____

- Directions.
- 1) Use No. 2 lead pencil only.
 - 2) Use the following scale when rating the effectiveness of the instructor:
 - 3) Provide further comments on the reverse side.

Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
N	1	2	3	4

1. The instructor is prompt, organized, and well-prepared for each clinical or field session.
2. The instructor communicates clearly, interestingly, and logically at the college level.
3. The instructor demonstrates a comprehensive and up-to-date knowledge of the clinical or field area.
4. The instructor fosters, welcomes, and responds thoughtfully to questions raised by students.
5. The instructor maintains a professional and cooperative attitude toward students and colleagues.
6. The instructor is available and helpful during clinical or field sessions.
7. The instructor's methods of assessing student performance are prompt, appropriate, fair, and equitable.
8. The instructor displays the Mercy values of compassion, excellence, stewardship, hospitality, and dignity of the individual.

please turn page over

- 1 N 1 2 3 4
- 2 N 1 2 3 4
- 3 N 1 2 3 4
- 4 N 1 2 3 4
- 5 N 1 2 3 4
- 6 N 1 2 3 4
- 7 N 1 2 3 4
- 8 N 1 2 3 4
- 9 N 1 2 3 4
- 10 N 1 2 3 4
- 11 N 1 2 3 4
- 12 N 1 2 3 4
- 13 N 1 2 3 4
- 14 N 1 2 3 4
- 15 N 1 2 3 4
- 16 N 1 2 3 4
- 17 N 1 2 3 4
- 18 N 1 2 3 4
- 19 N 1 2 3 4
- 20 N 1 2 3 4
- 21 N 1 2 3 4
- 22 N 1 2 3 4
- 23 N 1 2 3 4
- 24 N 1 2 3 4
- 25 N 1 2 3 4

1. What are the strengths of this instructor?

2. What suggestions, if any, would you make to improve the overall effectiveness of the instructor?

3. Additional remarks:

TEXTBOOK REQUISITION FORM

Faculty Member: _____ Course Number: _____

Course Title: _____ Semester: _____ Academic Year: _____

Textbook #1

Title: _____

Author: _____

Publishing Company: _____

ISBN Number: _____

Edition: _____ Required Textbook: Yes _____ No _____

Textbook #2

Title: _____

Author: _____

Publishing Company: _____

ISBN Number: _____

Edition: _____ Required Textbook: Yes _____ No _____

Textbook #3

Title: _____

Author: _____

Publishing Company: _____

ISBN Number: _____

Edition: _____ Required Textbook: Yes _____ No _____

MCHS Textbook Requisition

Authorization by Academic Dean: _____ Date: _____

White - Bookstore Yellow - Academic Dean Pink - Faculty Member

MERCY COLLEGE OF HEALTH SCIENCES

Graduation Eligibility Petition
Submit to your Advisor by October 1st

GRADUATION REQUIREMENT CHECKLIST

NAME: _____	ENTRANCE DATE: _____
PROGRAM: _____	GRADUATION DATE: _____
ADVISOR SIGNATURE: _____	WITHDRAWAL DATE: _____
STUDENT SIGNATURE: _____	

Associate Degree Requirements:

- | | | | |
|------|---------------------------|-------|----------------------|
| I. | Total Credit Hours (64): | _____ | |
| | General Education (27): | _____ | <u>Semester/Year</u> |
| | Humanities (6): | | |
| | ENG 216 | _____ | _____ |
| | PHI 104 | _____ | _____ |
| | Natural Science (9): | | |
| | BIO 133 | _____ | _____ |
| | BIO 134 | _____ | _____ |
| | Other: | _____ | _____ |
| | Social Science (9): | | |
| | _____ | _____ | _____ |
| | _____ | _____ | _____ |
| | _____ | _____ | _____ |
| | Elective (3): | _____ | |
| II. | Community Service: | _____ | |
| III. | 15 Hours Residency: | _____ | |
| IV. | Cumulative GPA: | _____ | |
| V. | Communication Competency: | _____ | |

CURRICULUM PLAN — ASDMS - Ab/OBGyn
STUDENT ACADEMIC PROFILE

Name _____ Start Date: _____
Advisor _____ Withdrawal/Finish Date: _____

Curriculum Requirements — ASDMS - Ab/OBGyn		Sem. Hrs.	Final Grade	Completion Date
SEMESTER I				
CMP320	Informatics	3	_____	_____
BIO133	Health Science Anatomy	3	_____	_____
PHI104	Caring	3	_____	_____
DMS101	Principles of Ultrasound Imaging	3	_____	_____
DMS103	Ultrasound Physics	3	_____	_____
DMS105	Ab/OBGyn Practicum I	<u>1</u>	_____	_____
		16		_____ GPA
SEMESTER II				
PSY101	General Psychology	3	_____	_____
BIO134	Health Science Physiology	3	_____	_____
DMS110	Diagnostic Procedures	3	_____	_____
DMS115	Applied Ab/OBGyn Ultrasound I	4	_____	_____
DMS120	Ab/OBGyn Practicum II	<u>3</u>	_____	_____
		16		_____ GPA
SUMMER				
ENG110	Critical Reading & Writing	3	_____	_____
SPE101	Speech	1	_____	_____
PSY202	Developmental Psychology	3	_____	_____
DMS125	Doppler Physics	2	_____	_____
DMS131	Ab/OBGyn Practicum III	<u>4</u>	_____	_____
		13		_____ GPA
SEMESTER III				
PHI301	Critical Thinking	3	_____	_____
DMS200	Advanced Patient Care	4	_____	_____
DMS205	Pathophysiology	3	_____	_____
DMS216	Applied Ultrasound II	4	_____	_____
DMS221	Ab/OBGyn Practicum IV	<u>3</u>	_____	_____
		17		_____ GPA
SEMESTER IV				
PHA202	Pharmacology	3	_____	_____
Elective	Social Science	3	_____	_____
DMS232	Advanced Techniques	3	_____	_____
DMS226	Applied Ultrasound III	2	_____	_____
DMS231	Ab/OBGyn Practicum V	3	_____	_____
DMS234	Ab/OBGyn Seminar	<u>2</u>	_____	_____
		16		_____ GPA
Total		76		
CSP999	Community Service Project _____			(date of completion)

CURRICULUM PLAN — ASDMS - CARDIAC
STUDENT ACADEMIC PROFILE

Name _____ Start Date: _____
Advisor _____ Withdrawal/Finish Date: _____

Curriculum Requirements — ASDMS		Sem. Hrs.	Final Grade	Completion Date
SEMESTER I				
CMP320	Informatics	3	_____	_____
BIO133	Health Science Anatomy	3	_____	_____
PHI104	Caring	3	_____	_____
DMS101	Principles of Ultrasound Imaging	3	_____	_____
DMS103	Ultrasound Physics	3	_____	_____
DMS105	Cardiac Practicum I	<u>1</u>	_____	_____
		16		_____ GPA
SEMESTER II				
PSY101	General Psychology	3	_____	_____
BIO134	Health Science Physiology	3	_____	_____
DMS110	Diagnostic Procedures	3	_____	_____
DMS115	Applied Cardiac Ultrasound I	4	_____	_____
DMS120	Cardiac Practicum II	<u>3</u>	_____	_____
		16		_____ GPA
SUMMER				
ENG110	Critical Reading & Writing	3	_____	_____
SPE101	Speech	1	_____	_____
PSY202	Developmental Psychology	3	_____	_____
DMS125	Doppler Physics	2	_____	_____
DMS130	Cardiac Practicum III	<u>4</u>	_____	_____
		13		_____ GPA
SEMESTER III				
PHI301	Critical Thinking	3	_____	_____
DMS200	Advanced Patient Care	2	_____	_____
BIO302	Pathophysiology	3	_____	_____
DMS215	Applied Cardiac Ultrasound II	4	_____	_____
DMS220	Cardiac Practicum IV	<u>3</u>	_____	_____
		15		_____ GPA
SEMESTER IV				
PHA202	Pharmacology	3	_____	_____
Elective	Social Science	3	_____	_____
DMS232	Advanced Techniques	3	_____	_____
DMS225	Applied Cardiac Ultrasound III	2	_____	_____
DMS230	Cardiac Practicum V	3	_____	_____
DMS233	Cardiac Ultrasound Seminar	<u>2</u>	_____	_____
		16		_____ GPA
Total		78		
CSP999	Community Service Project _____			(date of completion)

CURRICULUM PLAN — ASN - FALL START
STUDENT ACADEMIC PROFILE

Name _____ Start Date: _____
Advisor _____ Withdrawal/Finish Date: _____

Curriculum Requirements — ASN	Sem. Hrs.	Final Grade	Completion Date
SEMESTER I			
NSG150 Introduction to Nursing	6	_____	_____
BIO132 Health Science Microbiology	4	_____	_____
BIO133 Health Science Anatomy	3	_____	_____
PHI104 Caring	<u>3</u>	_____	_____
	16		
Math proficiency exam required for clinical practicum			_____ GPA
SEMESTER II			
NSG151 Adult Health Nursing	7	_____	_____
PHA202 Pharmacology	3	_____	_____
BIO134 Health Science Physiology	3	_____	_____
PSY101 General Psychology	<u>3</u>	_____	_____
	16		
			_____ GPA
SUMMER SESSION			
ENG110 Critical Reading & Writing	3	_____	_____
SPE101 Speech	1	_____	_____
PSY202 Developmental Psychology	<u>3</u>	_____	_____
	7		
			_____ GPA
SEMESTER III			
NSG250 Maternal/Newborn Nursing	4	_____	_____
NSG251 Child/Family Nursing	4	_____	_____
NSG252 Mental Health Nursing	4	_____	_____
SOC102 Sociology	<u>3</u>	_____	_____
	15		
			_____ GPA
SEMESTER IV			
NSG253 Advanced Adult Health Nursing	4	_____	_____
NSG256 Patient Care Management	4	_____	_____
NSG257 Transition to Practice	4	_____	_____
PHI301 Critical Thinking	<u>2</u>	_____	_____
	15		
			_____ GPA
CSP999 Community Service Project _____			(date of completion)

**CURRICULUM PLAN — ASN - SPRING START
STUDENT ACADEMIC PROFILE**

Name _____ Start Date: _____
 Advisor _____ Withdrawal/Finish Date: _____

Curriculum Requirements — ASN	Sem. Hrs.	Final Grade	Completion Date
SEMESTER I			
NSG150 Introduction to Nursing	6	_____	_____
BIO132 Health Science Microbiology	4	_____	_____
BIO133 Health Science Anatomy	3	_____	_____
PHI104 Caring	<u>3</u>	_____	_____
	16		
Math proficiency exam required for clinical practicum			_____ GPA
SUMMER SESSION			
ENG110 Critical Reading & Writing	3	_____	_____
SPE101 Speech	1	_____	_____
PSY202 Developmental Psychology	<u>3</u>	_____	_____
	7		
			_____ GPA
SEMESTER II			
NSG151 Adult Health Nursing	7	_____	_____
PHA202 Pharmacology	3	_____	_____
BIO134 Health Science Anatomy	3	_____	_____
PSY101 General Psychology	<u>3</u>	_____	_____
	16		
			_____ GPA
SEMESTER III			
NSG250 Maternal/Newborn Nursing	4	_____	_____
NSG251 Child/Family Nursing	4	_____	_____
NSG252 Mental Health Nursing	4	_____	_____
SOC102 Sociology	<u>3</u>	_____	_____
	15		
			_____ GPA
SEMESTER IV			
NSG255 Advanced Adult Health Nursing	4	_____	_____
NSG256 Patient Care Management	4	_____	_____
NSG257 Transition to Practice	4	_____	_____
PHI301 Critical Thinking	<u>2</u>	_____	_____
	15		
			_____ GPA
CSP999 Community Service Project _____ (date of completion)			

**CURRICULUM PLAN — BSN
STUDENT ACADEMIC PROFILE**

Name _____

Start Date: _____

Advisor _____

Withdrawal/Finish Date: _____

RN Completion Date _____

Curriculum Requirements — BSN	Sem. Hrs.	Final Grade	Completion Date
HUMANITIES (30 hours)			
ART 310 Exploring Art <u>or</u> MUS 311 Exploring Music	3	_____	_____
ENG 110 Critical Reading & Writing	3	_____	_____
PHI 104 Caring <u>or</u> PHI 314 Ethics	3	_____	_____
PHI 301 Critical Thinking	3	_____	_____
PHI 324 Philosophy <u>or</u> THE 334 Religions of the World	3	_____	_____
Elective	3	_____	_____
Elective	3	_____	_____
Elective	3	_____	_____
Elective	3	_____	_____
Elective	3	_____	_____
NATURAL SCIENCES (16 hours)			
BIO 132 Microbiology	4	_____	_____
BIO 133 Anatomy	3	_____	_____
BIO 134 Physiology	3	_____	_____
PHA 202 Pharmacology	3	_____	_____
Elective	3	_____	_____
SOCIAL SCIENCES (15 hours)			
PSY 101 Psychology	3	_____	_____
PSY 202 Developmental Psychology	3	_____	_____
SOC 102 Sociology	3	_____	_____
Elective	3	_____	_____
Elective	3	_____	_____
NURSING RN			
Credit hours applied to program	_____		
BSN			
NSG 400 Role Transition	1	_____	_____
NSG 401 Theories of Leadership & Management	3	_____	_____
NSG 402 Community Health	4	_____	_____
NSG 403 Issues and Trends	3	_____	_____
NSG 405 Health Assessment	4	_____	_____
NSG 406 Clinical Role Development	3	_____	_____
NSG 407 Health Promotion & Restoration	3	_____	_____
NSG 408 Introduction to Nursing Research	3	_____	_____
Elective	3	_____	_____
Community Service Project — Completion Date	_____	_____	_____

RADIOLOGIC TECHNOLOGY
STUDENT ACADEMIC PROFILE

Name _____

Start Date: _____

H.S. GPA _____ Rank _____ A.C.T. _____ Date _____

Withdrawal/Finish Date: _____

Advisor: _____

Curriculum Requirements	Sem. Hrs.	Final Grade	Completion Date
FIRST SEMESTER — Fall 1996-16 Weeks			
AR100 Applied Radiography I	2	_____	_____
AR100L Applied Radiography I-Lab	1	_____	_____
RAD101 Patient Care for the RT	1	_____	_____
RAD110 Human Development for RT	1	_____	_____
RAD104 Principles of Exposure I	2	_____	_____
RAD103 Radiation Protection	1	_____	_____
ENGL117 Composition	3	_____	_____
BIOL133 Anatomy	3	_____	_____
CLIN100 Clinical Practicum I	1.5	_____	_____
	15.5		_____ GPA
SECOND SEMESTER — Spring 1997-16 Weeks			
AR200 Applied Radiography II	2	_____	_____
AR200L Applied Radiography II-Lab	1	_____	_____
RAD204 Principles of Exposure II	2	_____	_____
RAD205 Imaging Systems	2	_____	_____
BIOL134 Physiology	3	_____	_____
ELEC Communications	3	_____	_____
CLIN200 Clinical Practicum II	4	_____	_____
	17		_____ GPA
THIRD SEMESTER — Summer 1997-14 Weeks			
AR300 Applied Radiography III	2	_____	_____
AR300L Applied Radiography III-Lab	1	_____	_____
PSCH101 Psychology	3	_____	_____
NURS3-10 Pharmacology	2	_____	_____
CLIN300 Clinical Practicum	5.5	_____	_____
	13.5		_____ GPA
FOURTH SEMESTER — Fall 1997-16 Weeks			
AR400 Applied Radiography IV	2	_____	_____
RAD400 Radiation Physics	2	_____	_____
RAD410 Radiographic Pathology	2	_____	_____
RAD401 Advanced Patient Care	3	_____	_____
ELEC Humanities	3	_____	_____
SOCY101 Sociology	3	_____	_____
CLIN400 Clinical Practicum IV	4	_____	_____
	19		_____ GPA
FIFTH SEMESTER — Spring 1998-16 Weeks			
RAD500 Radiation Biology	1	_____	_____
RAD510 Competency Review	2	_____	_____
AR500 Applied Radiography V	2	_____	_____
ELEC Communications	3	_____	_____
CLIN500 Clinical Practicum V	4	_____	_____
	12		_____ GPA

SIXTH SEMESTER — Summer 1998-14 weeks
Clinical Practicum if required for student to meet competencies

CURRICULUM PLAN — SURGICAL TECHNOLOGY
STUDENT ACADEMIC PROFILE

Name _____ Start Date: _____
Advisor _____ Withdrawal/Finish Date: _____

Curriculum Requirements — ST	Sem. Hrs.	Final Grade	Completion Date
SEMESTER I - FALL			
BIO132 Health Science Microbiology	4	_____	_____
BIO133 Health Science Anatomy	3	_____	_____
SUR101 Fundamentals of Surgical Technology	8	_____	_____
	15		_____ GPA
SEMESTER II - SPRING			
BIO134 Health Science Physiology	3	_____	_____
SUR102 Perioperative Patient	3	_____	_____
SUR103 Surgical Technology I	13	_____	_____
	19		_____ GPA
SEMESTER III - SUMMER			
PHI104 Caring	3	_____	_____
SUR201 Surgical Technology II	10	_____	_____
	13		_____ GPA
SEMESTER IV - FALL			
SOC102 Sociology	3	_____	_____
elective Social Science	3	_____	_____
ENG110 Critical Reading & Writing	3	_____	_____
SPE101 Speech	1	_____	_____
PSY101 General Psychology	3	_____	_____
CMP320 Informatics	3	_____	_____
SUR204 Perioperative Professional Issues	2	_____	_____
	18		_____ GPA
CSP999 Community Service Project _____			(date of completion)

Revised 7/98

Community Service Project

Service isn't a big thing. It's a million little things.

Mercy College's mission is to prepare students for service and leadership roles in healthcare. We strive to develop an intellectually stimulating, caring environment that facilitates student achievement and competence, and to provide learning resources and activities that enhance professional development and foster caring relationships. Community service is our mission in action.

Why Does Mercy College Require Community Service?

- To engage students in responsible, challenging actions for the common good.
- To provide structured opportunities for students to reflect critically on their service experience.
- To promote service goals for everyone involved.
- To encourage a sense of community responsibility.
- To encourage genuine, active, and sustained organizational commitment.

Your service activity will provide a service to an individual or group with an identified human service need and will reflect the core values of Mercy (compassion, hospitality, excellence, stewardship and dignity of the individual).

You will be involved with recipients. Projects such as raking yards, stapling materials or stuffing envelopes are good volunteer activities, but are not appropriate for this assignment. Some suggestions for interactive service projects:

- Creative play or storytelling with children at House of Mercy
- Teaching sessions with mothers at House of Mercy or Good Samaritan Ministries
- Working with non-profit health organizations, such as Muscular Dystrophy, Heart, Lung, or Diabetes associations
- Working in a free medical clinic
- Art therapy or music therapy at a day care for children with disabilities
- Interpreting health information for non-English speaking clients
- Painting houses in the inner city *with* the residents and neighbors
- Tutoring students in an inner city school
- Counseling at a summer camp for children with special needs
- Volunteering to give swimming lessons at a YMCA

Be proactive! Take charge of your own Community Service Project! This student-centered activity allows you to be responsible for making the experience meaningful and positive.

Policy

Students must design, carry out, document, and evaluate a service project prior to graduation.

- The Registrar will coordinate Community Service Projects.
- Students will receive direction on projects from individual faculty advisors. Other instructors, the Director of Student Services, the Registrar are also willing to serve as resources. Questions about the service project can be directed to your advisor, or you may contact Kim Vinton, Registrar.
- While community service projects may extend a class activity or project, they are to be independent of, and distinct from, class assignments. If the project does grow out of a class assignment, the student must secure a signed statement from the course instructor to the effect that the community service project extends *but does not duplicate* the class requirement. This signed statement must be presented to the advisor at the time project approval is requested. The advisor's signed approval must be obtained *BEFORE* the project is implemented.
- No grade is assigned for the Community Service Project; however, *in order to graduate, students must complete this project.*
- The completion of the project is documented by the advisor and forwarded to the Registrar for final approval and to be recorded on the student's transcript.
- *At the latest*, the Community Service Project is due before the end of the eighth week of the semester prior to anticipated graduation. The project may be completed at any point during the student's program of study.
- A minimum of 20 hours of client contact time is required.
- You may choose to devote the entire amount of time to one project or to be involved in two or three smaller projects.
- Both individual and group projects are acceptable.

Procedure

1. The community service project should be a new undertaking – an activity you haven't tried before! Identify an unmet need of an individual, group, or community.

2. Meet with your faculty advisor to plan a project that would meet the identified need(s).
3. Submit two typed copies of the proposal to your advisor; include all of the following information:
 - a) Scope of the project – who, what, when, where, why (outline of content if it is a teaching project).
 - b) Name and phone number of a specific governmental, non-profit, or social service agency which is the contact agency for the project.
 - c) Name and phone number of a person who will supervise your work, and that person's signed agreement to serve as supervisor (a copy of that form is included at the end of this explanatory section).
 - d) Whether you will be completing this project alone or as part of a group. If this is a group project, list the names of the other group members and their advisors' names. Each must submit a proposal.
 - e) How the project will be conducted. If this is a group project, specify each person's role and responsibilities.
 - f) Description of evaluation method.
 - g) How this project reflects the core values of Mercy and the College mission. Compassion, hospitality, excellence, stewardship, and dignity.
 - h) How the project provides a service to an individual, group, or community that has an identified need and would appreciate the volunteer assistance.
 - i) How the project demonstrates use of the critical thinking skills of data gathering, planning, executing, and evaluation as well as creative thinking.
4. Once the advisor has approved the proposal in writing, contact the site/person to confirm the time of service.
5. Conduct the service project. (As a representative of Mercy College, it would be appropriate to wear your College t-shirt/sweatshirt to most service agencies/sites).
6. When you have completed your project form, hand your supervisor a copy of the "Agency Evaluation of Student" along with a stamped envelope addressed to your advisor at Mercy College of Health Sciences, 928 6th Avenue, Des Moines, IA 50309-1239.
7. Each student (whether working on a project alone or as part of a group) writes a comprehensive description of the completed project. If this was a group project, the final submission is NOT a group but rather an individual paper presenting your own experiences and reflections. If you have participated in more than one service project, you still need to write only one paper in which you respond to each of the following components as they relate to each activity. Submit two copies to your advisor describing the following:

- a) How the need for service was identified,
 - b) The population that was served (how many persons, age, gender, ethnic characteristics, developmental considerations, special needs etc.),
 - c) When and where the project occurred; include the attached log showing the dates and times you worked on this project and the signature of the person supervising your work,
 - d) The service that was provided,
 - e) The outcome(s) of the project,
 - f) How this project reflected the core values of the Spirit of Mercy and the College mission,
 - g) A copy of the thank you letter you wrote and mailed to your supervisor and the director of the agency with which you worked, and
 - h) How this experience impacted you.
8. Complete your "Student Evaluation of the Agency" form and turn it in to your advisor with your final paper. You might also submit additional materials such as videotapes, photographs, cassette tapes, newspaper or newsletter articles, letters, notes, etc. Be creative!

Criteria for Approval

- The final paper addresses **all** components listed in item 7 above.
- The paper demonstrates the student's ability to communicate clearly and coherently the expression of ideas, correct use of grammar, punctuation, and spelling, use and APA citation of references. See the APA Publication Manual.
- The paper presents a professional appearance (i.e., typed, double spaced). See the APA Publication Manual.

Meaningful service is not about doing good to someone; it is about the dignity and growth of the giver and the receiver.

--Harry C. Silcox

Mercy College of Health Sciences Community Service Project Agency Evaluation of the Student

To the Student: When you have completed your service project, please give this form to your agency supervisor along with a stamped envelope addressed to your advisor at Mercy College of Health Sciences, 928 Sixth Avenue, Des Moines, IA 50309-1239.

Student's Name _____

Agency's Name _____

Student's Responsibilities: _____

On a scale of 0 - 4 with 4 representing the highest possible score, please rate the student on the following areas:

	0	1	2	3	4	Comments
Attendance/Punctuality						
Positive interaction with clients						
Responsibility in carrying out activity						
Attitude of caring toward clients						
Communication skills						
Cooperation						
Initiative						
Overall rating						

Other comments/suggestions: .

Supervisor's Name _____ Signature _____

Date _____



Mercy College of Health Sciences
Community Service Project
Student Evaluation of the Agency

To the Student: When you have completed your service project, please return this completed form to your advisor when you hand in your final paper.

Student's Name _____

Agency's Name _____

Student's Responsibilities:

On a scale of 0 - 4 with 4 representing the highest possible score, please rate the agency on the following areas:

	0	1	2	3	4	Comments
Helpfulness of the agency staff						
Adequate orientation and/or training						
Adequate supervision						
Meaningful tasks/activity						
Caring attitude of agency personnel toward clients						
Recognition of my efforts						
Overall rating						

Would you recommend this agency to a classmate? (Circle your response)

Yes No

Other comments:

**Mercy College of Health Sciences
Community Service Project: Final Approval Form**

Student _____ Date Project Submitted _____

Project _____

Advisor: Check the appropriate area.

_____ These components of the final paper must be corrected/re-written/added before the project will be approved:

Advisor _____ Date _____

_____ The final paper meets all College requirements. The Registrar will be notified that the transcript should reflect completion of the Community Service Project.

Advisor _____ Date _____

Project Coordinator _____ Date _____

MERCY COLLEGE HEALTH SCIENCES

Self/Peer Evaluation

Faculty Member being evaluated _____ Date _____ Evaluation completed by _____

	Strongly Agree	Agree	Disagree	Strongly Disagree	Have not Observed	Supporting Comments
1. Expresses self clearly and accurately orally and in writing						
2. Attends meetings regularly.						
3. Coordinates activities with other individuals and groups.						
4. Participates in the work of committees by being prepared for discussion.						

11. Conducts research, participates in Professional Organizations.						
12. Participates in community service activities.						

5. Promotes collegiality						
6. Gives specific and constructive feedback to colleagues.						
7. Activities and decisions are based upon support and an understanding of the mission and policies of the College.						
8. Activities and decisions are based on pursuit of the good of the College as a whole.						
9. Is conversant with current issues and developments in the discipline.						
10. Participates in workshops, conferences, and educational programs in the discipline.						

Mercy College of Health Sciences
Request for Student Testing in the Library

Faculty:

- Please complete this form and attach it to the test; place test in librarian's mailbox or bring in to the library.
- Library staff may not be able to administer tests on a "walk in" basis. For best results, instruct students to contact library staff and schedule an appointment for testing.
- Unless you specify otherwise, the completed exam and answer sheet will be placed in your mailbox.

Date: _____ Faculty name: _____ ext. _____

Student's Name: _____

The student is to complete the test within _____ (min. or hr.).

The student may use the following during testing (notes, text, calculator, reference sources, etc.):

Other instructions for library staff:

ACADEMIC GRIEVANCE

Name: _____ Conflict Date: _____

Phone Number: _____

Description of conflict or grievance to be addressed:

Summary of actions taken thus far to resolve the conflict:

State how you believe this conflict or grievance can best be resolved:

Petitioner's Signature: _____

Date: _____

Submit this form to the Program Chair.

Date Received: _____

Program Chair

Signature: _____

NON - ACADEMIC GRIEVANCE

Name: _____ Conflict Date: _____

Phone Number: _____

Description of conflict or issue to be addressed:

Summary of actions taken thus far to resolve the conflict:

State how you believe this issue can best be resolved:

Petitioner's Signature: _____

Date: _____

Submit this form to the Director of Student Services:

Date Received: _____

Director of Student Services

Signature: _____

NON – ACADEMIC GRIEVANCE REPORT

Conflict Resolution

Date: _____ Members in Attendance: _____

Time: _____

Location: _____

Description of conflict:

Description of Committee Resolution:

Director of Student Services Signature: _____ Date: _____

Committee Member's Signature: _____ Date: _____

Committee Member's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

Decision Reviewed: _____ (date)

Director of Service's Comments:

Signature of Student Services Director

Mercy College of Health Sciences Drop/Add Form

Name _____ Social Security # _____ - -

Date _____

Course #	Course Name	Drop	Add	Instructor's Signature

- Courses may be dropped or added during the first week of the semester only.
- I understand that these changes may affect my financial aid.

Student's signature

Advisor's signature

Registrar's signature

Student load for term after drop/add

WHITE—Registrar YELLOW—Advisor PINK—Instructor GOLD—Student GREEN—Financial Aid

Mercy College of Health Sciences Drop/Add Form

Name _____ Social Security # _____ - -

Date _____

Course #	Course Name	Drop	Add	Instructor's Signature

- Courses may be dropped or added during the first week of the semester only.
- I understand that these changes may affect my financial aid.

Student's signature

Advisor's signature

Registrar's signature

Student load for term after drop/add

WHITE—Registrar YELLOW—Advisor PINK—Instructor GOLD—Student GREEN—Financial Aid

WHITE—signature

YELLOW—signature

PINK—signature

ORANGE—signature

GREEN—signature

signature

signature

signature

Signature must be same after drop-out

no more for dropped or added during the first week of the semester only

Color Name

Drop Add Instructor's signature

Student's signature

Mercy College of Health Sciences Drop/Add Form

WHITE—signature

YELLOW—signature

PINK—signature

ORANGE—signature

GREEN—signature

signature

signature

signature

Signature must be same after drop-out

no more for dropped or added during the first week of the semester only

Color Name

Drop Add Instructor's signature

Student's signature

Mercy College of Health Sciences Drop/Add Form

