

Maine College of Health Professions

Education that Enriches Lives

Faculty Handbook
2026-2027

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Introduction

Preface

This Handbook serves as a unified reference for all faculty members of the Maine College of Health Professions (MCHP). It consolidates policies, procedures, expectations, and resources from prior handbooks and supplements to provide consistency across the institution. It is to be used alongside the Student Handbook, the Student Catalog, and the Policy Manual. Faculty are responsible for familiarizing themselves with these publications and all content therein.

This document is owned and maintained by the faculty and, as such, all revisions and suggestions for improvement should be submitted to MCHP's faculty senate.

Mission and Vision

Mission

The Maine College of Health Professions enriches lives by offering outstanding education in the health professions, inspiring student success and lifelong learning. We emphasize interpersonal, interprofessional, and community collaboration, and we prioritize excellence in patient care, student learning, and scholarship.

Vision

Maine College of Health Professions will be the college of choice in providing exceptional health professions education in the State of Maine and beyond. We will be known for our supportive and effective educational approach that focuses exclusively on healthcare professions and provides multiple access points to professional advancement. Our graduates will be recognized as leaders in their fields, improving the health and well-being of their communities

Institutional Values and Culture

The Maine College of Health Professions is a progressive, private, non-sectarian, regionally-accredited college that offers programs leading to an Associate in the Applied Science Degree in Nursing, an Associate in the Applied Science Degree in Radiologic Technology, an Associate degree in Applied Health Sciences, and Certificate programs in Computed Tomography, Sonography, Mammography, and Licensed Practical Nursing. The college offers a Bachelor of Science in Nursing Degree (RN-BSN for licensed registered nurses who hold an associate degree; the courses are online with a terminal clinical capstone course. The college offers a Bachelor of Science in Medical Imaging (BS-MI); the program offers a variety of tracks.

Students are primarily residents of the State of Maine (99%), with the largest percentage coming from the tri-county area surrounding the College. Approximately 95% of students receive some form of financial assistance.

The MCHP Graduate:

- Is a thoroughly competent practitioner
- Communicates effectively and with confidence
- Demonstrates exceptional compassion
- Thinks critically
- Values and seeks collaboration
- Exhibits best practices in patient safety
- Prioritizes respect in all interactions
- Models superior ethical decision making
- Welcomes and appreciates diversity
- Pursues lifelong learning

Purpose

The primary purpose of the Maine College of Health Professions is to provide programs, courses, and experiences that support the college's mission to graduate educated individuals in the healthcare sciences.

Accreditation and Regulatory Bodies

Institutional Accreditations

Maine College of Health Professions (MCHP)

The Maine College of Health Professions (MCHP) is accredited by the New England Commission of Higher Education (NECHE); 301 Edgewater Place, Suite 210, Wakefield, MA 01880 | T: (781)-425-7785 | E: info@neche.org | <https://www.neche.org/>. The New England Commission of Higher Education (NECHE) is a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Date of Last Review: Spring 2023

Current Accreditation Status: Accredited

Date of Next Review: Spring 2028

Programmatic Accreditations

Medical Imaging

Radiologic Technology

MCHP's Associate of Applied Science in Radiologic Technology is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT); 20 N. Wacker Drive Suite 2850, Chicago, IL 60606-3182 | T: (312)704-5300 | E: mail@jrcert.org | <https://www.jrcert.org/>



Diagnostic Medical Sonography

MCHP's Diagnostic Medical Sonography program's Abdominal, Extended and Obstetrics and Gynecology concentrations are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP); 9355 - 113th St. N, #7709 Seminole, FL 33775 | T: (727)-210-2350 | F: 727-210-2354 | E: mail@caahep.org | <https://www.caahep.org/>



Commission on Accreditation
of Allied Health Education Programs

Nursing

All MCHP Nursing Programs

The PN Certificate Program, Associate Degree Nursing Program, and the RN-BSN Program are approved by the Maine State Board of Nursing (MSBON); 161 Capitol St., 158 State House Station, Augusta, ME 04333-0158 | T: (207) 287-1133 | F: (207)-287-1149 | <https://www.maine.gov/boardofnursing/>. The mission of the Board of nursing is to protect the public health, safety, and welfare by regulating the licensure of nurses, the practice of nurses, and nursing education.

Date of Last Review: 2016

Current Approval Status: Approved

Date of Next Review: Spring 2028

RN to BSN:

MCHP's RN to BSN program is accredited by the Accreditation Commission for Education in Nursing (ACEN); 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326. T: (404) 975-5000. ACEN supports the interests of nursing education, nursing practice, and the public through its functions of accreditation. The most recent accreditation decision made by the ACEN Board of Commissioners for the bachelor degree nursing program is Continuing Accreditation with Conditions. View the public information disclosed by the ACEN regarding this program at [Search ACEN Programs](#)

Candidacy Approval: December 2023

Date of Initial Accreditation: TBD

Current ACEN Accreditation Status: Seeking Initial Accreditation

Date of Next Review: Fall 2025

ACEN Accreditation Standards and Criteria 2023

Associate's Degree in Nursing:

MCHP's ADN program is accredited by the Accreditation Commission for Education in Nursing (ACEN); 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326. T: (404) 975-5000. ACEN supports the interests of nursing education, nursing practice, and the public by the functions of accreditation. The most recent accreditation decision made by the ACEN Board of Commissioners for the associate degree nursing program is Continuing Accreditation with Conditions. View the public information disclosed by the ACEN regarding this program at [Search ACEN Programs](#).

Date of Initial Accreditation: 1989

Date of Last Review: 2022

Current ACEN Accreditation Status: Accredited

Date of Next Review: Spring 2028

ACEN Accreditation Standards and Criteria 2023

Practical Nursing:

MCHP's PN program is accredited by the Accreditation Commission for Education in Nursing (ACEN); 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326. T: (404) 975-5000. ACEN supports the interests of nursing education, nursing practice, and the public by the functions of accreditation. The most recent accreditation decision made by the ACEN Board of Commissioners for the practical nursing program is Initial Accreditation. View the public information disclosed by the ACEN regarding this program at [Search ACEN Programs](#).

Date of Initial Accreditation: 2021

Date of Last Review: Fall 2021

Current ACEN Accreditation Status: Initial Accreditation

Date of Next Review: Fall 2025

ACEN Accreditation Standards and Criteria 2023



Institutional Overview

History

Maine College of Health Professions is a private, not-for-profit institution of higher education that is home to Maine's first nursing and medical imaging programs. The College was established in 1891 as a diploma-granting institution and was named the Central Maine General Hospital Training School. The first student was admitted on July 9, 1891. The School granted diplomas until 1977, when Governor James B. Longley signed into law L.D. 446, granting the institution authority to award the Associate of Applied Science in Nursing degree.

In 1976, the School's name was changed to Central Maine Medical Center School of Nursing. It became the first single-entity post-secondary nursing educational institution accredited by the Commission on Vocational, Technical, and Career Institutions of the New England Association of Schools and Colleges, Inc. in 1978.

In 1995, the school moved from Wilson Hall to the Metcalfe Building to its current location at 70 Middle Street in 2001. In June 2007, the institution was renamed the Central Maine Medical Center College of Nursing and Health Professions. The College was granted initial accreditation by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC).

In 2010, the College added an Associate of Applied Science Degree in Radiologic Technology. Coinciding with the addition of the Associate Degree in Radiologic Technology, the Mercy Hospital School of Radiologic Technology in Portland transitioned its two-year certificate program to the College, thereby doubling student capacity. Also, in 2010, the College admitted its first students to the Computed Tomography (CT) certificate program, and in 2011, the College added an Associate Degree in Nuclear Medicine Technology.

On July 1, 2014, Central Maine Medical Center College of Nursing and Health Professions was renamed Maine College of Health Professions (MCHP) to better reflect the mission and strategic vision of the College.

In the fall of 2017, MCHP earned approval to offer the RN to Bachelor of Science in Nursing degree, thereby becoming a baccalaureate institution. In the following year, MCHP was authorized to offer advanced certificates in sonography and mammography and a certificate in licensed practical nursing.

In 2021, MCHP began offering Baccalaureate Degrees in Medical Imaging and Healthcare Administration.

Academic Divisions

Health Sciences and General Education

Mission:

The MCHP Health Science and General Education Division's diverse learning experience seeks to expand an individual's intellectual skills, add to one's body of knowledge in the primary knowledge domains, kindle an ongoing desire to learn, strengthen one's capacity to reason and to solve everyday problems, and foster the ability to make mature and informed decisions relating to current issues in a rapidly changing social system. *Please see Appendix A to review the division's purpose, philosophy, teaching and learning process, and conceptual framework.*

Medical Imaging

Mission:

The mission of the Medical Imaging program is to: Encourage motivated individuals who are dedicated to pursuing excellence in Medical Imaging; Provide a quality education in Medical Imaging; Offer educational experiences in the classroom, the campus laboratory, and in a variety of clinical settings with emphasis on exceptional patient care; and Educate individuals to be competent and knowledgeable technologists who demonstrate critical thinking and effective communication skills. *Please see Appendix C to review the division's philosophy, organizational structure, and chain of command.*

Nursing

Mission:

The Nursing Department at MCHP is committed to enhancing the quality of life in the community; providing career education in a most effective and efficient manner; expanding an individual's intellectual skills; kindling an ongoing desire to learn; strengthening one's capacity to reason and to solve everyday problems of living; and making mature decisions relating to current issues in a rapidly changing social system. *Please see Appendix D to review the Nursing Department's purpose, philosophy, teaching and learning process, and conceptual framework.*

Organizational Structure

Please refer to Appendix N for MCHP's organizational chart and directory, including titles and contact information.

Faculty Roles and Responsibilities

Statement of Faculty Rights and Responsibilities

The following will be given consideration in each faculty's appointment:

- a thorough orientation.
- teaching assignments according to academic, clinical, and work experience qualifications.
- a workload that allows sufficient time to meet the teaching demands and expectations placed on the faculty member, as well as time for attendance at committee meetings, professional activities, and community service.
- a method of evaluation as an instructor of students and as a professional.

Recognizing that the faculty provides the link between the curriculum and the students, the following are responsibilities that assist in developing an efficient and effective educational atmosphere:

- design and implement optimal teaching strategies.
- create a respectful classroom, recognizing cultural influences.
- identify and address the needs of individual learners.
- identify and address the needs of the community.
- encourage development of problem solving and critical thinking skills.
- inspire student self-expression.
- explore and use community resources for instructional purposes.
- maintain professional competency, including any continuing education requirements.
- participate in local, state, and national professional organizations.
- model the mission of the college.
- pursue community service and scholarly endeavors.
- know and adhere to college policies as well as state and federal regulations (e.g., FERPA, HIPAA).
- adhere to accrediting body standards and core competencies.
- report to work on time and complete work within designated time.
- participate in performance improvement and continuous quality improvement, and
- identify safety needs, recommending corrective action as appropriate.

Faculty Orientation

Faculty

Any newly hired faculty will complete an orientation process and have an assigned mentor during their first year. During the first semester, the faculty will have a decreased workload of 12-credits and is not expected to participate in any committee work their first year (excluding the faculty senate committee). However, during the first year of their hire, the faculty must attend two meetings of each committee to determine which committee they wish to commit to after their first year at MCHP. Additionally, the new hire will have a dedicated mentor to guide and assist them with their course load. Prior to the start of the academic semester, the newly hired faculty will attend a one-to-two-day(s) orientation to review policies/procedures, technologies, and the inner workings of the department. The new hire will meet with the Dean or designee periodically during their first and second semester to answer any questions and provide additional support. The new faculty must complete the faculty orientation checklist within 30 days of the start of the academic semester and be turned into the Dean.

Adjunct Faculty

Adjunct faculty undergo an orientation and mentor process. Adjunct faculty are assigned a full-time faculty mentor to guide and provide support. Prior to the start of the academic semester, the faculty shadows an existing faculty member in clinical or lab to view how to facilitate teaching activities based on MCHP's

nursing department expectations. Additionally, the new hires spend one-to-two days of orientation to learn the college and department policies/procedures, technology, and inner workings of the department. The new hires also meet with the Program Coordinator or designee periodically during their first and second semester to answer any questions and provide support.

Faculty Senate

The Faculty Senate is a legislative body dedicated to advocating for the rights, privileges, and responsibilities of all faculty at MCHP. Membership is restricted to contracted and salaried faculty, although adjunct faculty and members of the administration are encouraged to attend. Meetings offer a forum to connect individuals across academic disciplines to discuss topics such as curricula planning and implementation, college policies, professional development opportunities, etc. The Senate is also responsible for the creation and maintenance of all faculty handbooks, which are reviewed and published on an annual basis.

For more details about the function and structure of the Faculty Senate, please refer to [the Faculty Senate bylaws](#) located on the MCHP intranet.

Faculty Workload

Faculty

The standard workload for full-time faculty is fifteen credit hours per semester academic year of clinical and/or lecture assignments, 6-9 weekly office hours, and 5-12 weekly hours of preparation, college meetings, project, and/or committee work. (Please note this is standard workload for full time teaching faculty. The College reserves the right to make appropriate workload substitutions for Director and other specialized roles.)

All 39-week contractual faculty—regardless of program or division—are required to teach 30 credits for the academic year. Faculty who are employed year-round (program directors) are required to teach no more than 50% of their annual workload.

If a faculty member exceeds the 15-credit requirement in one semester, their teaching load will be reduced in the alternate semester to ensure the annual workload does not exceed 30 credits. For example, a faculty member assigned 17 credits in the fall semester would typically be assigned 13 credits in the spring semester.

Any teaching beyond 30 credits during the 9-month academic year is considered an overload and is compensated accordingly through a stipend. Program directors who teach more than their 50% annual workload (22 credits per academic year) are also considered overworked and are compensated through a stipend.

Adjunct Faculty

Part-time, variable hours. Adjunct faculty may teach up to but not to exceed 12-credits/semester.

Teaching Assignments

Student learning outcomes are more consistently achieved when faculty members are assigned to courses in which they have demonstrated expertise, relevant experience, and a genuine interest in the subject matter. For this reason, faculty have significant input in the course assignment process. Each faculty member collaborates with the Dean to establish their individual teaching workload.

Appropriate Use of Lab Space

All faculty who teach in or use the laboratory(ies) are expected to adhere to the following:

Faculty will review the safety guidelines (provided by the College) with students. Furthermore, faculty will ensure all students understand these guidelines and sign a safety contract or a statement (provided by the College) acknowledging they have been advised of the safety guidelines, they understand these guidelines and will adhere to the guidelines.

Faculty will follow the same safety guidelines as students; this includes all designated protocols, wearing only appropriate lab dress, refraining from having any food or beverages in the laboratory or preparation laboratory. Please refer to [MCHP's Infection Control policy](#) located on the intranet for more specific information.

The Science Laboratory(ies)

The Science Laboratory(ies) is a BSL-2 level laboratory, and as such, uses pathogens in the microbiology lab setting. All science lab courses utilize the same common space. Therefore, students and instructors must never place anything in their mouths while inside the lab space and must wash their hands before leaving the lab space to eat or drink outside the lab.

Please refer to Appendix Q for protocols and procedures related to use of the Science Laboratory(ies).

Online Teaching Eligibility

Before teaching online, all faculty members are required to complete a brief course in online instruction and navigation of the Learning Management System (LMS). The course is designed to provide a base of andragogical knowledge for choosing the best activities and methods of delivery in the virtual classroom and to help instructors accurately judge the impact of their decisions when teaching online. Participants gain insight into their role as an instructor for an online course, learn best practices, and become comfortable navigating the LMS used at MCHP. Participants earn a certificate in online teaching upon successful completion of the course.

Faculty Attendance at College Functions

Faculty participation in school functions are indications of commitment to the purpose and mission of this College. Faculty are expected to participate in and attend the following College functions: *Convocation, *Graduation, Student Orientation, Student Onboarding, Admission Events, Open Houses, Community Service Events, Interprofessional Education Events, and other events outlined in their faculty contract. (*Academic regalia is required).

Adjunct faculty are invited to attend college functions, although it is not a requirement.

Office Hours and Availability

Faculty

During the academic year, faculty members and program directors are required to maintain six office hours per week for student support and academic advising. Office hours must be posted on office doors and in all course syllabi no later than the first day of the academic term.

If a faculty member must miss instructional time with a class, then that faculty is responsible for finding coverage in the intended modality (e.g., face-to-face, online). MCHP is not responsible for compensating individuals who are covering for absent faculty.

Adjunct Faculty

It is expected that all adjunct faculty will make themselves reasonably available to students. As some adjuncts are teaching completely online, 'office hours' are considered to be meeting with students via chat through Teams, phone call, or video conferencing. Additional assistance is offered to students through Tutor.com and their academic advisor. (Any faculty member with the designation of Director or Coordinator is expected to have expanded availability per week.)

Office Space

Each faculty member is provided with dedicated office space equipped with standard furnishings, including a desk, chair, bookcase, telephone, and other essentials to support their work. Adjunct faculty will also be provided with office space, including a desk, chair, and computer. Basic office supplies are readily available, and additional supplies may be requested through the College Receptionist as needed. To ensure a comfortable and productive environment, no more than three faculty members will be assigned to share the same office. Office assignments may be adjusted based on faculty needs and to support the overall functioning of the school.

Advising

Academic advisors contact advisees at the beginning of each semester to establish rapport and provide information concerning office hours. Their focus is on assisting students with course registration, program progression, and guidance around achieving individual academic and career goals.

Advisors are also responsible for meeting with students at the midterm to help them identify areas of strength and areas for growth. Please refer to the [Midterm Policy](#) located on the MCHP intranet for more information.

MCHP Grading Scale

Please refer to the MCHP numerical, letter, and grade point equivalence information shown in the table below:

Letter Grade	Numerical Grade	Grade Point Average
A	95-100	4.0
A-	90-94	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	.7
F	Below 60	.0

Additional information regarding [MCHP's Scholastic Standards](#) and [Incomplete Grade](#) policies can be found on the MCHP intranet.

Participation in Committee and Faculty Meetings

Faculty actively participate in shared governance via several mechanisms, including the Faculty Senate. All contracted and salaried faculty are expected to serve on committees dependent upon their FTE in addition to their regular participation in the Faculty Senate. Full-time faculty and program directors are required to participate in at least two college committees.

Committee membership appointments —both standing and ad hoc— are adjudicated by the Faculty Senate with the goal of ensuring balanced representation across all committees.

Standing committees shall include:

- Curriculum Committee
- Policy Committee
- Admissions Committee
- Learning Assessment Committee
- Program Review Committee
- Interprofessional Education (IPE)

Ad-Hoc committees may be named as necessary. The Chairperson of each committee shall arrange meeting times and dates as often as necessary to complete the charge set forth by the College administration.

Adjunct faculty are encouraged to attend committee meetings. They are also welcome to attend any regularly scheduled faculty senate meeting or department-specific faculty meeting, although neither are required.

Faculty Evaluation and Performance Review

Faculty are evaluated according to the terms outlined by the Faculty Senate and approved by the Maine College of Health Professions administration.

The Faculty Evaluation System at MCHP identifies three main roles for which faculty are evaluated: Teaching, Scholarly/Creative Activities, and Service. Under the Service section of the evaluation, individuals are required to submit summaries documenting their service to the college, to their profession, and to the community at large. For each major role there are institutional minimum and maximum values (weights) that are derived from the faculty workload guidelines established by MCHP, giving faculty the opportunity to negotiate a weight for each role. These weights reflect the philosophy and mission of MCHP.

Please refer to the [Faculty Evaluation System](#) document folder located on the MCHP Intranet for more information regarding the timing of evaluations and all other related procedures.

The interim faculty review process, conducted by Deans, utilizes the [Interim Faculty Review Form](#) and is also housed on the MCHP intranet

Faculty Compensation

Faculty salaries are based on details specified within individual contractual agreements. Salaries are reviewed annually in conjunction with faculty evaluation and contract renewal. The scale for faculty salaries is available upon request from Program Deans.

Please refer to Appendix O to review adjunct faculty compensation details.

Maintaining Safe and Professional Boundaries

Faculty are strongly discouraged from providing personal cell phone numbers to students. It is recommended instead that faculty use a Google Voice phone number (free of charge and anonymous) if and when a phone conversation is necessary.

Faculty are prohibited from:

- Providing their personal email to students. Faculty must use the College Outlook email system to communicate with their students. Communication to a class may also take place via 'Announcements' in Canvas, the College's learning management system.
- Following students on social media platforms including, but not limited to Facebook, Twitter, Instagram, SnapChat.
 - Faculty who are friends or follow students on social platforms prior to teaching at MCHP, are asked to unfollow or unfriend the student until the student graduates from the program.
- Offering items of monetary value or gifts to students (excluding small candy, tissues, or other items that have been approved by the Dean/CAO).

Clinical Education and Faculty Responsibilities

Immunization, Licensure, BLS Certification, and CPR Requirements

Any faculty member teaching clinicals must obtain an active CPR certification and provide a copy of the CPR card to the Dean. All faculty must also obtain and maintain the immunizations required by Central Maine Healthcare or be subject to suspension until requirements are met.

Nursing

All nursing faculty (full-time and part-time) must maintain their unencumbered registered nurse licensure in the State of Maine as required by the Maine State Board of Nursing and Central Maine Healthcare or be subject to suspension until all requirements are met. They must have a current American Heart Association healthcare provider BLS certification, a minimum of a Bachelor of Science degree in nursing, and at least one year of experience in the given field the faculty is teaching in the clinical setting.

Faculty/Student Ratio

Faculty-to-student ratio information is outlined in [the MCHP Course Capacity policy](#) located on the institution's intranet. These ratios differ by division and program.

In addition, all clinical preceptorships across programs are 1:1.

Clinical Performance Assessment

Nursing

Midterm and final evaluations using the Clinical Evaluation Form will be completed by the involved faculty member(s) prior to the conclusion of the course. Students and faculty will schedule the evaluations as a component of the clinical rotation. The faculty will evaluate the student performance, and the evaluation will remain in the learning management system, in accordance with MCHP's policies.

Medical Imaging

Students are evaluated in the clinical component of the curriculum on an ongoing basis. Supervising Technologists complete clinical evaluations on the students' performance on a weekly basis which comprises one-third of the clinical grade. Supervising Technologists complete student clinical competency evaluations each semester as outlined in the program-specific Student Handbook. The clinical competency evaluations comprise two-thirds of the clinical grade.

Midterm and final grade reports are available to students via the student information system. To progress in the clinical area, students must complete all competency evaluations and make up clinical time lost during each semester. Students must also maintain a 2.0 GPA in the clinical portion of the curriculum. At midterm and/or at the end of the semester, a faculty member will meet with any student whose GPA falls below 2.0, or if the faculty member is concerned with student progress, to formulate a plan for improvement. A copy of the conference record will be given to the student and the original placed in the student's file. Any student not completing the requirements for the clinical component, by the end of the semester, will receive an incomplete. See the "Students Receiving an Incomplete in a Course" policy.

Academic Policies and Procedures

Academic Freedom Statement

Academic Freedom is that ideal which enables educators, students, and academic institutions to inquire, teach, debate, and publish. The College, as a private non-sectarian educational institution, believes that collective freedom of inquiry must not be motivated or dominated by political or ideological mandates regarding social responsibility and institutional policy. This academic institution is committed to upholding these beliefs.

Students in this college have the right to investigate, learn, and express their individual ideas free from faculty and institutional influence. These rights are upheld for individual students as well as the collective student body.

These rights carry with them the understanding that individual student members, when expressing personal views, are doing so not as a representative of the academic institution.

As educators, the faculty have the right to inquire, teach, debate, discover, and publish unburdened by internal or external influence. Further, the faculty as citizens are entitled to the rights and responsibilities of citizenship.

These rights carry with them the understanding that individual faculty members, when expressing personal views, are doing so not as a representative of the academic institution.

Academic freedom allows one the independence, in the classroom setting, to present and discuss material that is relevant to the course content and learning objectives.

Information Outside the Bounds of Academic Freedom

Faculty have academic freedom to teach students in the manner most suited for students to learn the material. However, there are instances where a collaborative approach is needed to provide consistency for students. Therefore, the following must be implemented to avoid inconsistencies and for the college to have a united front to avoid favoritism, grievances, and panics. Faculty must get prior approval from the dean before making changes to the following:

- Syllabus template
- Canvas course pages
- Changing assignments (as some assignments align with the end-of-program student learning outcomes (EPSLOs) in the systematic evaluation plan (SEP)).
- Assignment grade weights
- Testing policy
- Grades with respect to nullifying questions on an exam to pass a student
- Changing course descriptions and course outcomes
- Letting students out of class, clinical, or the lab early
 - Students must stay in class, clinical, and the lab for the entire time, unless permission is granted from the dean or designee

Outside Employment

Under the terms of the faculty contracted agreement, the instructor's primary employment is with the College. Any external responsibilities must not interfere with or otherwise negatively impact an individual's ability to fulfill their assigned duties at MCHP.

In addition, faculty are prohibited from using MCHP intellectual property, such as course materials, outside the college.

Evaluation Process for Academic/Clinical Concerns

Faculty members with a concern regarding a student's academic/clinical performance shall:

- Provide the student with the Learning Experience Summary Form, located on the [MCHP Staff Portal](#), which must be completed within 24 hours of the incident and submitted to the faculty member involved.
- Communicate and document meetings with the student regarding academic/clinical concerns.
- Reach out to the student's academic advisor for support in addressing the concern, if necessary.
- Submit a detailed written report to the Dean outlining the academic/clinical concern if the concern is not resolved. The Dean will respond to the faculty within one (1) school day.

If the clinical performance remains a concern, the faculty will present the concern to the Dean, who will then meet with the involved student and faculty member within five (5) days following notification of the unresolved concern. Students may bring a support person to the meeting. A copy of all written data, which may be viewed by the faculty member and the student, is placed in the student's file.

Policies Pertaining to All Faculty and Staff

In addition to the information provided above, all faculty, regardless of division or title are required to review and adhere to all [institutional and division-specific policies](#), including but not limited to:

- Academic Policies
- College-wide Policies
- Faculty and Staff Policies
- Financial Services Policies
- Safety and Security Policies, and
- Student Services Policies

These policies are subject to change at the discretion of the Policy Committee. Please refer to the [Policy Committee Charter](#) located on the MCHP intranet for more information on the committee's mission, goals, and scope.



Faculty Development and Support

Tuition Reimbursement

Policy information regarding [the tuition reimbursement process](#) through Central Maine Healthcare is located on the CMH HR Sharepoint Page.

Continuing Education

The College encourages and supports faculty in pursuing advanced education and through attendance at professional conferences, workshops, and other educational events. Following participation in such events, faculty are expected to:

- A. Submit documentation of attendance to the Dean.
- B. Share a summary or highlights of the event with their colleagues to promote the dissemination of knowledge and foster a culture of continuous learning.

Professional Development

MCHP hosts a wide array of free workshops and trainings throughout the year in an effort to promote understanding and awareness of instructional best practices. Faculty should speak with their supervisor or Dean to learn more about upcoming opportunities.

Human Resources and Employment

Central Maine Healthcare (CMH) Human Resources

MCHP is a Wholly-Owned Subsidiary of Central Maine Healthcare (CMH) and all individuals employed by the college are also CMH Team Members. Faculty are required to access their CMH email accounts regularly to receive up-to-date information regarding hospital news and policies. All other relevant policies, procedures, training requirements, benefits (including the [Student Loan Repayment Program](#)), and expectations are outlined here in the CMH [Employee handbook](#), which is located on the [CMH HR Portal](#).

For more information on the relationship between MCHP and CMH, please refer to the [MCHP Board of Trustees Bylaws](#) located on our Public Policy page.

Title IX Statement

MCHP is committed to providing a learning environment that is free from discrimination, violence, and harassment. If students experience sexual harassment, stalking, domestic/dating abuse, or sexual misconduct/assault, please contact the Title IX Coordinator, Melissa Gordon, at Melissa.Gordon@mchp.edu. For staff and faculty reports, please contact the Central Maine Healthcare Human Resources Department, or collaborate with the appropriate Dean or CAO.

For more information, please review the [Title IX - Anti-Violence, Discrimination, & Harassment Policy](#) and the [MCHP Non-Discrimination Policy](#) housed on the MCHP intranet.

Americans With Disabilities Act Statement

Maine College of Health Professions is an equal opportunity/affirmative action institution and employer.

Students with a documented disability who wish to request reasonable access to the programs and services offered by the College must register with the ADA Coordinator. An appointment may be made by calling 207-330-7878 or emailing Melissa.Gordon@mchp.edu

Faculty or Staff with a documented disability who wish to request reasonable access to programs and services offered must contact employee health at 207-795-2830.



Safety and Emergency Protocol

Incident Reporting

In the event of an emergency, all College employees should refer to the [MCHP Incident Reporting policy](#) housed on the MCHP intranet for specific information regarding protocol.

Incidents that occur in the **clinical setting** require the student and faculty/supervisor to follow institution-specific policy regarding incident reporting.

Incidents that occur **on-campus** involving a) injuries that require more than basic first aid, b) theft, or c) property damage, shall be documented using the Maine College of Health Professions (MCHP) Incident Reporting form and will be further disseminated at the discretion of the President of the College.

Safety

Safety policies including emergency preparedness and fire safety are found on the Central Maine Healthcare portal. All faculty and staff of the College must be familiar with this information. Safety policies are thoroughly reviewed on an ongoing basis. In case of fire in the college building, please evacuate the building and report to parking Lot J. For more information, please review the [Safety & Security Policies](#) located on the MCHP intranet, [the Annual MCHP Security Report](#) on the MCHP main website, and the Science Laboratory Safety Plan

Technology and Resources

Remediation and Tutoring

The College provides avenues of remediation and tutoring to all students enrolled. Remediation services are provided through [Tutor.com](https://www.tutor.com), course faculty, and assigned academic advisors.

Learning Management System ('Canvas')

MCHP utilizes [Canvas](https://www.canvaslms.com) as its institutional learning management system (LMS).

Instructors may write announcements, grade papers and posts, and respond to messages. Instructors may add content via Announcements and Conferences.

The Teacher may write announcements, grade papers and posts, and respond to messages. The Teacher may also edit courses.

All technical support inquiries must be submitted to faculty supervisors and the Instructional Designer.

Student Information System ('Sonis')

MCHP utilizes Jenzabar [Sonis](https://www.jenzabar.com) as its student information system (SIS), which houses grades, official education records, and student financial information. All technical support inquiries must be submitted to faculty supervisors and the Registrar.

Gerrish-True Health Sciences Library

The library is located on the first floor of the hospital between floors M1 and T1. The library may be accessed 24/7 with an MCHP badge. Thousands of healthcare-related journals are available through the research database located online at the link provided below:

<https://mchp.coursearc.com/content/library-services/research-databases/introduction/>

Please direct all relevant inquiries to the Library Director at sarah.hudson@mchp.edu

Mental Health Counseling

MCHP students have access to free telehealth therapy services through the online platform [BetterMynd](https://www.bettermynd.com). Faculty should encourage all interested students to access this resource as needed via [the Student Portal](#).

Appendices

Appendix A: The General Education Division's Purpose, Philosophy, and Teaching and Learning Process

Purpose

The purpose of the Maine College of Health Professions' general education division is to provide programs, courses, and experiences that support the mission of the general education division, and to support student learning in all academic programs offered at MCHP.

Philosophy

At MCHP, we believe that general education is an essential life-long learning concept. Our programs' general education requirement provides the student with academic diversity, expansion of both creative and critical thought processes, and opportunity for personal and intellectual growth. The pursuit of general education creates an atmosphere of intellectual exchange that ultimately affects society through application of biological and social sciences, math concepts and skills, and humanities principles. Furthermore, we believe that general education provides an established foundation for the pursuit of higher education, facilitating the adult learner's diverse educational goals.

The teaching/learning process is a purposeful, goal-directed interactive process between the instructor, the student, and the environment. Positive learning from one situation to another can be facilitated when the situation is like the learner's earlier experience. With faculty support and guidance, the student pursues, integrates, and evaluates knowledge using a problem-solving process. We believe that students should be active participants in their own learning and should have opportunities for self-evaluation as well as for evaluation by faculty.

In their role as the facilitator of student learning, the faculty endorse the principles of adult education. Learning occurs best when a problem, need, or desire causes an increase in learner energy or motivation and is enhanced by the individual's active involvement in the experience. The development of positive attitudes and eagerness to learn is facilitated by positive feedback, and strong faculty-student interactions and relationships, which builds confidence and develops self-esteem. The faculty creates a learning environment that fosters an increasing belief in one's ability to succeed, promotes a growth mindset, and guides students toward assuming increased responsibility for identifying and achieving goals.

Part of the mission of MCHP is to graduate educated persons whose lives have been enriched by their educational experiences at MCHP. General education courses provide an array of diverse topics covering different levels of content with the goal of introducing students to multiple genre in the primary domains of knowledge: Arts/Humanities, Science, Social Sciences, and Ethics/Philosophy. The courses offered within the general education division, provide a milieu of diversity and choice which increases the students' opportunity for growth and self-development.

Currently, the general education division offers one degree program geared toward careers in health sciences.

The Associate Degree in Health Sciences (AHS). This program provides a career track for students whose goal is to work in healthcare but not necessarily at the bedside. Beyond the attainment of an AHS degree, the Associate Degree in Health Sciences can be a steppingstone to careers in nursing, radiologic technology, and health care administration.

MCHP is an educational system that promotes seamless academic progression. After students complete the Associate Degree in Health Science, students can choose to further their education by transferring completed general education courses into one of the other health professions programs offered at MCHP. After earning an Associate degree in AHS, Nursing, or Medical Imaging, graduates can apply for the post-licensure RN-BSN Program, Bachelors of Science in Medical Imaging (BS-MI), or the Bachelor of Science in Healthcare Administration (BS-HCA). Additionally, students who enter the AHS program can complete general education courses with the goal of transferring into a nursing, medical imaging, or healthcare administration degree at a future date.

Teaching/Learning Process

The curriculum for the General Education division is designed to provide an assortment of courses in the primary knowledge domains. Successful completion of these courses develops a basic level of knowledge to which the acquired content knowledge of program courses can be added. Courses within the General Education curriculum also follow the philosophy of building on prior knowledge to attain greater, more refined knowledge. For example, BIO111 and 112 (Anatomy & Physiology I and II) are sequential courses that provide the foundation needed to comprehend content in later science courses such as BIO214,

Microbiology. Students learn the structures of the body and normal human physiology, which helps them better understand infectious disease processes and impacts. PSY101, Introduction to Psychology, provides students the fundamental knowledge needed to better comprehend higher level content in PSY201, Developmental Psychology. These courses and other general education courses are those that further help students understand content they learn in AHS, nursing, medical imaging, and health administration program courses.

Alignment Between Course, Division, and Institutional Learning Outcomes

Learning assessment at the course, division/program, and institution level is essential for monitoring and improving teaching and learning at MCHP. Care is taken when creating new courses and programs that each level of learning outcome assessment maps progressively up the levels to ensure the teaching and learning at MCHP supports the College's mission.

Appendix B: The General Education Division Chain of Command

Chain of Command

The organizational chart represents the chain of command for general education faculty and staff. The Chief Academic Officer (CAO) oversees all General Education programs offered at MCHP (currently, the Associate degree in Applied Health Science) and all accredited and non-accredited general education courses. The Dean of Health Sciences and General Education, Biological Sciences Lab Coordinator, full-time faculty and adjunct faculty report directly to the CAO.

All faculty and staff use the chain of command to discuss issues and/or report problems encountered in the work environment. General education faculty and staff are encouraged to resolve issues directly with involved parties as much as possible. If faculty or staff cannot come to an acceptable solution after meeting with the involved party, they are encouraged to follow the chain of command outlined above. Please do not omit anyone in the chain of command. A higher management level should only be involved first when the concern or problem involves a direct supervisor.

The Chief Academic Officer

The CAO is involved with programmatic growth and development. Time is spent meeting with College leadership and strengthening relationships with community partners. The CAO ensures that regional accreditation standards are followed. As acting dean, the CAO meets with the Dean of Health Sciences and General Education and ensures that program metrics are measured, and end-of-program student learning outcomes are analyzed. Data is used by the general education program to modify the curriculum and/or change instructional practices to ensure that learning outcomes are achieved. The CAO oversees faculty evaluations and promotions, course scheduling, faculty workload, and adjunct faculty recruitment and onboarding. The CAO also oversees the daily operations of the programs/courses, manages student issues, and addresses unresolved full-time and adjunct faculty concerns.

The Dean of Health Sciences and General Education

The Dean of Health Sciences and General Education (Dean of HSGE) develops course schedules, recruits and onboards full-time and adjunct faculty to teach in the health sciences and general education division, ensures syllabi contain specified content and that they comply with syllabus criteria established by MCHP, gathers and analyzes assessment data for division courses, follows up with full-time and adjunct faculty each semester in reviewing their individual course assessments and action plans, ensures course and program learning outcomes are appropriate and align with institutional learning outcomes, schedules and implements regular divisional meetings with full-time and adjunct faculty, supports the teaching needs of all faculty teaching in the division.

Appendix C: Medical Imaging Division Organizational Chart & Chain of Command

Chain of Command

The Medical Imaging Division at the Maine College of Health Professions (MCHP) operates within a clearly defined chain of command designed to ensure effective leadership, academic quality, and compliance with accreditation standards.

At the institutional level, the Division reports to the **Chief Academic Officer (CAO)**. This role provides executive oversight, academic direction, and alignment with institutional mission and policies.

The **Dean of Medical Imaging** provides overall leadership for all programs within the Division. The Dean is responsible for academic administration, curriculum oversight, faculty evaluation, resource allocation, program effectiveness, and ensuring compliance with internal and external accreditation standards.

Reporting directly to the Dean is the **Associate Dean of Medical Imaging**, who oversees the clinical education operations of the Radiologic Technology Program. The Associate Dean also provides academic leadership for the Bachelor's Degree Programs in Medical Imaging and Healthcare Administration, ensuring they align with institutional expectations, evolving professional standards, and accreditation requirements.

The **Director of Diagnostic Medical Sonography (DMS)** also reports directly to the Dean. The Director provides administrative and academic oversight of the DMS program, including curriculum management, student progression, and program evaluation. The Director, in consultation with the Dean, is responsible for maintaining full compliance with the accreditation standards.

Supporting the DMS program, the **DMS Clinical Coordinator** oversees all clinical education functions, including rotation scheduling, competency verification, affiliate communication, and clinical compliance with accreditation standards.

Across both programs, **adjunct faculty** contribute to didactic and laboratory instruction under the supervision of the Dean and Program Directors. Adjuncts participate in curriculum delivery, assessment, and student support while upholding program and accreditation expectations.

Within each clinical affiliate, **clinical preceptors and clinical instructors** provide direct supervision and mentorship to Medical Imaging students. They ensure student safety, reinforce professional standards, facilitate skill development, and participate in competency assessment. Clinical staff support these efforts by modeling professional practice and guiding students during imaging procedures.

At the foundation of the structure are the **Medical Imaging students**, who engage in didactic coursework, laboratory learning, and supervised clinical experiences. Students are accountable to faculty, clinical supervisors, and institutional policies throughout their educational progression.

This organizational framework establishes clear reporting lines, consistent communication pathways, and strong oversight across all programs. It ensures that the Medical Imaging Division operates in alignment with institutional expectations and the requirements of accrediting bodies.

Appendix D: The Department of Nursing Purpose, Mission, Philosophy, and Conceptual Framework

Purpose

The Nursing Department at MCHP is committed to enhancing the quality of life in the community; providing career education in a most effective and efficient manner; expanding an individual's intellectual skills; kindling an ongoing desire to learn; strengthening one's capacity to reason and to solve everyday problems of living; and making mature decisions relating to current issues in a rapidly changing social system.

Philosophy

The philosophy of the nursing faculty is based on the belief that a society sustains itself with an educated citizenry capable of influencing its destiny in a responsible manner. Education is designed to promote individual growth and freedom of choice. Thus, we believe that at least two years of education beyond high school level is essential. We also believe that students should be assured of an opportunity to expand their perspective. General education courses taken at MCHP and/or regionally accredited colleges and universities provide a milieu for diversity and choice, which increases the students' opportunity for growth and self-development. Formal education provides an opportunity for individuals to develop problem-solving skills.

Person: We believe that human life is valuable, that people are important and deserve respect. People are holistic beings – unique individuals, developing according to a defined pattern. In addition, individuals are biopsychosocial beings with specific hierarchical needs which, if not met, have predictable patterns of response.

Health and illness are individual perceptions which are influenced by a person's culture, experiences, and values.

Individuals are potentially autonomous and have certain rights, responsibilities, and choices. Therefore, we believe that individuals have the right to know and to make choices regarding their health-related activities. We believe that social responsibilities and individual worth are the ultimate products of humanistic philosophy.

Nursing: Nursing is a helping profession concerned with meeting the needs of individuals and groups who are healthy or ill. Nursing by its nature means care. It is directed toward health promotion, restoration of health and provision of comfort when restoration of health is no longer possible. Nursing is concerned with the quality of life and the quality of health care for all individuals regardless of their values and beliefs. Nursing is directed toward nurturing growth, recovery, health and protection for individuals and groups.

Education: Education is the action or process of acquiring knowledge and developing skills. Formal education is a series of planned learning experiences designed to provide opportunities for the acquisition of new knowledge to change behavior and meet program objectives. The educational process provides opportunities for students to develop living skills. Informal education occurs because of life experiences and should be recognized and incorporated into their continuing education.

General Education: The faculty members believe that general education is an essential concept of life-long learning. We believe that our program's general education requirement provides the student with academic diversity, expansion of both creative and critical thought processes, and opportunity for personal and intellectual growth. Pursuit of general education creates an atmosphere of intellectual exchange which affects society through application of biopsychological sciences and humanities principles. Furthermore, we as a faculty believe that general education provides an established foundation for the pursuit of higher education facilitating the adult learner's diverse educational goals.

Nursing Education: Nursing education is a process of formal education by which the student acquires the specialized theories and concepts necessary for the specific level of practice. A curriculum in nursing education should facilitate integration and application of this knowledge. This education provides an opportunity for a student to learn the roles, functions, and skills of nurses.

The faculty members believe the educational preparation of the nurse determines the scope of practice. An increasing awareness of the needs of previously neglected groups in society demand that practitioners have different functions and responsibilities. Technological advances, health care policies, and alterations in population distribution prompt changes in the health care needs of the nation.

Teaching/Learning Process

The teaching/learning process is a purposeful, goal-directed interactive process between the instructor, the student, and the environment. Positive learning from one situation to another can be facilitated when the situation is like the learner's earlier experience. The student, with faculty support and guidance, pursues, integrates, and evaluates knowledge using a problem-solving process. We believe that students should be active participants in their own learning and should have opportunities for self-evaluation as well as for evaluation by faculty.

In their role as facilitator of student learning, the faculty endorses the principles of adult education. Learning occurs best when a problem, need or desire causes an increase in learner energy or motivation and is enhanced by the individual's" active involvement in the experience. The development of positive attitudes and eagerness to learn is facilitated by positive feedback which builds confidence and develops self-esteem. The faculty creates a learning environment which guides students toward assuming increased responsibility for identification and achievement of goals.

Nursing Theory

Professional Advancement Model (From Novice to Expert) By Patricia Sawyer Benner

The nursing curriculum at the Maine College of Health Professions is developed and structured around Benner's Professional Advancement Model, also known as the Novice to Expert Theory. This model

outlines five progressive levels of nursing experience: novice, advanced beginner, competent, proficient, **and** expert.

These stages reflect a transformation in the learner's performance and perspective. As students advance, they move from reliance on abstract principles to drawing on concrete, past experiences to guide clinical judgment. Their perception shifts from viewing situations as isolated components to recognizing them as integrated wholes. Learners evolve from detached observers to fully engaged participants, becoming active contributors within the clinical setting.

The program's conceptual framework is based on the Nursing Process, which supports a systematic, student-centered approach to learning. Faculty regularly assess knowledge within each content area to identify gaps and reinforce critical concepts before introducing more advanced material.

Specifically, formative assessment is used throughout the curriculum to:

1. Identify knowledge gaps
2. Analyze performance trends
3. Implement targeted teaching strategies
4. Facilitate mastery of content through timely interventions

Following each intervention, faculty evaluate whether the desired learning outcomes have been achieved. This cyclical process continues as students progress through each level of Benner's model.

At the conclusion of both the Practical Nursing and Associate Degree in Nursing programs, a summative evaluation is conducted using the HESI Exit Examination. This standardized assessment provides a comprehensive measure of student learning and evaluates readiness to enter professional nursing practice.

For students in the RN-BSN program, the final requirement is the completion of a clinical capstone project. This experience ensures that graduates have successfully built upon their foundational nursing knowledge and are prepared to advance their professional practice at the baccalaureate level.

Conceptual Framework

The conceptual framework for the nursing programs is the nursing process. The nursing process is studied and utilized at the appropriate level and scope of practice for each nursing program offered at MCHP. The Nursing Process is a simple foundational framework that develops clinical reasoning skills. Reasoning skills lead to clinical judgment. After the cycle of clinical reasoning, Clinical Judgment identifies the outcome.

The **Clinical Judgement Model** is derived from the tenets of the conceptual framework. This model was created by the National Council State Board of Nursing (NCSBN) and will be utilized in all aspects of nursing education at MCHP. The information listed below is from the NCSBN.

Assessment

This phase consists of establishing a database by gathering objective and subjective client data and confirming the data. The nurse collects information relative to the client, verifies the data, and communicates the assessment data to relevant members of the health care team.

Recognize Cues

Identifying relevant data from different sources (the patient's chart, medical history, vital signs, assessment data).

- What information is relevant/irrelevant?
- What information is most important?
- What is of immediate concern?

Analysis

This phase consists of the identification of client health care needs and/or problems based on an interpretation of assessment data. The nurse then formulates nursing diagnosis and communicates the analysis findings to relevant members of the health care team.

Analyze Cues

- Organizing and linking the recognized cues to the client's clinical presentation.
- What are client conditions consistent with the cues?
- Are there cues that support or contraindicate a particular condition?
- Why is a particular cue or subset of cues of concern?
- What other information would help establish the significance of a cue or set of cues?
- Consider multiple things that could be happening.
- Narrowing down comes at the next step.

Planning

This phase consists of setting goals for meeting client needs and designing strategies to achieve expected client outcomes. The nurse determines the expected client outcomes, develops, and modifies the plan of care, formulates outcome criteria, and communicates the plan of care to relevant members of the health care team.

Prioritize Hypotheses

Evaluating and ranking hypotheses according to priority (urgency, likelihood, risk, difficulty, time, etc.)

- Which explanations are most/least likely?
- Which possible explanations are most serious?
- Item development should focus on ranking the potential issues and should use the phrases such as 'most likely.'

Implementation

This phase consists of initiating and/or completing actions to accomplish the defined goals of care. The nurse organizes, manages, and provides care to accomplish expected client outcomes, and communicates nursing interventions to relevant members of the health care team.

Generate Solutions

Identifying expected outcomes and using hypotheses to define a set of interventions for the expected outcomes.

- What are the desirable outcomes?
- What interventions can achieve those outcomes?
- What should be avoided?
- Focus on goals and multiple potential interventions—not just the best one—that connect to those goals? Potential solutions could include collecting additional information.

Take Action

Implementing the solution(s) that addresses the highest priorities.

- Which intervention or combination of interventions is most appropriate?
- How should the interventions(s) be accomplished (performed, requested, administered, communicated, taught, documented, etc.).
 - For "how" questions, ensure that specific elements from the scenario are what determines approach. Avoid memorized or "textbook" procedures. The item stem and/or the responses should include action verbs.

Evaluation

This phase consists of determining whether the client outcomes have been achieved and interventions have been successful. The nurse compares the actual outcomes with expected outcomes of care and communicates the client responses to interventions and/or teaching.

Evaluate Outcomes

Comparing observed outcomes against expected outcomes.

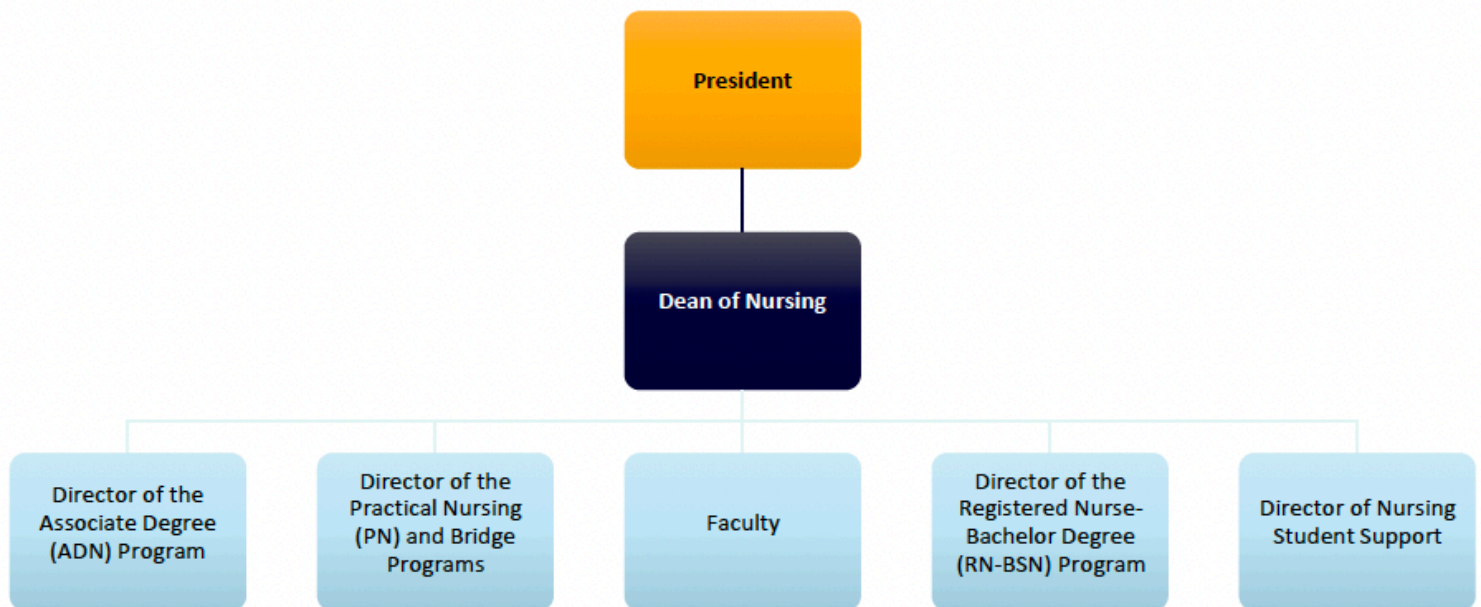
- What signs point to improving/declining/unchanged status?

- Were the interventions effective?
- Would other interventions have been more effective?
 - Item development should focus on the efficacy of the intervention(s) from the previous items.

The knowledge related to content areas is regularly assessed. Content gaps and knowledge deficits are identified, and critical information is reinforced prior to moving forward to more complex ideas. More specifically, knowledge is formatively assessed throughout the program, gaps are identified and analyzed, strategies are used to address the problem areas, and interventions are made to facilitate learning. Once new strategies are implemented, there is an evaluation of whether the desired outcomes have been met. This process is repeated as students progress through the stages of learning.

Appendix E: The Nursing Department Organizational Chart & Chain of Command

Nursing Department Organizational Chart



The organizational chart reflects the chain of command for nursing program faculty and staff at the Maine College of Health Professions (MCHP). The Dean of Nursing provides oversight for all nursing programs, including the Practical Nursing Program, Associate Degree Nursing Program, and RN-BSN Program. Reporting directly to the Dean are the Director of Nursing Student Support, Program Directors, and Faculty.

Faculty and staff are expected to utilize the chain of command when discussing concerns or reporting problems encountered in the workplace. Whenever possible, individuals are encouraged to resolve issues directly with the parties involved. If a resolution cannot be reached, the next level in the chain of command should be consulted. It is important not to skip steps in this process; higher-level leadership should only be contacted first when the concern directly involves the immediate supervisor.

The **Dean of Nursing** provides strategic leadership focused on programmatic growth and development. This role includes regular collaboration with college leadership and cultivating partnerships within the community. The Dean is responsible for ensuring that all nursing programs meet the standards of regional and professional accrediting bodies, as well as the regulatory requirements set forth by the Maine State Board of Nursing.

In collaboration with Program Directors, the Dean monitors program metrics and evaluates end-of-program student learning outcomes. This data is used to guide curricular revisions and instructional improvements, ensuring that student achievement remains a central focus. The Dean also oversees the faculty evaluation system, including processes for rank and promotion, and decisions regarding multi-year contracts.

The Program Directors manage the day-to-day operations of the nursing programs. Key responsibilities in collaboration with the Dean, the Program Directors assist in developing course schedules, assigning faculty workloads, and play a critical role in recruiting and onboarding new faculty, coordinating all aspects of clinical instruction, such as securing clinical sites, onboarding faculty, organizing senior preceptorships, and addressing student-related concern

Appendix F: Nursing Students Exam Protocol

General Information

- All books, papers, pocketbooks, PDA's etc. must be cleared.
- After completion of exam, student may leave exam room but cannot reenter until the monitor has collected all exams.
- Students may step out of an exam for emergencies only. Visitors will be asked to wait; messages will be placed in the student's mailbox.

Canvas Checklist

Exams

- Mute grades in gradebook and in the settings section of the exam (restrict student result view)
- Verify there is no grammar, sentence structure, or misspelled words
- Verify NCSBN approved words are bolded
 - Best
 - Most
 - Essential
 - First
 - Priority
 - Immediately
 - Highest
 - Initial
 - Next
 - Refute
 - Increased
 - Decreased
 - Support

(SELECT ALL THAT APPLY)

- Exams should be listed due 15 minutes before the actual exam start time (test actually starts at 0900 but will make it due for students at 0845). The faculty will not provide the student access code for the exam until the actual start of the exam. This will prevent any computer issues from occurring in the exam.
- The due date and open window are correct
 1. The due date should be the time the exam starts, not when the exam will close.
 2. Note: This will need to be altered for students with accommodations.
 - a. For students with accommodations, verify exam times are extended and there is a separate test time window for those students.

Note: For students with accommodations, verify exam times are extended and there is a separate test time window for those students.

- In the settings tab (located in each exam) the following has been selected,
 - Shuffle answers
 - One question at a time
 - Require an access code and type in what the access code will be for students
 - Time limit: 1.5 minutes per test question
 - Restrict student view

Grades may only be released once the test writing committee and the instructor have viewed the exam's statistics.

- Verify the correct answers have been selected
- For select all that apply questions: select "exact match"
- Create a test/item bank for your exam questions
- The HESI exam should be in the same assignment category as regular exams and weigh as much as the final (100 points)
- Students are not to copy exams. This includes taking pictures, video recording, writing information down.

- Provide an announcement or assignment page for each exam review for the semester.
One exam review for each exam
Students may not see their exams
 1. Students and faculty must follow the standards described in the syllabus for exam reviews

General Canvas

- Verify the adaptive quizzing modules are set up
- Assignment due dates will be due on Sunday; however, in the first four weeks, the course assignments will be due during module four to allow for student textbooks to arrive.
- Check the Respondus0 lockdown browser and verify each exam is selected for the lockdown browser
- Verify the weight of assignments is consistent with the syllabus.
- Hide grade distribution. Go to settings, click more options, click hide mark distribution graphs from students, and click save.
- Check the links in the course to determine if they are active or broken
- Upload PowerPoint presentations or resources to the lecture page
- Verify each module has an overview page and summary page, and there are module objectives listed that link to the course objectives
- If taking attendance (good idea too) verify the attendance assignment is located in a non-weighted assignment. Sometimes the attendance assignment populates in a weighted assignment like exams or adaptive quizzing. This should be verified after collecting the student's attendance in the first class.
- Publish all necessary assignments and pages in the modules tab
- Verify all resources, assignments, and pages are in the correct order on the modules tab (this should mirror the order of the module overview pages).
- Verify there is the correct number of modules in the course for the number of weeks the course is offered.
- Add assignment due dates
- Mute assignments in the gradebook
- Crosslink appropriate courses (if teaching two sections of the same course, crosslink them)
- Courses may only be published the Sunday before the start of the term/semester
- Verify that all assignments have been published or that students cannot view the assignment.
- Use the following resources to learn how to build your exams.

Examination Criteria

Nursing Examination Protocol is based on NCLEX Examination Candidate Rules

- All books, papers, pocketbooks, cell phones etc., must be left in a designated area. Students are encouraged to secure belongings, especially valuables, in their car; the college is not responsible for lost or stolen items.
- Students are encouraged to take care of physical needs prior to the exam.
- After completion of exam, student may leave exam room but cannot reenter until the monitor has collected all exams.
- During an exam, the proctor will clarify typographical errors, not questions related to the content.
- Students who arrive after the start of the exam or who are absent from the exam will follow the missed exam policy located in the course syllabus. Exceptions to this rule may be reviewed by the Dean or designee.
- Pencils, paper, calculators, highlighters, earplugs, and any other items needed for testing will be provided by the exam proctor.
- No food or beverages (other than water) are allowed in the testing area.
- Exams will have a question in a variety of formats for students to answer.

Testing Policy

Nursing students are required to earn a 74% testing average before any other weighted assessments are factored into their grade. A student who does not achieve a 74% average on examinations will fail the course, regardless of other assessment grades.

Missed Exam Policy

General Exam Information

- The MCHP nursing department does not allow makeup examinations for students who are late or absent from an exam except for the HESI examination.
- The policy defines examinations as regularly scheduled assessments.
- The policy designates the HESI exams as the final exam.
- Regularly scheduled examinations have a separate grading system from the HESI examinations.
- The HESI exam has a proprietary conversion system to convert earned points into percentages, i.e., 850 points = 74%.

Absence from Regularly Scheduled Course Examination

- Students must notify the course faculty of absences before the start of the exam (following the instructions provided in the syllabus for contacting faculty).
- Examinations begin at the scheduled time. Students who arrive late will be marked absent and will not be permitted to take the examination. Note: *Students are required to follow the standard procedure for missing an examination, regardless of the reason for their absence.*
- If a student misses a regularly scheduled exam for any reason (not HESI), their HESI grade will count for the missed exam and the HESI grade. For example, a student is absent from the second examination. There is no opportunity to make up the second examination, but the student earns 74% on the HESI exam. Therefore, the grade for the HESI and second examination is 74%.
- Students who miss more than one regularly scheduled exam will earn a grade of zero (0).
- Students who do not miss regularly scheduled exams will have their lowest regularly scheduled exam grade replaced with their grade on the HESI exam. However, the original score will remain if the HESI exam grade is lower than the regularly scheduled exam grade.

Absences from the Course HESI (Final Exam)

- Students will complete two HESI exams during the semester. However, students who obtain a conversion score of 74% or higher to create a passing grade in the course and testing average are exempt from completing the second HESI exam.
- Students are required to complete the HESI examination.
- No matter the reason, students who miss or are late to the HESI examination will receive a ten (10) - point deduction from the conversion score.
- Examinations begin at the scheduled time. Students who arrive late are marked as absent and will not be permitted to take the examination.
- Students absent or late to the HESI exam must complete the exam within five (5) business days of the exam date and time of the missed HESI examination, or the earned grade is zero (0).

Test Protocol for the Nursing Department

Newly hired nursing faculty are not allowed to write or change test questions in the courses during the first year of their start date (unless approved by the Dean or Assistant Dean). After the first year of hire, the nursing faculty must follow the criteria below for writing or changing test questions.

Nursing faculty will follow the following test protocol for every examination, test, or quiz in the prelicensure nursing programs.

Nursing students must obtain a 74% testing average before any other assessments weigh into their cumulative grade. Students who do not earn a 74% average on examinations will fail the course, regardless of other assessment grades. Students must earn a 74% accumulation average on all course assignments to pass the course.

Examination Criteria

Nursing faculty must implement the following requirements in each examination, test, or quiz in the prelicensure nursing programs.

- Examinations (exam) must be closed book.
- Faculty must utilize the learning management system and the lockdown browser to implement nursing exams.
- Exam questions are to be based on the NCLEX-RN and NCLEX-PN blueprint, clinical judgment theoretical model, and nursing process: See Appendix One.
- The level of difficulty for each exam question is based on the course objectives (Bloom's Taxonomy), and the progression of the student's education.
 - First semester: knowledge and comprehension questions.
 - Second semester: comprehension and application questions.
 - Third semester: application and analytical questions.
 - Fourth semester: application and analytical questions.
- Exam questions are 1.5 minutes per question.
 - 50 questions = 75 minutes
 - 100 questions = 150 minutes
- Select all that apply (SATA) and NextGeneration NCLEX (NGN) questions that should be included on each examination. The amount of the SATA/NGN questions ranges depending on the semester the student is in. (First semester 10%-20%, second semester 20%-30%, third semester 30%-40%, and fourth semester 40%).
 - SATA questions are not to receive partial points.
 - SATA questions must have a minimum of five options, but no more than ten options.
 - NGN questions, partial points may be awarded.
- For each 50-point exam, the final examination comprises 100 points.

- Recommendations: a minimum of one case study (each case study will have a total of six questions, one point for each question), and a minimum of three case study questions (each case study will have a total of six questions, one point for each question) for the final exam.
- Exam question format is to be multiple-choice, multiple response/answers, bowtie, trend, cloze, highlight table or hotspot (see the following hyperlink for more acceptable forms of exam question formats NGN Item Types - Elsevier Education).
- An exam review should occur before and after each examination with the Dean or Assistant Dean.
- Faculty are to write their own exam questions and not to use questions from a publisher or a non-MCHP-produced exam bank.
- There are no bonus points/questions awarded on exams.
- Faculty must mute exams via the grade book in the learning management system. Once a final review occurs after students complete the exam, the faculty can release grades.
- Exam questions should be evenly selected based on lecture content or the textbook.
- Final examinations will be evenly distributed, except content that has not previously been tested on will be a greater distribution.
- Students cannot write their own questions for examinations.
- The following words must be bolded for each exam: best, most, essential, first, priority, immediately, highest, initial, next, refute, increase, decrease, and support. "Select all that apply" should be bolded, in all capitals, and in parenthesis. Example: **(SELECT ALL THAT APPLY)**

Exam Reviews

Tests administered within a nursing course at MCHP are reviewed by the course instructor and members of the test review committee. The course instructor and test review committee review each test question's statistical significance and determine the test question's validity. Only after a test review and the process below has occurred will test grades be published for the student's view.

Test grades will not be released for students to view until the course instructor and members of the test review committee review the test and the test's statistics.

No more than 10% of test questions will be nullified or multiple answers accepted unless authorized by the Dean or Assistant Dean of Nursing.

Questions that fall between the difficulty index of 0.3 and 0.8 are acceptable to test questions and are not subject to adjustment, unless authorized by the Dean.

Test Review Process

Step 1: Each question is reviewed for the percentage of how many students in the class answered correctly. Questions in which 30% or less of students answered correctly is highlighted for review.

Step 2: Each question's point biserial number is reviewed, if the number falls below 0.29, the question is highlighted for review.

Step 3: Each of the questions highlighted in steps 1 and 2 will be reviewed by the course instructor and the test review committee members.

Step 4: The faculty and members of the test committee will review each question based on the below criteria and either accept the test question as is, nullify, or accept multiple answers for a question. If the question is nullified, students will be given full credit for the question. Additional points will not be awarded to students who selected a nullified question's correct answer(s).

Point biserial or Discrimination Index	Evaluation	Intervention
>0.4	Above average	None
0.3-0.39	Average	None
0.29-0.11	Below average	Review question with a Possible Nullification or Selection of Select More Than One Answer
<0.1	Poor	Nullify the Question or Select More Than One Answer

Appendix G: Faculty Onboarding Checklist

MCHP Faculty Onboarding Checklist

Fill in the following information:	
Name of Faculty:	Faculty Mentor:
Date of Hire:	Transcript(s) Received:
Date of Start of Orientation:	Date Orientation Completed:
Dean of Division:	Onboarding Facilitator:
**Signature of Facilitator when Orientation is Completed:	**Signature of Faculty when Orientation is Completed:

** By signing this form, the facilitator and faculty member attest that orientation has been fulfilled according to the criteria listed below.

Orientation Topics to be Completed (For Fully Remote Faculty Enter NA where applicable)	Date Completed
Human Resources- check status of hire (Dean, ensure this is done)	
Security – I.D. Badge (Dean, ensure this is done) -not needed for Fully Remote Faculty	
CMHC Computer Network Sign-On Received (Dean, ensure this is done)	
Order Keys/ensure faculty has access to keys (Dean, ensure this is done) Not needed for fully remote faculty	
SONIS sign on (Registrar needs name, add, Ph, DOB) (Dean, ensure this is done)	
Micro365/Outlook sign on (Acad. Technologist) (Dean, ensure this is done)	
Computer Tutorials (w/Academic Technologist (as needed)	
SONIS (how to find class rosters, enter grades if not an adjunct faculty)	
Team Member Assistance Program* (see below)	
Wellness Center** (see below)	
HealthStream (iCare) & Vector Training Requirements	
CMHC Portal (especially where to find iCare, Policies, Human Resources)	
College Website (where to find Current Students, HealthStream, Library Resources, Academic Calendar, Staff Portal for intranet, Policies [Incomplete, Academic Warning] etc.)	
Location of Student Handbook on Website	
MCHP Intranet (Micro365, forms, policies, Faculty Handbooks/signature acknowledgement page [note MCHP Mission, Vision] etc.)	
Title IX and Crisis Resource Guides (on intranet)	
Chain of Command at MCHP/Division	
Canvas Navigation/Teaching Resources Course (Online Instructor course if online faculty)	
IPE and its focus across the College curriculum (mention)	
Classroom Technology (show how to use) not needed for fully remote faculty	

*Adjuncts (considered per diem) are eligible.

**Adjuncts have 24/7 access to wellness center; no payroll deduction is available and must pay monthly; same cost as all other employees. New faculty are responsible for abiding by the MCHP policies and procedures, the MCHP Faculty Handbook & supplement, and CMHC policies

Tour of College (Enter NA if it doesn't apply or Contact Information Only)	Date Completed
Introduction to: President, CAO, VP Finance (as available)	
Introduction to: Deans/Assoc. Deans, Directors Coordinators & Faculty of division faculty is joining (as available)	
Introduction to: Deans/Assoc. Deans, Directors Coordinators & Faculty of other divisions as available	
Introduction to: Academic Technologist (Remote faculty: give contact information)	

Tour of College (Enter NA if it doesn't apply or Contact Information Only)	Date Completed
Introduction to: Instructional Designer/ADA & Title IX Coordinator (Remote faculty: give contact information)	
Introduction to Director of Admissions and Staff (as available)	
Introduction to: Bursar	
Introduction to: Registrar/Financial Aid Counselor	
Introduction to: Librarian (Remote faculty: give contact information) as available)	
Location of Faculty Copy Rooms (both floors), Supply room, Storage room, Mailroom, Restrooms, Kitchen	
Location of Student Kitchen, mail/print room, restrooms, study lounges	
Location of: Classrooms, Skills Labs, SIM Labs, Academic Science Lab, Sono Lab, Med Lab, Large Computer Lab	
Location of: Faculty & Adjunct Offices	
Location of: MCHP Security- Panic Buttons, Fire, Active Shooter Strobes	

Additional Orientation Topics Prior to the Start of Teaching	Date Completed
Reporting Mid-term & Final Grades	
Division Grading Scale	
Completing Course Summary Analysis (or other divisional course analyses)	
Classroom Management (Division may have additional resources)	
Teaching Resource Canvas Course, Canvas Module "For the Instructor" in assigned course, Online Teaching Cert. Course if applicable	
Monitoring (faculty expected to monitor student performance & intervene), Remediation, & Tutoring	
Canvas: Faculty Functionality	

Offer to set up introductions to facilitate meeting between Resource Personnel and Faculty

Appendix H: Medications MCHP Students Cannot Administer

In accordance with the MCHP policy pertaining to medication administration and the CMHC policy pertaining to high-risk medications, the following list states IV medications that shall not be administered by students:

- Abciximab
- Adenosine
- Atenolol
- Alteplase
- Amiodarone
- Asparaginase
- Altracurium Bes.
- Atropine
- Blenoxane
- Blood/blood products
- Camptosar
- Carboplatin
- Cisatracurium
- Cisplatin
- Cyclophosphamide
- Cytarabine
- Decarbazine
- Daunorubicin
- Dexmedetomidine
- Diazepam
- Digoxin
- Dihydroergotamine
- Diltiazem
- Dobutamine
- Docetaxol
- Dopamine
- Doxorubicin
- Droterogin Alfa
- Enalaprilat
- Ephedrine
- Epinephrine
- Eptifibatid
- Esmolol
- Etoposide
- Fenoldopam
- Fentanyl Citrate*
- Fludarabine
- Fluorouracil
- Gemcitabine
- Haloperidol
- Hydralazine
- Idarubicin
- Ifosfamide
- Insulin Regular
- Iron Dextran
- Isoproterenol
- Labetalol
- Lidocaine

- Mesenex
- Metaraminol
- Methotrexate
- Metoprolol
- Midazolam
- Milirinone
- Mitomycin
- Mitoxantrone
- Neostimine
- Nicardipine
- Nitroglycerin
- Nitroprusside
- Norepinephrine
- Oxytocin
- Paclitaxel
- Pancuronium
- Paraplatin
- Phenobarbital
- Phentolamine
- Phenylephrine
- Phenytoin Sodium
- Physostigmine
- Phytonadione
- Plicamycin
- Pralidoxime
- Pocainamide
- Propofol
- Propranolol
- Pyridostigmine
- Quinidie Gluconate
- Retaplaste
- Rho(d) immune globulin
- Rituximab
- Rocuronium
- Secobarbital
- Streptokinase
- Streptozocin
- Succinylcholine
- Terbutaline
- Tirofiban
- Topotecan
- Trastuzumab
- Urokinase
- Vasopressin
- Vecuronium
- Verapamil
- Vinblastine
- Vincristine Sulfate
- Vinorelbine

The exception to these medications would be in ICU/CCU/SSU where all faculty in those areas currently carry ACLS therefore the following medications may be administered with faculty discretion:

- Eptifibatide
- Fentanyl Citrate
- Insulin Regular
- Midazolam
- Tirofiban

The administration of any IV medications is ALWAYS at the discretion of the faculty member.

*Fentanyl Citrate in the form of a PCA is acceptable on all clinical locations with discretion of faculty.

Appendix I: LPN Scope of Practice

Maine State Board of Nursing

[Practice Questions Related to Licensed Practical Nurses: Practice: Maine State Board of Nursing](#)

Assessment

The Board determined that the performance of a nursing assessment is a proper function of the registered professional nurse and is NOT within the purview of a practical nurse license. The act of performing a nursing assessment can NOT be delegated by a registered nurse to a licensed practical nurse on the basis of the limitations within the curricula of practical nursing programs. Such curricula do not include the theoretical and clinical preparation necessary for the effective performance of nursing assessments. December 18, 1990

Chemotherapy Bladder Installation by LPN

At of its December 6-7 2000 meeting, the Board determined that it is not within a licensed practical nurse's scope of practice to administer BCG/INTRON via bladder instillation.

Collection of Data

Clarified that a LPN may interview, collect data and make observations to contribute to the plan of care. The LPN may not make an independent nursing diagnosis or initiate a plan of care. (7/16/97)

Dialysis

At its April 15-16, 1998 meeting the Board determined that it is not within the scope of a licensed practical nurse to administer a heparin bolus as part of the procedure for initiating dialysis.

At its October 21-22,1998 meeting the Board reconsidered its April 15-16, 1998 advisory ruling and determined that a licensed practical nurse may administer a heparin bolus as part of the procedure for initiating dialysis in a renal dialysis unit.

Gastronomy Tubes

By consensus the Board determined that LPNs, who have received the necessary training and supervised clinical practice, may be delegated the tasks of reinserting supra pubic and gastrostomy tubes provided that the patient has a well-established tract. The health care facilities should develop policies and procedures which are agreed upon by both the nursing and medical staffs. (11/2/89)

J-Tubes and T-Tubes

The Board at its February 10-11, 1993 meeting determined that with appropriate training and documented clinical competency, a LPN may irrigate J-tubes. It is not within the scope of practice of a LPN to irrigate T-Tubes. It is not within the scope of practice of a LPN to remove all types of ureteral catheters.

The Board at its October 21-22, 1998 meeting determined that a licensed nurse may perform the following skills related to the J-tube with training by a registered professional nurse and documented competency:

- Administer medications via J-Tube
- Flush a J-Tube with normal saline before and after administering a medication
- Insert and remove a J-Tube on a well-established tract
- Check the sterile water level in the J-Tube Balloon and re-inflate the Balloon with saline
- Perform routine dressing changes on the J-Tube site

The Board at its June 7-8, 2000 meeting determined that it is not within the scope of practice of a licensed nurse to introduce a guide wire to unplug a J-Tube.

The Board at its August 2-3, 2000 meeting determined that it is not within a registered professional nurse's scope of practice to remove a Jackson-Pratt (J-P) draining device.

The Board at its June 5-6, 2002 meeting determined that with appropriate training a registered professional nurse may remove a J-P training device.

Midlines

At its December 9-10, 1998 meeting the Board determined that it is not within the scope of a licensed practical nurse's nursing practice to remove midline catheters that are placed in the peripheral circulation.

Peritoneal Dialysis

Peritoneal dialysis may be performed by an LPN who has received the required educational preparation and supervised clinical practice by a registered nurse with expertise in this area. (1988-1989)

The teaching of peritoneal dialysis to be performed in the home is not within the scope of practice of LPNs. (1989)

Private Duty

On the basis that the home setting does not fall within the Board's interpretation of a "structured health care setting", (e.g., hospital, nursing home), it is NOT permissible for a LPN to accept employment as a private duty nurse in the home setting, unless s/he is an employee of a community health agency. (3/1/90)

Subcutaneous Morphine Infusion

At its April 7-8, 1992 meeting the Board determined that it is not within the scope of an LPN's nursing practice to insert or monitor a morphine continuous infusion subcutaneously nor to program the computerized pump or assess patient's response.

At its April 15-16, 1998 meeting the Board reconsidered its 1992 ruling and determined it is within the scope of nursing practice for a licensed practical nurse to insert a needle subcutaneously for the purpose of administering a bolus of morphine via injection cap or continuous infusion provided that he/she has had appropriate, documented training according to protocols established by a health care facility.

At its December 9-10, 1998 meeting the Board determined that it is within the scope of a licensed practical nurses' nursing practice to:

- Change a subcutaneous needle on a continuous infusion set
- Change dose parameters of the narcotic in the pump based on the registered nurse's plan of care
- Change the infusion set provided that he/she has had appropriate, documented training according to protocols established by a health care facility.

Tracheostomy

At its October 6-7, 1992 meeting, the Board determined that it is within the scope of practice for the registered professional nurse to remove a tracheostomy apparatus and replace it with a new apparatus in patients who have had tracheostomies for a long period of time.

At its April 7 and 8, 1999 meeting, the Board determined that it is within the scope of practice for the licensed practical nurse to remove a tracheostomy apparatus and replace it with a new apparatus in patients that have well established stomas.

Ventilators

A licensed practical nurse (LPN) may care for a patient on a ventilator if that nurse has been trained to do so and if in the judgment of the registered professional nurse it is an appropriate delegation. The patient's total condition and the LPN's experience and skill level must both be considered.

At its April 6-7, 1994 meeting, the Board determined that an LPN may provide care to a patient on a ventilator in a home setting where the registered nurse is not on site but is available on call. The LPN should have the appropriate skills and training necessary to render the care.

Appendix J: Guidelines around Appropriate Nursing Student Tasks During Clinical

Link for Law/Rules from Maine State Board of Nursing: https://www.maine.gov/boardofnursing/laws-rules/Chapter_10_2-27-2020.pdf

Student Nurses Cannot Perform the Following Tasks:

- Insertion of an intravenous device;
- Insertion of a Dobhoff tube;
- Insertion of a central line device;
- Completion of a dressing change on a central line device;
 - Administration of any blood products; ADN students may perform this task
- Co-signature of any procedures or medications;
- Transportation of patients from one unit to another without a licensed RN or LPN;
- Activities outside of the student nurses scope of practice (procedure the student nurse has not been educated on during their nursing education);
- Titration of any cardiac medications;
- Removal of any central line, peripherally inserted central catheter (PICC) or midline;
 - ADN students may perform this task
- Venipuncture of midlines, peripheral inserted central catheters (PICC) and ultrasound-guided peripheral catheters;
- Blood draw off central lines;
 - ADN students may perform this task
- Assessment of a patient concerning the appropriateness of specific order for intravenous therapy. May only monitor a stable patient;
- Administration of blood and blood components, or chemotherapeutic agents;
 - ADN students may administer blood components only
- Injection of medications into the auxiliary fluid chamber such as volutrol, buretrol, y-site;
- Injection of medications via direct intravenous routes such as bolus and intravenous push
 - PN students only, ADN may perform IV push on medications not on the Appendix Two list;
- Preparation of admixtures;
- Removal of an intravenous cannula from the following: femoral, subclavian, or jugular vein; any venous or arterial site in which a central line is inserted; or any arterial site or cutdown site;
- Dressing change and intravenous administration set on any arterial site;
- Draw blood specimens off intravenous line except for the initial insertion of a peripheral intravenous line;
- Initial intravenous therapy instructions to the patient.
 - ADN students may perform this task

Student Nurses Can Perform the Following Tasks:

- Perform simple calculation, and adjust flow rates of a peripheral infusion by a mechanical infusion pump, gravity, or other rate controller device
- Observe, report and document subjective and objective signs of adverse reactions to intravenous administration
- Inspect insertion site, change the dressing and remove intravenous needle or catheter from peripheral veins only. Cannot remove any central line, peripheral inserted central catheter (PICC), or midline
- Hang or replace premixed fluid container or tubing.
- Administer intravenous fluids without added medication and/or administer commercially prepared intravenous solutions via peripheral or central lines
- Administer intravenous fluids containing medications that have been prepared and labeled by a pharmacist, registered nurse, physician, dentist, or manufacturer via peripheral or central lines
- Reconstitute and administer unit dose medication for intravenous therapy, e.g., ADDvantage, Mini-Bag Plus such as IV antibiotic bag that has powdered antibiotic vial to attach and mix.
- Flush peripheral or central intravenous catheter and intermittent device with premixed Heparin solution or saline. Cannot due bolus or intravenous push of any other medications.
 - PN students may only flush peripheral lines
- Change patient-controlled analgesia (PCA) cassette, program the PCA pump according to a physician order that prescribes a specific dosage and assists the patient with self-bolus when necessary. Medication PCA changes need to be verified with a registered nurse.
- Administer morphine or other narcotic medications such as Dilaudid by a peripheral and central intravenous line using a continuous infusion pump such as a CADD PCA. Cannot do a bolus or intravenous push of medications.
 - PN students cannot perform this task.

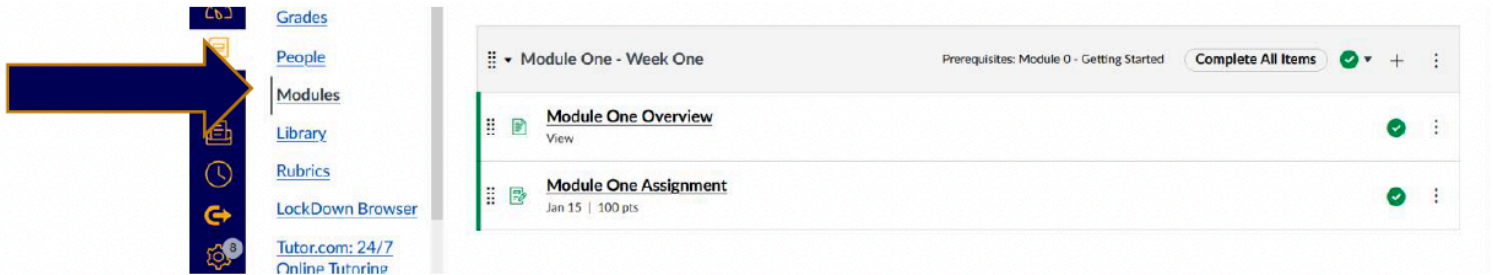
- Administer solution for total parenteral nutrition.
- Administer intradermal lidocaine for pain control when inserting an intravenous catheter per established protocols and with the necessary emergency equipment available.
- Draw blood specimens on the initial insertion of a peripheral intravenous line. Cannot do any blood draws off central line

Appendix K: Instructions for Locking Modules and Assignments Before Publishing the Course

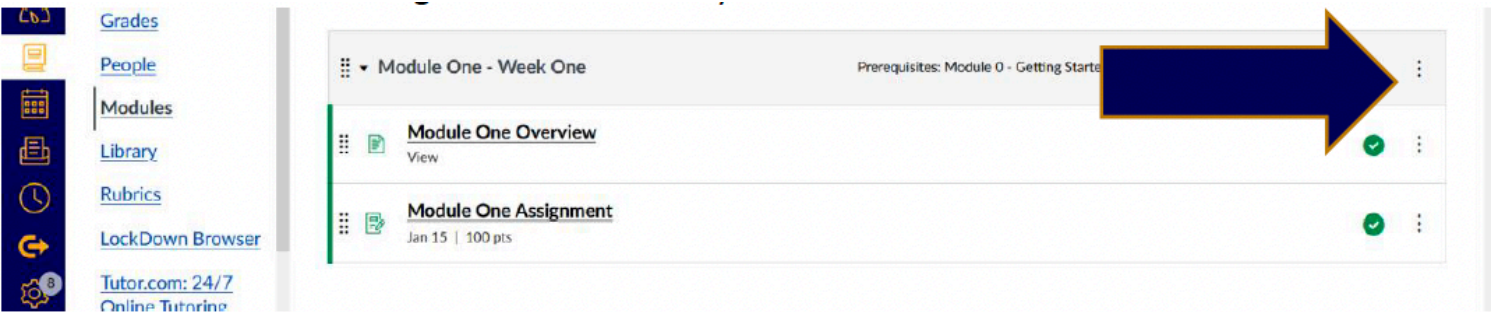
After some digging, I found you may open your courses once you complete them fully without allowing students to submit work. Please keep in mind if you publish the course early, each of the modules must be locked, as students **CANNOT** complete work within the course prior to the start of the semester (this includes assignments in Sherpath and adaptive quizzing), per federal financial aid law.

By publishing the courses early, students are able to view the syllabus, and faculty may make announcements to students in preparation for the semester (as long as the students are in the course).

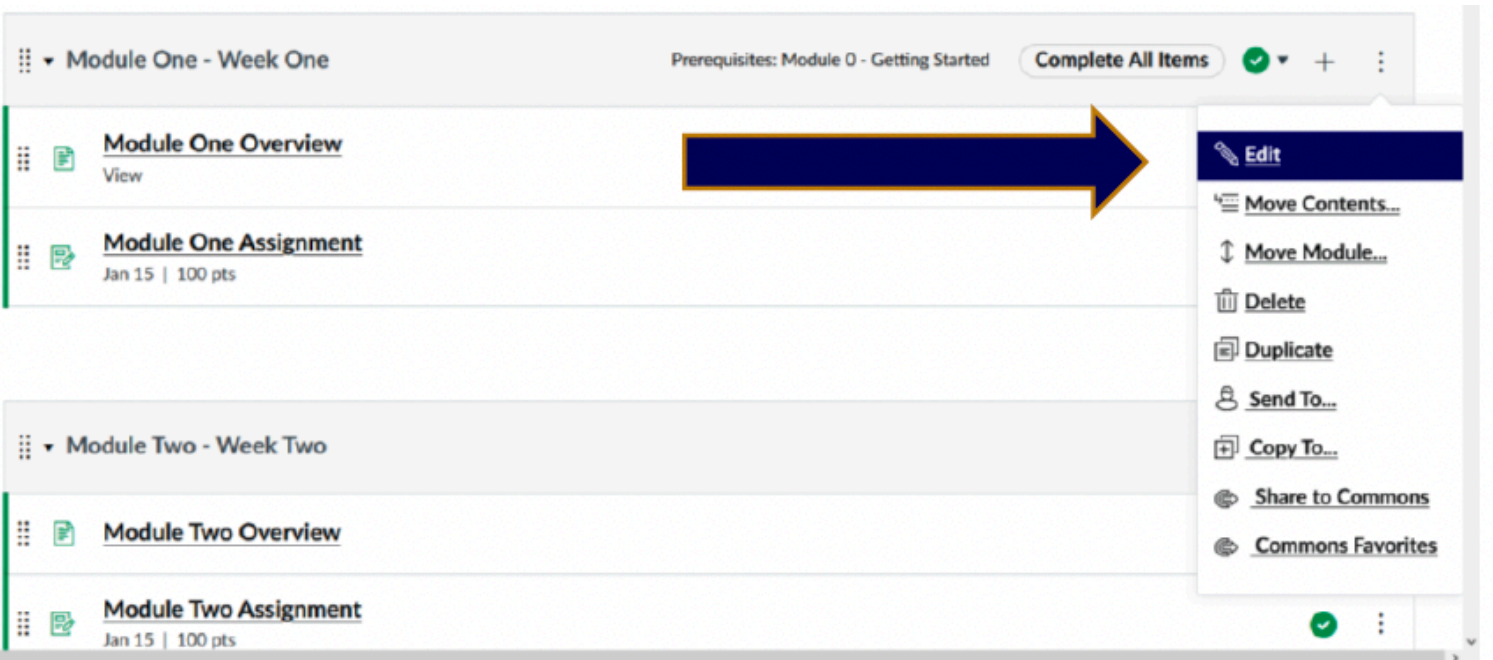
- Enter the course
- Click modules on the left-hand side



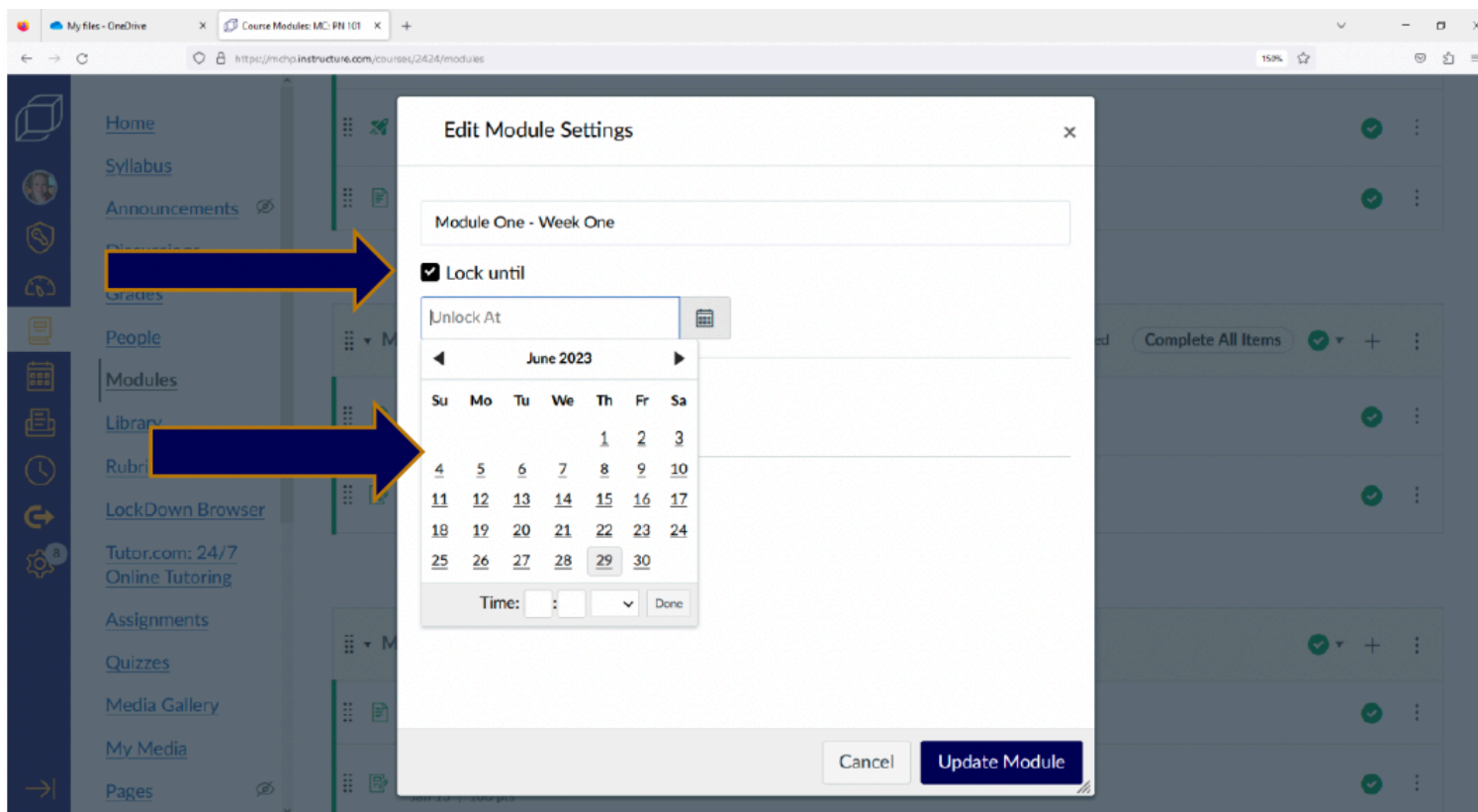
- Click The three dots on the right-hand side that says



- Click edit



- Click lock until and put the day or two before the semester officially starts.



Do this for each module under the modules link. Please keep in mind if you publish the course early, each of the modules must be locked, as students **CANNOT** complete work within the course prior to the start of the semester, per federal financial aid law.

Appendix L: Faculty Signature Page

I _____ agree to follow the policies and procedures established by the _____ division, Maine College of Health Professions, and those of Central Maine Healthcare.

_____ Date _____

Faculty Signature

_____ Date _____

Dean of Division

Appendix M: Action Plan Template for Nursing Faculty

The action plan will occur when a student is not meeting the benchmarks for a course. The action plan is used to help students focus on problem areas and create a plan for success.

Action Plan

Note: This probationary plan pertains to the clinical courses only and has no bearing upon the outcome of the practical nursing lecture courses. Students on the clinical probationary plan must be successful in the didactic courses in order to progress in the program.

Date:					
Student					
Instructor					
Dean					
Assistant Dean					

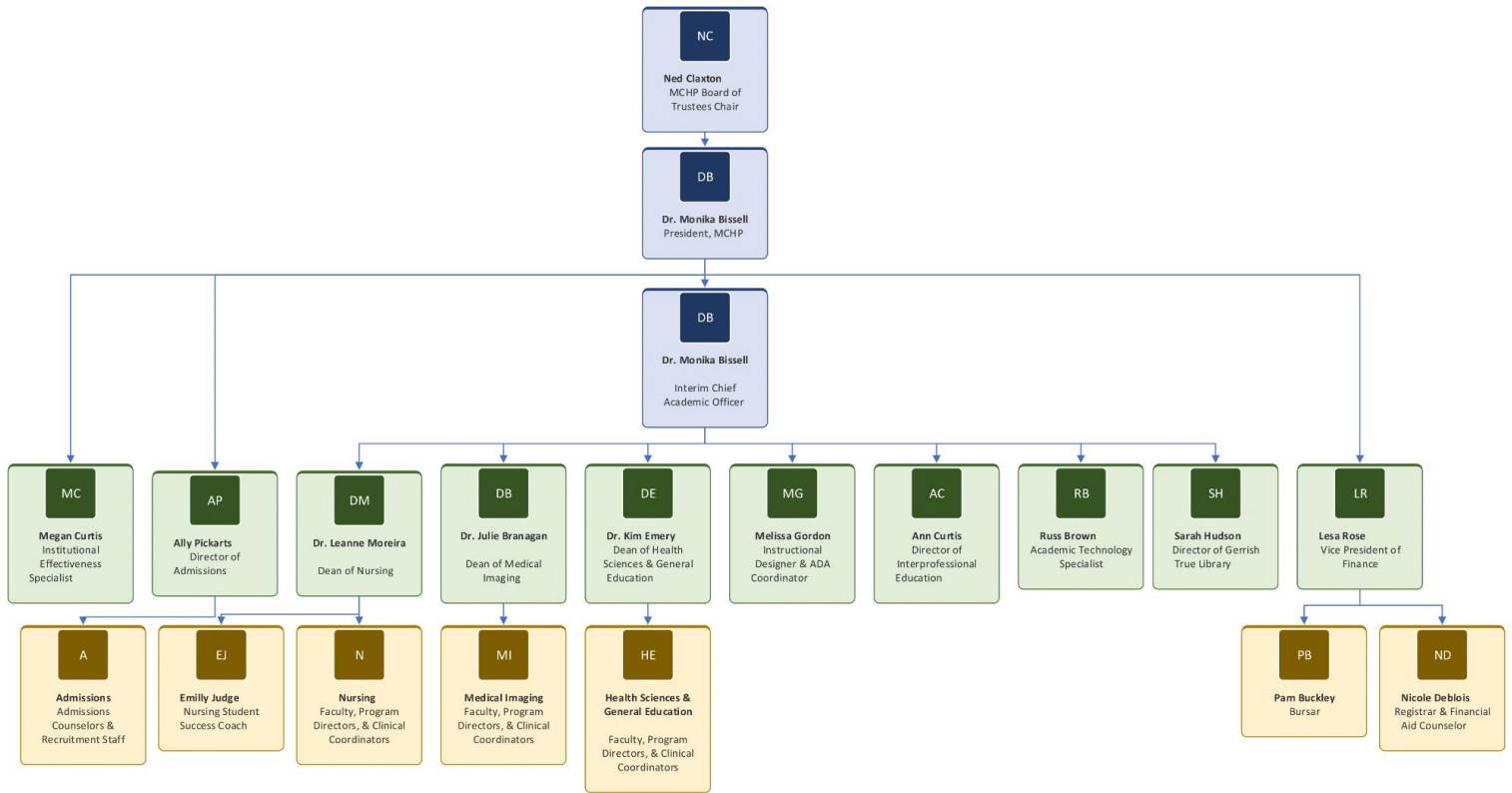
Action Plan:

BEHAVIORS REQUIRING IMPROVEMENT	STANDARD/DESIRED OUTCOME
1.	a.

Follow-up Activities Related to Monitoring

Signature and Attestation

Appendix N: Maine College of Health Professions Directory & Organizational Chart



Name	Title	Department	Email	Direct Report
Pickarts, Ally	Director of Admissions	Admissions	ally.pickarts@mchp.edu	President
Dwinal-Shufelt, Tammy	Admissions Counselor	Admissions	tammy.dwinal-shufelt@mchp.edu	Director of Admissions
Farrington, Rachel	Recruitment Admissions Counselor	Admissions	rachel.farrington@mchp.edu	Director of Admissions
Emery, Kim EdD	Dean of Health Sciences and General Education	General Education	kim.emery@mchp.edu	Chief Academic Officer
Malachowsky, Beth	Faculty, Lab Coordinator	General Education	beth.malachowsky@mchp.edu	Dean of Health Sciences and General Education
Rosario, Megan	Faculty	General Education	megan.rosario@mchp.edu	Dean of Health Sciences and General Education
Curtis, Ann DNP, RN	Director of Interprofessional Education	Interprofessional Education	ann.curtis@mchp.edu	President
Harradon, Sarah EdD, RT(R)	Assistant Dean of Medical Imaging	Medical Imaging	sarah.harradon@mchp.edu	Dean of Medical Imaging
Branagan, Julie PhD, MA, RT(R)	Dean of Medical Imaging	Medical Imaging	julie.branagan@mchp.edu	President
Brown, Danielle MEd, RDMS(AB, BR, FE, OB/GYN), RVT, RT(R)	Director of Diagnostic Medical Sonography	Medical Imaging	danielle.brown@mchp.edu	Dean of Medical Imaging
Hamilton, Tiffany AS, RDMS(AB, OB/GYN), RT(R)	Diagnostic Medical Sonography Clinical Coordinator	Medical Imaging	tiffany.hamilton@mchp.edu	Director of Diagnostic Medical Sonography

Appendices

Name	Title	Department	Email	Direct Report
Moreira, Leanne PhD, MSN, RN	Dean of Nursing	Nursing	leanne.moreira@mchp.edu	Chief Academic Officer
Kendall, Meredith DNP, RN	RN-BSN Program Director	Nursing	meredith.kendall@mchp.edu	Dean of Nursing
Allen, Whitney BSN, RN	Faculty	Nursing	whitney.allen@mchp.edu	Dean of Nursing
Crush, Brittany MSN, RN	ADN Coordinator	Nursing	brittany.crush@mchp.edu	Dean of Nursing
Gowell, Mariann BSN, RN	Faculty	Nursing	mariann.gowell@mchp.edu	Dean of Nursing
Renander, Deana MSN, RN	Faculty	Nursing	deana.renander@mchp.edu	Dean of Nursing
Longley, Sandy MSN, RN	Faculty	Nursing	sandy.longley@mchp.edu	Dean of Nursing
Jesiolowski, Olivia MSN, RN	Faculty	Nursing	olivia.jesiolowski@mchp.edu	Dean of Nursing
Judge, Emily BSN, RN	Nursing Student Success Coach	Nursing	emilly.judge@mchp.edu	Dean of Nursing
Thibault, Michelle MSN, RN	Assistant Dean of Student Services, Faculty	Nursing	michelle.thibault@mchp.edu	Dean of Nursing
Deblois, Nicole	Registrar and Financial Aid Counselor	Registration and Financial Aid	nicole.deblois@mchp.edu	Vice President of Finance
Bissell, Monika	President		monika.bissell@mchp.edu	Board of Trustees Chair
Rose, Lesa MBA	Vice President of Finance		lesa.rose@mchp.edu	President
Gordon, Melissa MAT, MSIT	Instructional Designer, ADA & Title IX Coordinator		melissa.gordon@mchp.edu	President
Brown, Russell	Academic Technology Specialist		russell.brown@mchp.edu	President
Buckley, Pamela	Bursar & Development Assistant		pamela.buckley@mchp.edu	Vice President of Finance
Curtis, Megan MSW	Institutional Effectiveness Specialist		megan.curtis@mchp.edu	President
Hudson, Sarah MLIS, MBA	Director of Gerrish True Library		sarah.hudson@mchp.edu	President

Appendix O: Adjunct Faculty Compensation Information

Adjunct faculty members are compensated according to the specifications within the individual contractual agreements. Contracts are drafted by the Vice President of Financial Affairs and disseminated by the Dean or designee to respective adjunct faculty members. Adjunct faculty are asked to sign the contracts and return them to the College. The College President signs the contracts, and they are filed in the employee file that is maintained for each adjunct faculty member.

- Adjunct faculty teaching in the classroom or online receive \$1000/credit. Each credit hour is equivalent to 15-clock hours. For a 3-credit lecture, faculty teach 45-clock hours per semester.
- Adjunct faculty may teach up to 12 credits per semester.
- Adjuncts holding Masters and Doctoral (or PhD) degrees are given additional compensation in recognition of their education level, based on years of service at MCHP, as follows:

Masters and Terminal Degree Recognition- Per Semester

Years of Service at MCHP	Master's Degree	Doctoral Degree
1-4	\$100	\$200
5-10	\$200	\$400
>11	\$250	\$500

Compensation is reviewed annually for consistency and based on a desire to keep in line with industry standards. Additional compensation information is available upon request from the Program Dean and/or the CAO.

Appendix P: Instructions for Identifying Student Advisors

To find the advisor assigned to your students, go into SONIS, on the left navigation area, click on Courses. If you have more than one course, you can find each course using the drop-down menu for Course Selection. When you open each course, you'll see a list of students, and to the right, you'll see a column "Advisor". This (along with the Dean) is who you should contact with the student name, course and grade information at the mid-term and at the end of the semester.

If it says "Advisors", that means it is a medical imaging student- see below for their advisors.

- **Dean of General Education:** kim.emery@mchp.edu
- **Dean of Nursing:** leanne.moreira@mchp.edu
- **Dean of Medical Imaging:** Julie.Branagan@mchp.edu

Advisors:

- **Nursing:** michelle.thibault@mchp.edu
- **Medical Imaging:** Julie.branagan@mchp.edu; sarah.harradon@mchp.edu; Danielle.brown@mchp.edu
- **General Education:** kim.emery@mchp.edu; beth.malachowsky@mchp.edu; megan.rosario@mchp.edu
- **Registrar:** nicole.deblois@mchp.edu

Appendix Q: Science Laboratory Protocols and Procedures

Faculty utilizing the Science Laboratory(s) will ensure the following after their class is finished so it is ready for the next instructor:

- Erase then clean the whiteboard thoroughly when class is done.
- Put away all learning materials where they were found and as they were found.
- Refrain from reorganizing any storage area without permission from the Deans and/or the Lab Coordinator.
- Ensure all tools are cleaned, dried, and put back in their cases.
- Ensure student tables are free of papers and other debris/garbage and that student chairs are pushed back in.
- Ensure the instructor bench is cleaned and left in the state in which it was found at the start of class (i.e. remove any papers/learning materials used by the instructor including items brought into the classroom by the instructor).
- Follow disposal instructions precisely. All materials contaminated with body fluids or microorganisms must be disposed of in a biohazard bag, and when it is full, it must be sealed with a twist tie, placed in a red biohazard bag, and placed in the chest freezer for long-term storage. All preserved organs must also be disposed of in this manner. Fresh organs may be placed in a plastic bag and thrown out in the general garbage or the dumpster outside the side door of the College. If raw organs are disposed of in the general garbage the instructor will leave a note on the instructor's table so the Science Lab Coordinator can remove it from the classroom.
- Notify the Science Lab Coordinator of any mishaps that resulted in injury to anyone in the classroom and complete an incident report.
- Ensure the laboratory door is locked after the class is concluded.
- Ensure the preparation laboratory door is locked after the class is concluded (or after the instructor has used this space and is not going to be present in the teaching lab space).
- Ensure the chemical closet door is always closed unless accessing the contents of the closet. The door should NEVER be left propped open if the instructor is not in the classroom.
- Familiarize themselves with the safety guidelines and contact the Lab Coordinator with any questions.
- Failure to follow safety regulations and failure to ensure students follow safety regulations may result in dismissal from the teaching position.

Glossary of Key Terms

A

- **Academic Council:** The official university council whose mission is to provide vision and leadership for the academic enterprise of the university. Its major areas of responsibility include oversight of the academic goals of the University, review of proposals for new academic programs and changes to existing programs, and review of academic policies and institutional assessment plans.
- **Academic Freedom:** The principle that faculty and students may teach, learn, discuss, and publish ideas relevant to course content without undue institutional constraint, consistent with the mission of MCHP. *See also: Faculty Rights and Responsibilities*
- **Academic Advisor:** A faculty or staff member assigned to guide students in course registration, academic progression, and achievement of educational and career goals. *See also: Advising*
- **Accreditation:** A formal process by which an external body evaluates and recognizes an institution or program as meeting established standards of quality. *See also: NECHE; ACEN; CAAHEP; JRCERT*
- **Adjunct Faculty:** Faculty members employed on a contingent, contractual basis to provide didactic, laboratory, or clinical instruction. *See also: Faculty; Faculty Workload*
- **Administrative Faculty:** A person who is assigned a range of administrative/coordinating responsibilities that assist the administrator in the fulfillment of the goals of the educational unit and that assist in achieving a program's end-of-program student learning outcomes and program outcomes. If a person's workload of assigned teaching responsibilities is 51% or greater, MCHP may consider this person a faculty member, regardless of teaching responsibilities and classification by the governing organization.
- **Advising:** The process through which faculty or designated advisors support students' academic planning, progress monitoring, and goal attainment. *See also: Academic Advisor*
- **Andragogy:** The theory and practice of teaching adult learners, emphasizing self-direction, experience-based learning, and relevance to professional practice. *See also: Online Teaching Eligibility*
- **Assessment:** The systematic collection and analysis of data to evaluate student learning, program effectiveness, and achievement of outcomes. *See also: Formative Assessment; Summative Evaluation*
- **Assignments:** The specific duties each faculty member is expected to perform during the contract term. *See also: Workload, Overload*

B

- **Board of Trustees:** The members elected to their positions and vested with the full power, responsibility, and authority to supervise, coordinate, manage and control the Maine College of Health Professions. *See also: Central Maine Healthcare (CMH) Human Resources*
- **BSL-2 Laboratory:** A Biosafety Level 2 laboratory used for instruction involving moderate-risk biological agents, requiring specific safety protocols. *See also: Science Laboratory*

C

- **Canvas:** The Learning Management System (LMS) used by MCHP to deliver course content, assessments, and communication. *See also: Learning Management System*
- **Chain of Command:** The established hierarchy for communication, decision-making, and issue resolution within divisions and departments. *See also: Organizational Structure*
- **Clinical Education:** Structured, supervised learning experiences in healthcare settings that support the development of professional competencies. *See also: Clinical Performance Assessment*
- **Clinical Faculty:** Faculty members who have ongoing responsibility for evaluating student learning in the clinical and/or lab setting. *See also: Faculty, Clinical Education*
- **Clinical Preceptor:** A qualified healthcare professional who provides direct supervision, instruction, and evaluation of students in clinical settings. *See also: Clinical Education*
- **Competency:** The demonstrated integration of knowledge, skills, and professional behaviors required for effective practice. *See also: Clinical Performance Assessment*
- **Continuing Education:** Professional learning activities undertaken to maintain licensure, certification, and instructional effectiveness. *See also: Professional Development*

D

E

F

- **Faculty:** Individuals appointed by MCHP to fulfill teaching, scholarly, service, and advising responsibilities. *See also: Administrative Faculty, Adjunct Faculty, Clinical Faculty, Full-time Faculty, Part-time Faculty, Research Faculty, Faculty Workload*
- **Faculty Evaluation System:** The structured process used to assess faculty performance in teaching, scholarly activity, and service. *See also: Performance Review*
- **Faculty Senate:** The governance body of the faculty of Maine College of Health Professions. The Faculty Senate, as part of shared governance, considers policies and procedures and standards for faculty, oversees the curricula, evaluates the academic programs, and serves to enhance communication between and among MCHP faculty, university administration, and students. *See also: Shared Governance*
- **Faculty Workload:** The combination of teaching, office hours, preparation, service, and scholarly responsibilities assigned to faculty. *See also: Overload*
- **Formative Assessment:** Ongoing assessment activities used to monitor learning, identify gaps, and guide instructional improvement. *See also: Summative Evaluation*
- **Full-time Faculty:** Regular faculty who have a full-time employment status at MCHP based on their workload, and whose current responsibilities are teaching and/or evaluating students.

G

- **GPA (Grade Point Average):** A numerical measure of academic performance based on course grades. *See also: MCHP Grading Scale*

H

- **HIPAA:** The Health Insurance Portability and Accountability Act, a federal law governing the privacy and security of health information. *See also: Professional Boundaries*

I

- **Incident:** An incident is any adverse occurrence or event inconsistent with the College's routine operation.
- **Interprofessional Education (IPE):** Defined by the WHO (2010) and the Interprofessional Education Collaborative (IPEC), interprofessional education (IPE) is “when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.”

J

K

L

- **Learning Management System (LMS):** A digital platform used to organize, deliver, and assess instruction and learning activities. *See also: Canvas*

M

- **Mission Statement:** A formal declaration describing MCHP’s purpose, values, and commitment to education and the community at large.

N

- **NECHE:** The New England Commission of Higher Education, MCHP’s institutional accrediting body. *See also: Accreditation*

O

- **Office Hours:** Designated times when faculty are available to meet with students for advising and academic support. *See also: Advising*
- **Overload:** Teaching or service responsibilities that exceed the standard faculty workload and may be eligible for additional compensation. *See also: Faculty Workload*

P

- **Part-time Faculty:** Regular faculty who hold academic and/or professional credentials appropriate to the content area taught. Their primary workload responsibilities are teaching and/or evaluating students; however, their appointment is a less than full-time status.
- **Program Director:** A faculty administrator responsible for the academic and operational oversight of a specific program. *See also: Administrative Faculty, Dean*
- **Professional Boundaries:** Guidelines governing appropriate faculty–student interactions to ensure professionalism and ethical conduct. *See also: HIPAA*
- **Professional Development:** Institutionally supported activities that enhance instructional effectiveness and professional growth. *See also: Continuing Education*

Q

R

- **Research Faculty:** A full-time faculty member who holds a graduate degree and has a primary responsibility of conducting and analyzing research.

S

- **Scholarly Activity:** Creative or research-based work that contributes to disciplinary knowledge or professional practice. *See also: Faculty Evaluation System*
- **Service:** Faculty contributions to the institution, profession, or community beyond instructional duties. *See also: Faculty Evaluation System*
- **Sonis:** The student information system used by MCHP to manage academic records and student data. *See also: Student Information System*
- **Student:** Those persons defined as students in the Student Handbook and the clients served by the MCHP faculty.
- **Summative Evaluation:** Assessment conducted at the conclusion of a course or program to measure overall achievement. *See also: Formative Assessment*

T

- **Terminal degree:** The highest-level college degree that can be achieved in an academic discipline or professional field. A department may designate different degrees as "terminal" for different specialties within a discipline in its Role and Scope document.
- **Title IX:** Federal legislation prohibiting discrimination on the basis of sex in educational programs and activities. *See also: Non-Discrimination Policy*

U

V

- **Vision:** A statement describing MCHP’s long-term aspirations and desired future impact. *See also: Mission Statement*

W

X

Y

Z