MINNESOTA INTERCOLLEGIATE NURSING CONSORTIUM
Course Syllabus

I. COURSE NUMBER: Nursing 330
   Gustavus course email: g-nur-330@gac.edu
   St. Olaf course email: nursing-330@stolaf.edu

II. COURSE TITLE: Alterations in Health: Children and Adults
   (2 Course Value)

III. PLACEMENT IN CURRICULUM
     Level II, Spring Semester, 2005

IV. FACULTY:
    Carol Austin SOC Holland Hall 210 507-646-3348 austine@stolaf.edu
    Angie Grabau GAC Mattson Hall 128 507-933-6127 agrabau@gustavus.edu
    Diana Neal SOC Holland Hall 213B 507-646-3349 neal@stolaf.edu
    Barbara Zust GAC Mattson Hall 127 507-933-6097 bzust@gustavus.edu

CLINICAL ADJUNCTS:
    Maggie Dunkinfield 612-863-4041(unit) 612-379-3291(home) 612-226-9885(cell)
    Allison Watkins 612-863-4030(unit) 952-922-1622(home) 612-298-5028(cell)

V. CATALOG DESCRIPTION:

An exploration of health problems in adults and children requiring medical or surgical care. Emphasis is on the role of caregiver, educator and collaborator as the student develops a plan of care and implements nursing actions in selected metropolitan health care facilities. Classes integrate pathophysiology and pharmacology with nursing care. Discussions and case studies facilitate decision making skills and development of nursing judgment. Laboratory experiences focus on the mastery of complex nursing skills.

Each nursing course provides the student with 56 class periods or the equivalent of instruction. One class period equals 50 minutes (GAC) or 55 minutes (SOC). Three hours clinical experience is the equivalent of one class period.

Classes meet on Monday, Wednesday, and Friday: GAC 8:00 to 9:50 am
                                    SOC 8:00 to 10:00 am

Clinicals meet on Tuesday and Thursday from 6:45 am to 1:45 pm.

VI. COURSE OBJECTIVES:

A student who completes this course will be able to:

1.1A Relate knowledge from the liberal arts into the provision of primary, secondary, and tertiary prevention for persons experiencing a variance.

1.2A Apply ethical principles in the use of the nursing process with persons with variances.

1.2B Articulate a belief in holistic nursing care.

1.3A Relate knowledge and theory, which support a holistic view of the person, to the nursing process used with persons experiencing a variance.

2.1A Apply principles of transcultural nursing care to well persons and persons experiencing variances.

3.1A Accept responsibility for independent and collaborative decision making in nursing.
3.1B Apply pertinent scientific principles (social, behavioral, physical) when making decisions in nursing.

3.1C Adhere to behaviors that reflect professional nursing practice with persons experiencing variances.

3.2A Identify the components of the research process.

3.2B Describe the ethics of research in nursing.

3.2C Discuss research findings related to nursing care of persons experiencing a variance.

4.1A Present a teaching plan for client education to peers.

4.2A Incorporate pertinent data into systematic and organized documentation in the client’s record of care and in nursing care studies.

4.3A Utilize group communication principles effectively in sharing information in peer groups.

5.1A Relate the Neuman Systems Model to the person experiencing a variance.

5.2A Use interpersonal skills effectively with persons experiencing multiple stressors.

5.2B Apply the nursing process to persons and families experiencing multiple stressors by:
   a) assessing each of the five variables;
   b) diagnosing the impact of multiple stressors on lines of defense;
   c) using all modes of prevention when planning and intervening; and
   d) evaluating the extent of reconstitution.

6.1A Utilize the care giver, educator, counselor, advocate, and collaborator roles to provide nursing care to persons experiencing a variance.

6.2A Identify within the context of the health care system situations with persons experiencing variances which need change.

7.1A Recognize opportunities for learning.

7.1B Accept own strength and limitations.

7.1C Distinguish own values from those of the client system.

7.1D Promote health and wellness in the pediatric through community service.

7.2A Use own creative potential by considering a variety of alternative approaches in nursing practice.

VII. TOPICAL OUTLINE

Classes at Gustavus Adolphus and St. Olaf fit into the Units indicated below but are taught in a slightly different sequence on each campus. Please refer to your calendar for the dates of each class and the course manual for dates, times, class objectives, learning activities, outlines, handouts, and the name of the faculty member teaching the class.
### Unit 1:

<table>
<thead>
<tr>
<th>Course Overview</th>
<th>AG/DN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Pediatric Nursing</td>
<td>AG/DN</td>
</tr>
<tr>
<td>Pediatric Nursing Skills</td>
<td>BZ</td>
</tr>
<tr>
<td>Introduction to Cardiovascular Variances</td>
<td>BZ</td>
</tr>
<tr>
<td>Cardiovascular Variances #1</td>
<td>BZ</td>
</tr>
<tr>
<td>Cardiovascular Variances #2</td>
<td>DN</td>
</tr>
<tr>
<td>Peds F&amp;E, Medication &amp; Fluid Calculations</td>
<td>DN</td>
</tr>
<tr>
<td>Pediatric Cardiovascular Variances</td>
<td>AG</td>
</tr>
<tr>
<td>Hematological Variances</td>
<td>AG</td>
</tr>
<tr>
<td>Oncological Complications and Prototypes</td>
<td>DN</td>
</tr>
<tr>
<td>Writing in the Nursing Profession</td>
<td>DN</td>
</tr>
</tbody>
</table>

### Unit 2:

| Cancer, Hematological & Immunological Variances in Children | AG |
| Research in Nursing | BZ |
| Neurological Variances #1 | BZ |
| Neurological Variances #2 | BZ |
| Neurological Variances #3 | BZ |
| Teaching/Learning | CA/AG |
| Pediatric Respiratory Variances | DN |
| Pediatric Neurological Variances | DN |

### Unit 3:

| Orthopedic Variances #1 | AG |
| Orthopedic Variances #2 | AG |
| Integument Variance/ Burns | BZ |
| Pediatric Orthopedic Variances | AG |
| Renal Variances #1 | BZ |
| Renal Variances #2 | BZ |
| Pediatric Renal Variances | AG |

### Unit 4:

| Reproductive Variances | BZ |
| Reproductive Issues | BZ |
| Endocrine Variances #1 | BZ |
| Endocrine Variances #2 | BZ |
| Pediatric Gastrointestinal Variances | CA |
| Immunological Variances #1 | DN |
| Immunological Variances #2 | DN |
VIII. TEACHING-LEARNING STRATEGIES

Students are referred to the MINC Student Handbook, "Expectations of Faculty and Students Regarding the Teaching-Learning Process." Teaching-learning strategies include such activities as in class concept mapping, problem based learning with patient scenarios, group presentations, role plays, chapter reading guides, reflective and analytical writing exercises, lectures, demonstration, and application of knowledge through clinical experiences on adult and pediatric medical-surgical units. Course content is incorporated in the classroom, campus laboratory and clinical settings.

A. Chapter reading guides are being piloted for course content taught by B. Zust. The reading guides will direct you through the assigned chapters to assist you in knowing what content to focus on. The reading guides need to be completed prior to class so that the content can be applied to case studies in class. There are no "lecture outline" pages provided for B. Zust's content. However, students are strongly encouraged to have loose leaf notebook paper for note taking in class. The knowledge gleaned through the chapter guides will be (in part) applied in class. All quiz and exam questions will be derived from content contained in the chapter reading guides as well as the application of the content in class. Preparation will be essential for class participation. Class participation will be reflected in the student's participation grade.

B. Classroom Laboratory
The classroom laboratory will be open for review of nursing abilities covered in Nursing 320. Review and practice open lab times will be arranged per campus. Specifics about psychomotor skills testing is covered in section IX of this syllabus.

C. Clinical experiences

1. Instructor Supervised Clinical Experience:
   In this course, each student is provided with learning activities in clinical settings that involve the application and/or possession of nursing abilities with patients in the following categories
   A. Patients having care needs in various stages along their wellness continuum.
   B. Patients having care needs across the life span.
      1. Adults, including those over 65 years of age
      2. Children under the age of 18.

2. Schedule of Clinical Experiences

Each student will have clinical experiences fourteen hours per week for 10 weeks on Tuesdays and Thursdays. Clinical experiences are scheduled from 6:45 am to 1:45 pm at the following sites:

A. Ten days on two adult medical-surgical units at Abbott-Northwestern Hospital. Students will be involved in the care of adult patients who are acutely or chronically ill. Each student will have the opportunity to observe at least 2 areas outside the assigned clinical unit.

B. Ten days on a pediatric unit at Children's Hospital-Minneapolis. Students will be involved in the care of children from infancy through adolescence who are acutely or chronically ill. Each student will have an opportunity to observe 2-3 areas outside the assigned clinical unit.

Rotation 1: February 15 through March 17, 2005 (Tuesdays and Thursdays).
Rotation 2: April 5 through May 5, 2005 (Tuesdays and Thursdays)
D. Community experience: Service Learning

Students are required to participate in service activities for a minimum of 6 hours this semester. The target group for service activities is children. Details relating to Service Learning are in the Nursing 330 course manual. All Service learning activities must be completed by April 22.

IX. EVALUATION:

A. Grading Policy

Students are referred to the MINC Student Handbook, "Progression in the Nursing Courses." Each nursing course must be satisfactorily completed with a grade of C- in order for the student to progress in the nursing major.

To satisfactorily complete this course, the student must:

1. Complete all course requirements.
2. Achieve an overall grade in the course of C- (70% of total possible point).
3. Achieve a passing grade (70% of total possible points) in the unit examination, psychomotor skills tests and Final Performance Test components of the course.
4. Meet the Essential Criteria to pass the psychomotor skills tests. If re-test is necessary, the initial score is the one that counts toward the grade.
5. Meet the Essential Criteria to pass the Final Performance Test.
6. Achieve a passing grade (70% of total possible points) in each clinical experience.
7. Satisfactorily complete each MBN Ability
8. Meet the criteria for "Safe Nursing Practice," as evaluated in the faculty and as outlined in the MINC Student Handbook.
9. Non-negotiated late work will be reduced by 10% from the earned score per academic day.

B. Participation

Students will earn up to 20 points demonstrating active participation in class and clinical discussions. Active listening is included in this demonstration of participation and will be recognized non-verbal cues.

C. Examinations, Quizzes, and Psychomotor Skills Testing

1. Unit Exams
Exams I, II, & III will each include subjective critical thinking questions worth 10 points. Exam IV will include comprehensive questions from the Pharm Form. Every Unit Exam will include at least one Pharm Form question per class on each variance. Exam IV will include comprehensive Pharm Form questions for 16 points.
In addition, quiz questions from Saunders’s Comprehensive Review for NCLEX-RN have been assigned to correspond to the content in the Unit Exams. Students will receive 5 points for 70 correct answers per section assigned. NCLEX questions will be due at the time of the Unit Exams as follows:

<table>
<thead>
<tr>
<th>Exam I</th>
<th>Monday, February 28 – GAC &amp; SOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLEx:</td>
<td>Fundamental Skills: IV Therapy; F&amp;E, Acid-Base, Administration of Blood &amp; Lab Values</td>
</tr>
<tr>
<td>NCLEx:</td>
<td>Adult Health - Cardiovascular</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exam II</th>
<th>Thursday, March 24 – GAC; Monday, April 4 – SOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLEx:</td>
<td>Child Health (Peds Skills, Peds CV, Peds Hem/Onc, Peds Resp, &amp; Peds Neuro)</td>
</tr>
<tr>
<td>NCLEx:</td>
<td>Adult Health - Neurological</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exam III</th>
<th>Monday, April 25 – GAC &amp; SOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLEx:</td>
<td>Adult Health - Renal</td>
</tr>
<tr>
<td>NCLEx:</td>
<td>Adult Health - Musculoskeletal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exam IV</th>
<th>Wednesday, May 18 – SOC; Friday, May 20 – GAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLEx:</td>
<td>Adult Health - Endocrine</td>
</tr>
<tr>
<td>NCLEx:</td>
<td>Adult Health - Immune</td>
</tr>
</tbody>
</table>

2. Quizzes focused on text readings will be scheduled before the following classes. Each quiz is worth 5 points:

<table>
<thead>
<tr>
<th></th>
<th>SOC</th>
<th>GAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Cardiovascular Variances</td>
<td>Thursday, February 10</td>
<td>Tuesday, February 8</td>
</tr>
<tr>
<td>Pediatric Cardiovascular Variances</td>
<td>Friday, February 18</td>
<td>Monday, February 21</td>
</tr>
<tr>
<td>Adult Hematology</td>
<td>Monday, February 21</td>
<td>Friday, February 18</td>
</tr>
<tr>
<td>Pediatric Hematology</td>
<td>Wednesday, March 2</td>
<td>Wednesday, March 9</td>
</tr>
<tr>
<td>Teaching/Learning</td>
<td>Thursday, March 31</td>
<td>Wednesday, March 23</td>
</tr>
<tr>
<td>Immunological Variances</td>
<td>Wednesday, May 11</td>
<td>Wednesday, April 27</td>
</tr>
<tr>
<td>Pediatric Neurological Variances</td>
<td>Tuesday, March 29</td>
<td>Monday, March 14</td>
</tr>
<tr>
<td>Adult Renal</td>
<td>Friday, April 15</td>
<td>Monday, April 4</td>
</tr>
</tbody>
</table>

3. Psychomotor Skills Testing in the classroom laboratory will consist of the following three tests.

1. Intravenous Therapy Skills Test is scheduled at the beginning of the semester for students to demonstrate that they are prepared to care for patients with intravenous therapy.

Note: Review Nursing 320 Course Manual white section, p. 3: “ESSENTIAL NURSING BEHAVIORS COMMON TO ALL PSYCHOMOTOR AND ASSESSMENT SKILLS” and purple section, p. 1: “PERFORMANCE EXAMS.”

Each student must pass each criterion-based test at 70%. All essential (i.e., starred *) criteria must be met in order to pass test. Failure to pass the test requires that the student re-take the test. The score received on the initial test experience is recorded.

Intravenous Therapy Skill Test: February 11, 2005
2. A Drug Calculation/Medication Administration Test must be passed by 90% prior to the student’s clinical experience involving patient care.

Drug Calculation Medication Administration Test:

*February 11, 2005* for students whose first clinical rotation is Adult Med/Surg
*First week of clinical for students whose first clinical rotation is Peds Med/Surg

3. Final Performance Testing will be done with students individually on selected psychomotor skills in a client simulation. Skills developed during both Level I and Level II will be included. Each student will sign up for a scheduled time allowing approximately 45 minutes for preparation, performance and documentation of the experience. This performance test must be passed at 70% of the total points on the test.

**Final Performance Test: Monday, May 16, 2005**

C. Assignments

A. **Medical-Surgical Clinical:**

Each student will create an individual Learning Portfolio during their Adult Med/Surg clinical rotation. The Learning Portfolio will include the following:

1. Individual learning goals for the adult clinical including mid-rotation self reflection of progress toward goals; addition of new goals.
2. Clinical papers for each assigned patient that include:
   1. Clinical preparation: understanding the diagnosis, safe medication administration, possible patient teaching and health promotion issues
   2. Clinical planning through diagnostic reasoning
   3. Patient assessment of Newman’s Five Variables
   4. Comparison of patient data with theory and norms/ integrating systems to reflect patient as a whole
   5. Evaluation of nursing care.
   6. Identification of critical questions (i.e. research)
3. Interpretation of at least three cardiac monitor strips
4. Summarization and evaluation of learning in observational experiences
5. Summarization of at least two research articles and at least two adult health current event news items in the media.
6. Reflection papers (student’s choice of three out of six topics)
7. Evidence of student’s independent learning, i.e. conferences attended, summarization of conversations with other health care professionals; annotated bibliography of additional reading; etc.

- The distribution of points is noted in the detailed description of the Learning Portfolio assignment found in the Nursing 330 Course Manual.
- Assignments that are due by the 5th clinical day and assignments that are due by the 8th clinical day in a rotation *may be turned in earlier than due dates*. The completed Learning Portfolio is due one week after the last clinical day.
Due Date of Adult Med/Surg Assignments:

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Learning Portfolio Assignments due by 5th clinical day</th>
<th>Learning Portfolio Assignments due by 8th clinical day</th>
<th>Completed Learning Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rotation 1</td>
<td>March 1, 2005</td>
<td>March 10, 2005</td>
<td>March 25, 2005 GAC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>March 29, 2005 SOC</td>
</tr>
<tr>
<td>Rotation 2</td>
<td>April 19, 2005</td>
<td>April 28, 2005</td>
<td>May 12, 2005</td>
</tr>
</tbody>
</table>

B. **Pediatric Clinical:**

Total points 156

Each student will complete a Transcultural Nursing Assignment (TCN) and a Developmental Assessment for the pediatric clinical experience as well as a clinical worksheet on each client. Also, points will be allocated for post-clinical conference participation.

**Note:** Carefully review TCN and Developmental Assessment Guidelines.

Clinical worksheets will be given 50 points total.

Reflection Papers are to include thoughts and feelings about student nursing experiences. Required papers are to be typed. Topics include the following:

A. Integration of Teaching/Learning Principles (3 pts)
B. Impact of Nursing Care on the Family (3 pts)

**Due Dates:**

<table>
<thead>
<tr>
<th></th>
<th>TCN assignment (80 points)</th>
<th>Developmental assignment (20 points)</th>
<th>Reflection papers (6 points)</th>
<th>Clinical Worksheets (50 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rotation 1</td>
<td>March 14, 2005</td>
<td>March 17, 2005</td>
<td>Per clinical instructor</td>
<td>Per clinical instructor</td>
</tr>
<tr>
<td>Rotation 2</td>
<td>May 2, 2005</td>
<td>May 5, 2005</td>
<td>Per clinical instructor</td>
<td>Per clinical instructor</td>
</tr>
</tbody>
</table>
C. Classroom assignments

The following classroom assignments are due as follows per campus:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Gustavus</th>
<th>St. Olaf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peds Fluid &amp; Electrolyte Calc.</td>
<td>February 21, 2005</td>
<td>February 23, 2005</td>
</tr>
<tr>
<td>(10 points)</td>
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<tr>
<td>Peds Respiratory</td>
<td>March 7, 2005</td>
<td>March 18, 2005</td>
</tr>
<tr>
<td>Presentation (15 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching/Leaning</td>
<td>March 23, 2005</td>
<td>March 31, 2005</td>
</tr>
<tr>
<td>Presentation (15 points)</td>
<td></td>
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</tr>
<tr>
<td>Research Critique</td>
<td>March 9, 2005</td>
<td>March 11, 2005</td>
</tr>
<tr>
<td>(15 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Learning Plan:</td>
<td>Feb. 25, 2005</td>
<td>Feb. 25, 2005</td>
</tr>
<tr>
<td>Summary:</td>
<td>April 22, 2005</td>
<td>April 22, 2005</td>
</tr>
<tr>
<td>(15 points)</td>
<td></td>
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</tr>
<tr>
<td>Group Pharm Form</td>
<td>Ongoing: Due as</td>
<td>Ongoing: Due as</td>
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<tr>
<td></td>
<td>prep for class on</td>
<td>prep for class on</td>
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<tr>
<td></td>
<td>day assigned.</td>
<td>day assigned.</td>
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</tbody>
</table>

D. Minnesota Board of Nursing (MBN) Abilities:

This course meets the requirements of the Minnesota Board of Nursing as identified in the MINC Minnesota Board of Nursing Evaluation Matrix. Students must satisfactorily complete each of the following MBN Abilities in order to successfully complete this course:

6301.1800

Subpart 3. **Nursing observation and assessment of patients.**

E. Given a nursing care plan, establish a sequence of their own nursing actions.

Subpart 4. **Physical nursing care.**

A. Provide for physical safety.

E. Maintain integrity of skin and mucous membranes.

H. Promote nutritional and fluid balance.

J. Promote physical activity.

L. Provide for physical comfort

Subpart 5. **Psychosocial nursing care.**

C. Promote social development.

E. Promote cultural care.

K. Provide for a patient's need to know by giving, translating or transmitting information.
   A. Administer oxygen.
   B. Maintain patency of airway.
   C. Assist in the administration of sterile fluid through an established intravenous route.
   J. Determine safe range of medication.
   K. Determine appropriate route for medication.
   L. Prepare prescribed medication for administration.
   M. Judge the effectiveness of a prescribed medication.

Subpart 7. Reporting and recording.
   A. Report orally the information necessary to facilitate the continued nursing care of a patient by any others involved.

Subpart 8. Evaluation of nursing actions.
   A. Evaluate effectiveness and maintain accountability for nursing actions.

6301.1900
Subpart 2. Nursing care planning – develop a nursing care plan for adult patient.

Subpart 10. Evaluation of nursing care plans.
   A. Evaluate effectiveness of the nursing care plan for a patient.
   B. Modify, if necessary, the nursing care plan for a patient.

E. Grading Plans
   4 Unit Examinations: 336 points
   NCLEX questions 40 points
   Class Participation/ Post clinical participation 20 points
   IV Skills Test P/N
   Med/Calc Test P/N
   Final Performance Test 50 points
   Quizzes (8) 40 points
   Classroom Assignments 70 points
   Adult Clinical Assignments 156 points
   Pediatric Clinical Assignments 156 point

Total 868 points

X. POLICIES:

Students will be held accountable for all policies in the MINC Student Handbook.
XI. TEXTBOOKS


2004 Nurse’s Drug Guide; Springhouse.

Others:

MEN Abilities Handbook

MINC LEVEL 2
CLINICAL GROUPS AND GROUP ROTATIONS
SPRING 2005

Rotation 1: February 15 to March 17, 2005
Rotation 2: April 5 to May 5, 2005

CHILDREN'S HOSPITAL
MINNEAPOLIS

Group A: Angie Grabau
Pediatrics 7th Floor

Angela Boehmer
Tasha Brua
Jennifer Bush
Sara Dassenko
Suzie Lang
Audrey Lenoch
Julian Natwick
Ashley Novak
Margaret Roscher
Beth Wallgren

Group B: Carol Austin
Pediatrics 6th Floor

Christina Dokmo
Justin Engel
Erika Hitchcock
Amy Huble
Jenna Johanson
Ashley Miller
Sarah Rasmussen
Aubrey Rice
Stephanie Smith
Katie Sheehan

ABBOTT NORTHWESTERN
MINNEAPOLIS

Group C: Barbara Zust/Allison Watkins
Oncology – Station 30

Wudeneh Gaga
Heidi Gruenhagen
Katy Gustafson
Lindsay Hench
Courtney Noecker
Breanna Peterson
Thea Schrupp
Joshua Siebell
Anna Thurmaier
Zong Xiong

Group D: Barbara Zust/Maggie Dunkinfield
Station 41

Kristina Anderson
George Cunningham
Hillary Hilligoss
Melissa Kittock
Jessica Pederson
Sara Schwecke
Katie Siebert
Gemma Solderholm
Jennifer Welch
Holly Windschitl

Group Sequencing for Rotations:

Group A (Peds) ⇒ Oncology (C) ⇒ then to Station 41 (D)
Group B (Peds) ⇒ Station 41 (D) ⇒ to Oncology (C)
Group C (Onc) ⇒ to Station 41 (D) ⇒ then to Peds (A)
Group D (41)⇒ to Oncology (C) ⇒ then to Peds (B)
Student Parking Instructions

The outline for student parking at Abbott Northwestern:
1 - Go to the 28th Street Entrance of the 28th Street Contract Ramp
2 - Enter your student code (0505) into the keypad in the left lane
3 - Take the ticket and keep it with you.
4 - Pay your ticket at the Pay Station in the ramp’s 1st floor lobby
5 - Insert your paid ticket into the Lag Reader and exit onto 28th Street.

An in-depth description of the process:

All students should park in the 28th Street Contract Ramp.

The 28th Street Contract Ramp is located on the corner of 28th St. & Chicago Ave. The entrance is on the south side of 28th Street. Students should take the left lane after entering the ramp, because the left lane has the keypad that accepts student codes. Each student will need a code to enter into the keypad on the Ticket Dispenser Machine. When this code is entered, a ticket will be dispensed. The gate will rise when the ticket is taken. Keep the ticket; it will be required upon returning to the ramp.

When the students leave at the end of a shift, the ticket must be inserted into the Pay Station. The Pay Station is located on the 1st floor of the ramp lobby (on the corner of 28th St. and Chicago Ave.), and it will calculate the ticket amount to be paid. The Pay Station takes cash only and has the capability of making change (The cost of parking for 6 - 9 ½ Hours is $2.50 for a day). When the ticket is paid, the machine gives the parking ticket back to the student. Upon exiting the ramp, the paid ticket must be inserted into the machine at the 28th St. ramp exit, and the parking arm will go up.

If further details are needed, please call the Parking Office at 612-863-8347. The office is located in the Harriet Walker Building, Suite 400 (located on the corner of 26th & Chicago Ave).
STUDENT EVALUATION OF THE COURSE

Please indicate your response by circling the appropriate number. **Important**: Circle only one response for each item. Do not place your rating between two numbers.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Strongly Agree</th>
<th>Don't Know or Doesn't Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>( )</td>
</tr>
</tbody>
</table>

1. The objectives of the course were clear.

2. Course is well integrated so that readings, assignments and activities are interrelated.

3. The assigned reading material helped fulfill the course objectives.

4. The course provided a stimulating atmosphere for learning and critical thinking.

5. There was consistency among faculty in evaluation of course activities.

6. The textbooks were a valuable part of the course.

(List required textbooks)