

**ITT Technical Institute**  
**NU280**  
**Nursing Roles II**  
**Onsite and Online Course**

**SYLLABUS**

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**Credit hours:** 4


**Contact/Instructional hours:** 60 (30 Theory Hours, 30 Clinical Hours)

**Prerequisite(s) and/or Corequisite(s):**

Prerequisites: NU230 Adult Nursing II and must be taken in the last quarter of the Nursing program

**Course Description:**

This course explores advanced topics related to leadership and management principles and current issues applicable to the roles of the professional nurse as provider of care, manager of care, and member of the profession. Transition from the role of student nurse to registered nurse is discussed. Also includes an overview of, and preparation for, the National Council Licensure Examination for Registered Nurses (NCLEX-RN).



## COURSE SUMMARY

### COURSE DESCRIPTION

This course explores advanced topics related to leadership and management principles and current issues applicable to the roles of the professional nurse as provider of care, manager of care, and member of the profession. Transition from the role of student nurse to registered nurse is discussed. Also includes an overview of, and preparation for, the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

### MAJOR INSTRUCTIONAL AREAS

1. The Role Transition from a Nursing Student to Registered Nurse
2. The Role of the Professional Registered Nurse
3. Interpersonal and Personal Skills for the Registered Nurse and Nurse Manager
4. Nursing Management and Leadership
5. Professional Development for the Registered Nurse

### COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. Identify the process of transitioning from a student nurse to a registered nurse.
2. Analyze the impact of legal, ethical, professional, and regulatory issues as they relate to the role of the professional nurse, interdisciplinary team, and the management of nursing care.
3. Differentiate between nursing management and nursing leadership.
4. Describe the importance of effective nursing leadership and management for positive patient outcomes.
5. Evaluate effective communication techniques used by a nurse to resolve conflict in the work place.
6. Apply the delegation process as used in clinical practice.
7. Apply evidence-based best practices and relevant national patient safety goals when providing and managing nursing care.
8. Identify professional development and ongoing learning opportunities for a registered nurse.

## COURSE OUTLINE

### MODULE 1: NURSING MANAGEMENT AND LEADERSHIP

#### COURSE LEARNING OBJECTIVES

- Identify the process of transitioning from a student nurse to a registered nurse.
- Analyze the impact of legal, ethical, professional, and regulatory issues as they relate to the role of the professional nurse, interdisciplinary team, and the management of nursing care.
- Differentiate between nursing management and nursing leadership.
- Describe the importance of effective nursing leadership and management for positive patient outcomes.
- Evaluate effective communication techniques used by a nurse to resolve conflict in the work place.
- Apply the delegation process as used in clinical practice.
- Apply evidence-based best practices and relevant national patient safety goals when providing and managing nursing care.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Yoder-Wise, P., Chapters 1–5.	7 hrs
<b>Lesson:</b> Study the lesson for this module.	1 hr
<b>Quiz:</b> Prepare for Quiz 1.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 1:</b> Submit the exercise titled “Reflection.”	2 hrs
<b>Clinical [as Assigned]:</b> Perform the Clinical Experience as assigned.	N/A

Total Out-of-Class Activities: 11.5 Hours

## MODULE 2: TRANSITION OF NURSING PRACTICE

### COURSE LEARNING OBJECTIVES COVERED

- Identify the process of transitioning from a student nurse to a registered nurse.
- Analyze the impact of legal, ethical, professional, and regulatory issues as they relate to the role of the professional nurse, interdisciplinary team, and the management of nursing care.
- Differentiate between nursing management and nursing leadership.
- Describe the importance of effective nursing leadership and management for positive patient outcomes.
- Evaluate effective communication techniques used by a nurse to resolve conflict in the work place.
- Apply the delegation process as used in clinical practice.
- Apply evidence-based best practices and relevant national patient safety goals when providing and managing nursing care.
- Identify professional development and ongoing learning opportunities for a registered nurse.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Cherry, B. & Jacob, S., Chapters 24 and 26-28.	5 hrs
<b>Lesson:</b> Study the lesson for this module.	2 hrs
<b>Quiz:</b> Prepare for Quiz 2.	1.5 hrs
<b>Exam:</b> Prepare for the mid-term exam.	2 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 2:</b> Submit the exercise titled "Resume, Cover Letter, and Mock Interview."	2 hrs
<b>Quiz:</b> Take Quiz 1.	N/A
<b>Clinical [as Assigned]:</b> Perform the Clinical Experience as assigned.	N/A

Total Out-of-Class Activities: 12.5 Hours

## MODULE 3: MANAGING RESOURCES

### COURSE LEARNING OBJECTIVES COVERED

- Identify the process of transitioning from a student nurse to a registered nurse.
- Analyze the impact of legal, ethical, professional, and regulatory issues as they relate to the role of the professional nurse, interdisciplinary team, and the management of nursing care.
- Differentiate between nursing management and nursing leadership.
- Describe the importance of effective nursing leadership and management for positive patient outcomes.
- Evaluate effective communication techniques used by a nurse to resolve conflict in the work place.
- Apply the delegation process as used in clinical practice.
- Apply evidence-based best practices and relevant national patient safety goals when providing and managing nursing care.
- Identify professional development and ongoing learning opportunities for a registered nurse.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Yoder-Wise, P., Chapters 11-13, and Chapter 15.	6.5 hrs
<b>Lesson:</b> Study the lesson for this module.	2 hrs
<b>Quiz:</b> Prepare for Quiz 3.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 3:</b> Submit the exercise titled "Care Delivery Model."	2 hrs
<b>Quiz:</b> Take Quiz 2.	N/A
<b>Exam:</b> Take the mid-term exam.	N/A
<b>Clinical [as Assigned]:</b> Perform the Clinical Experience as assigned.	N/A

Total Out-of-Class Activities: 12 Hours

## MODULE 4: ROLE OF MANAGER

### COURSE LEARNING OBJECTIVES COVERED

- Analyze the impact of legal, ethical, professional, and regulatory issues as they relate to the role of the professional nurse, interdisciplinary team, and the management of nursing care.
- Describe the importance of effective nursing leadership and management for positive patient outcomes.
- Evaluate effective communication techniques used by a nurse to resolve conflict in the work place.
- Apply the delegation process as used in clinical practice.
- Apply evidence-based best practices and relevant national patient safety goals when providing and managing nursing care.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Yoder-Wise, P., Chapters 17, 18, 23, and 24.	6 hrs
<b>Reading:</b> Cherry, B., & Jacob, S., Chapter 18.	1.5 hrs
<b>Lesson:</b> Study the lesson for this module.	2 hrs
<b>Quiz:</b> Prepare for Quiz 4.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 4:</b> Submit the exercise titled "Conflicts."	2 hrs
<b>Quiz:</b> Take Quiz 3.	NA
<b>Clinical [as Assigned]:</b> Perform the Clinical Experience as assigned.	N/A

Total Out-of-Class Activities: 13 Hours

## MODULE 5: DELEGATION AND CHANGE MANAGEMENT

### COURSE LEARNING OBJECTIVES COVERED

- Analyze the impact of legal, ethical, professional, and regulatory issues as they relate to the role of the professional nurse, interdisciplinary team, and the management of nursing care.
- Evaluate effective communication techniques used by a nurse to resolve conflict in the work place.
- Apply the delegation process as used in clinical practice.
- Apply evidence-based best practices and relevant national patient safety goals when providing and managing nursing care.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Yoder-Wise, P., Chapter 26.	1.5 hrs
<b>Reading:</b> Cherry, B., & Jacob, S., Chapters 19, 21, and 22.	2.5 hrs
<b>Lesson:</b> Study the lesson for this module.	2 hrs
<b>Quiz:</b> Prepare for Quiz 5.	1.5 hrs
<b>Final Exam:</b> Prepare for the final exam.	5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 5:</b> Submit the exercise titled "Delegation and Supervision."	2 hrs
<b>Quiz:</b> Take Quiz 4.	N/A
<b>Clinical [as Assigned]:</b> Perform the Clinical Experience as assigned.	N/A

Total Out-of-Class Activities: 14.5 Hours

## MODULE 6: PROFESSIONAL DEVELOPMENT

### COURSE LEARNING OBJECTIVES COVERED

- Identify the process of transitioning from a student nurse to a registered nurse.
- Analyze the impact of legal, ethical, professional, and regulatory issues as they relate to the role of the professional nurse, interdisciplinary team, and the management of nursing care.
- Differentiate between nursing management and nursing leadership.
- Describe the importance of effective nursing leadership and management for positive patient outcomes.
- Evaluate effective communication techniques used by a nurse to resolve conflict in the work place.
- Apply the delegation process as used in clinical practice.
- Apply evidence-based best practices and relevant national patient safety goals when providing and managing nursing care.
- Identify professional development and ongoing learning opportunities for a registered nurse.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Yoder-Wise, P., Chapters 8, and 27–29.	6 hrs
<b>Reading:</b> Cherry, B., & Jacob, S., Chapter 25.	1 hr
<b>Lesson:</b> Study the lesson for this module.	2 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 6:</b> Submit the exercise titled “End of Course Reflection.”	2 hrs
<b>Quiz:</b> Take Quiz 5.	N/A
<b>Final Exam:</b> Take the final exam.	N/A
<b>Clinical [as Assigned]:</b> Perform the Clinical Experience as assigned.	N/A

Total Out-of-Class Activities: 11 Hours



## EVALUATION AND GRADING

### EVALUATION CRITERIA

The graded assignments will be evaluated using the following weighted categories:

Grading Categories	Grading Weight
Homework Assignment	30%
Quiz	30%
Exam	20%
Final Exam	20%
Clinical Experience	P/F
<b>Total</b>	<b>100%</b>

In addition to the weighted grades, you will also need to pass the clinical experience.

### GRADE CONVERSION

The final grades will be calculated from the percentages earned in the course, as follows:

GRADE	PERCENTAGE
A (4.0)	90–100%
B+ (3.5)	85–89%
B (3.0)	80–84%
C+ (2.5)	75–79%
C (2.0)	70–74%
D+ (1.5)	65–69%
D (1.0)	60–64%
F (0.0)	<60%

Final grades will also consider whether you passed in the clinical. Failing in clinical will result in course failure.

## LEARNING MATERIALS AND REFERENCES

### REQUIRED COURSE MATERIAL

- Cherry, B., & Jacob, S. (2014). *Contemporary nursing (6th ed.)*. St. Louis, MO: Mosby.
- Yoder-Wise, P. (2015). *Leading and managing in nursing (6th ed.)*. St. Louis, MO: Mosby.

### INSTRUCTIONAL METHODS AND TEACHING STRATEGIES

The curriculum employs a variety of instructional methods that support the course objectives while fostering higher cognitive skills. These methods are designed to encourage and engage you in the learning process in order to maximize learning opportunities. The instructional methods include but are not limited to lectures, collaborative learning options, use of technology, and hands-on activities.

To implement the above-mentioned instructional methods, this course uses several teaching strategies, such as lectures, collaborative learning options, and hands-on activities. Your progress will be regularly assessed through a variety of assessment tools including homework assignment, quiz, exam, clinical experience, and final exam.

### OUT-OF-CLASS WORK

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a “time-based option” for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the “Course Outline” section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.

## ACADEMIC INTEGRITY

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

**APPENDIX A: CHECKLISTS AND TOOLS**

**CLINICAL EVALUATION TOOL**

**NU280 Clinical Evaluation Tool**

**Student** \_\_\_\_\_

**Clinical** \_\_\_\_\_

**Agency**

**Faculty** \_\_\_\_\_

**Rating Scale**

**Satisfactory = S**

The student consistently works at the level expected of a second-year nursing student. The behavior/response being evaluated has been demonstrated consistently. The student will be given a copy of their midterm and final clinical evaluations, but the originals will be kept by nursing program in the student’s file at the campus.

**Needs to Improve = NI [This category may be used only at mid-quarter grading]**

The student’s performance has been inconsistent. The behavior/response being evaluated has not been consistently demonstrated at a level appropriate for a second-year nursing student. The student continues to need assistance.

**Unsatisfactory = U**

The student is unable to work at a level that is acceptable for a second-year nursing student. The performance related to this behavior/response has been unreliable and an insufficient amount of growth has been observed.

**Not Applicable N/A**

The behavior/response is not applicable for this course.

**By midterm evaluation, the student must achieve a minimum 80% “S” or “NI” on evaluated behaviors. A student not meeting this standard will meet with the clinical instructor to develop a learning contract. The student will receive one rating per objective.**

**By final evaluation, the student must achieve a minimum 80% “S” or higher on evaluated behaviors.**

**The student will receive one rating per objective, each of which is based on one or more behaviors.**

**OBJECTIVES AND BEHAVIORS**

**The student will receive one rating per objective for the objectives listed below.**

<b>OBJECTIVES</b>	<b>BEHAVIORS</b>
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OBJECTIVES	BEHAVIORS
<p><b>1. Integrates nursing knowledge and theoretical concepts and principles from the humanities, and the social, behavioral, physical and biological sciences in the implementation of competent nursing care.</b></p>	<p>A. Analyzes pathophysiology of patient's disease process</p> <p>B. Synthesizes knowledge of patient's environmental dimensions to meet their physical, psychological, developmental, social and spiritual needs</p> <p>C. Systematically collects and reviews appropriate data and research for delivery of optimal health care</p> <p>D. Applies knowledge of growth and development to provide age-appropriate care</p>
<p><b>2. Integrates nursing values within the roles of Provider of Care, Manager of Care, and Member of the Profession to provide direct patient care across the lifespan</b></p>	<p>A. Verbalizes the statutes and rules governing nursing and functions within the legal boundaries of nursing practice</p> <p>B. Delivers care that respects the dignity and rights of patients without discrimination based on age, race, gender, sexual preference, socio-economic status, national origin, handicap, or disease</p> <p>C. Maintains confidentiality of all patient information</p> <p>D. Interacts with all patients and team members in a respectful manner</p> <p>E. Acts as an advocate for the patient</p> <p>F. Prioritizes care for a group of patients</p> <p>G. Identifies aspects of care to be delegated</p> <p>H. Evaluates delivery of delegated care toward</p>

OBJECTIVES	BEHAVIORS
	<p>quality improvement</p> <ul style="list-style-type: none"> <li>I. Provides care in a self-directed manner appropriate to the setting</li> <li>J. Organizes time effectively to meet patient care needs</li> <li>K. Demonstrates effective collaboration with other members of the interdisciplinary team</li> <li>L. Demonstrates caring in interactions with patients</li> <li>M. Demonstrates accountability for previous learning</li> <li>N. Demonstrates accountability for competent nursing care</li> <li>O. Incorporates ethical, professional and regulatory standards in provision of care</li> <li>P. Demonstrates awareness of own strengths and limitations</li> <li>Q. Respects the property of patients, family, significant others, and the clinical agency</li> </ul>
<p><b>3. Incorporates the Nursing Process in the implementation of competent nursing care</b></p>	<ul style="list-style-type: none"> <li>A. Develops a nursing care plan which addresses the patient as a whole</li> <li>B. Assessment <ul style="list-style-type: none"> <li>1. Gathers thorough and relevant subjective and objective data from appropriate sources (biophysical, psychological, social, cultural, religious, family history)</li> <li>2. Performs an accurate physical/mental assessment which</li> </ul> </li> </ul>

OBJECTIVES	BEHAVIORS
	<p>incorporates growth and development</p> <ol style="list-style-type: none"> <li>3. Applies pathophysiological knowledge to accurately evaluate signs and symptoms of altered health state</li> <li>4. Assesses levels of physical and emotional comfort</li> <li>5. Assesses patient's ability to perform activities of daily living</li> <li>6. Assesses patient's patterns of coping and interacting</li> <li>7. Elicits patient values, preferences and expressed needs, and health goals</li> <li>8. Assesses available and accessible human and material resources</li> </ol> <p>C. Diagnosis</p> <ol style="list-style-type: none"> <li>1. Verifies data collected</li> <li>2. Analyzes data to identify patient problems and needs</li> <li>3. Formulates appropriate nursing diagnoses to include actual or potential responses to health conditions and patient problem statements</li> <li>4. Prioritizes nursing diagnoses</li> <li>5. Documents nursing diagnoses in the plan of care</li> </ol> <p>D. Planning</p> <ol style="list-style-type: none"> <li>1. Formulates realistic, measurable short and long-term goals</li> </ol>

OBJECTIVES	BEHAVIORS
	<p>and outcome criteria with the patient</p> <ol style="list-style-type: none"> <li>2. Plans individualized interventions which are supported by relevant resources</li> <li>3. Plans interventions with respect to patient's cultural beliefs, values, and expressed needs</li> <li>4. Incorporates national patient safety resources to focus attention on patient safety</li> <li>5. Identifies resources based on necessity and availability</li> </ol> <p>E. Implementation</p> <ol style="list-style-type: none"> <li>1. Performs independent interventions within the standards/policies of the nursing unit</li> <li>2. Ensures safety of patients and care environment</li> <li>3. Initiates requests for help and instruction when appropriate to situation</li> <li>4. Clarifies role/accountability in relation to other members of the interdisciplinary team</li> <li>5. Assigns, delegates, and supervises nursing activities of licensed and unlicensed staff appropriately consistent with scope of practice and appropriateness to student role</li> <li>6. Demonstrates effective use of</li> </ol>



OBJECTIVES	BEHAVIORS
	<p>technology and information management to communicate, mitigate error, and support decision-making</p> <p>7. Incorporates appropriate strategies to facilitate accurate patient data documentation and reporting</p> <p>8. Creates and delivers health education appropriate to patient needs/ level of understanding</p> <p>F. Evaluation</p> <p>1. Evaluates effectiveness of implemented nursing care based on short-term goals/patient outcomes</p> <p>2. Analyzes data to support evaluation</p> <p>3. Modifies nursing care plan based on patient's response</p> <p>4. Utilizes critical thinking and judgment in responding to changes in patient status</p> <p>5. Incorporates quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes</p>

OBJECTIVES	BEHAVIORS
<p><b>4. Implements health promotion and maintenance concepts in all health care settings</b></p>	<p>A. Provides accurate and consistent information, demonstration, and guidance to patient and family regarding healthy lifestyle, illness prevention, pain alleviation and or disease management</p> <p>B. Provide access to resources for patient and designated surrogates to promote health, safety and well-being, and self-care management</p> <p>C. Promotes the patient's ability to make informed decisions</p> <p>D. Evaluates effectiveness of teaching</p>
<p><b>5. Incorporates safe and therapeutic communication skills in caring or individuals, families, groups, and communities across the life span</b></p>	<p>A. Analyzes effectiveness of own communication with patients, families, and members of the interdisciplinary team</p> <p>B. Incorporates therapeutic communication skills in caring or individuals, families, groups, and communities across the life span</p> <p>C. Follows communication practices that minimize risk associated with handoffs among providers and across transitions in care</p> <p>D. Communicates patient values, preferences, and expressed needs to other members of the interdisciplinary team</p> <p>E. Solicits input from other team members to improve individual performance</p> <p>F. Expresses self clearly and directly with others</p>

OBJECTIVES	BEHAVIORS
	<ul style="list-style-type: none"> <li>G. Documents pertinent data correctly in a succinct, relevant, accurate, timely and informative manner</li> <li>H. Reports information to appropriate members of the interdisciplinary team in a timely and accurate manner consistent with established policies and procedures</li> <li>I. Displays empathy through active listening</li> <li>J. Incorporates appropriate boundaries of therapeutic relationships</li> <li>K. Protects confidential information</li> </ul>
<p><b>6. Implements safe, therapeutic, and competent technical skills based on scientific rationales in the delivery of safe and effective nursing care</b></p>	<ul style="list-style-type: none"> <li>A. Provides safe and effective nursing care to patients using evidence-based practice</li> <li>B. Incorporates relevant national patient safety goals into nursing care</li> <li>C. Demonstrates preparedness to meet patient needs</li> <li>D. Demonstrates accountability for previous learning</li> <li>E. Seeks assistance from the instructor as needed</li> <li>F. Submits assignments on time</li> <li>G. Arrives to clinical on time</li> <li>H. Wears appropriate attire and is well groomed</li> <li>I. Actively participates in pre/post-conference.</li> <li>J. Initiates plans for self-improvement as a member of the interdisciplinary team</li> </ul>

OBJECTIVES	BEHAVIORS
<p><b>State-Specific Clinical Requirements</b>  <i>(The instructor can insert state specific clinical requirements.)</i></p>	

<p><b>Rating</b>                      The student will receive one rating per objective</p>	Midterm	Final	N/A	COMMENTS
<p>1. Integrates nursing knowledge and theoretical concepts and principles from the humanities, and the social, behavioral, physical and biological sciences in the implementation of competent nursing care.</p>				
<p>2. Integrates nursing values within the roles of Provider of Care, Manager of Care, and Member of the Profession to provide direct patient care across the lifespan</p>				

<p style="text-align: center;"><b>Rating</b></p> <p>The student will receive one rating per objective</p>	<p style="text-align: center;"><b>Midterm</b></p>	<p style="text-align: center;"><b>Final</b></p>	<p style="text-align: center;"><b>N/A</b></p>	<p style="text-align: center;"><b>COMMENTS</b></p>
<p><b>3. Incorporates the Nursing Process in the implementation of competent nursing care</b></p>				

<b>Rating</b> The student will receive one rating per objective	<b>Midterm</b>	<b>Final</b>	<b>N/A</b>	<b>COMMENTS</b>
<b>4. Implements health promotion and maintenance concepts in all health care settings</b>				
<b>5. Incorporates safe and therapeutic communication skills in caring or individuals, families, groups, and communities across the life span</b>				
<b>6. Implements safe, therapeutic, and competent technical skills based on scientific rationales in the delivery of safe and effective nursing care</b>				
<b>State-Specific Clinical Requirements</b> <i>(The instructor can insert state specific clinical requirements.)</i>				

**MIDTERM & FINAL EVALUATION**

**MIDTERM EVALUATION**

**Faculty Comments:**

**Student Comments:**

**Grade:** \_\_\_\_\_

**Faculty:** \_\_\_\_\_

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**FINAL EVALUATION**

**Faculty Comments:**

**Student Comments:**

**Grade:** \_\_\_\_\_

**Faculty:** \_\_\_\_\_

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*(End of Syllabus)*