

OGLALA LAKOTA COLLEGE
COURSE SYLLABUS & ADMINISTRATION
Fall 2018
Rebuilding the Lakota Nation through Education
Wounspe Ihuniyan Hci Lakota Oyate Kin Akta Ic'icakagapi Kte lo

Name of Course:	<input type="text"/>	Course Number:	<input type="text"/>
Department	<input type="text"/>	Credit Hours	<input type="text"/>
Location:	<input type="text"/>	Time & Day:	<input type="text"/>
Instructor's Name	<input type="text"/>	Email:	<input type="text"/>
Office:	<input type="text"/>	Mobile	<input type="text"/>
Home	<input type="text"/>	Office Hours	<input type="text"/>

Course Description (Waunspe Oyakapi):

This course will introduce the student to professional nursing development and transcultural nursing roles, concepts, practices, assessments, as well as culture and an understanding and caring for diverse clients in health care settings. Various cultures and their concepts of health and illness will be examined; special emphasis will be placed on providing health care in a Lakota context. Culture will also be defined as behavior and established norms found in diverse health care settings. Understanding the “culture of nursing” institutional norms, behaviors, and communication patterns are critical to the student’s transition into the workplace. Students will gain self-awareness of their racial, ethnic, and cultural background as a prerequisite for eliciting and responding to clients’ needs. Cross-cultural communication will be addressed to provide the student with skills to negotiate cultural differences between clients and providers around health and illness issues.

Prerequisites: Nurs 218 Foundations of Holistic Nursing, Nurs 224 Holistic Mental Health Nursing, Nurs 226 Holistic Maternal Child Nursing

Required Text and Materials

Giger, J. (2013). *Transcultural nursing: Assessment and intervention*. (6th ed.). St. Louis, Missouri: Mosby, Inc.

Zerwekh, J. & Garneau, A. (2015). *Nursing today: Transitions and trends*. (8th ed.) St. Louis: Saunders Elsevier
Website: Kaplan

**Proven/evidenced based supplemental material may also be utilized during this course at the discretion of, and provided by the instructor

Course Goal: The Professional and Transcultural course goal is to develop the knowledge and skills that increase the nurse’s ability to provide professional culturally congruent care to diverse individuals, groups, and communities.

Student Learning Outcomes (Wounspe Taku Unspepi Kte Kin He Le E): Upon completion of this course

students will be able to:

- Analyze philosophical, historical, and cultural trends influencing the development and evolution of the field of nursing.
- Analyze different cultural beliefs, values, and practices of Western and non-Western cultures.
- Discuss critical issues, trends, and problems related to health care and ways to resolve these issues or problems to advance nursing worldwide.
- Evaluate the impact of cultural and ethnic bias on an individual's health and wellness.
- Conduct competent cultural assessments of clients from a variety of cultures.
- Analyze nursing and health care delivery cultures and discuss how they relate to the well-being of client and nurse.
- Utilize communication, leadership, delegation, assertiveness, conflict resolution, and teambuilding techniques to facilitate a successful transition into the workplace.
- Identify how one person can make a difference in their community.

Assessment: Assessment of student knowledge is gauged by bimonthly tests accompanied by test blue prints, class participation and group collaborations, student journaling, and products of class projects.

Instructional Methodology: Much of this class involves active learning activities to help the student master the course content such as student debates, student teaching, role playing, class discussion, and introspective journaling.

Course Rationale: This course exists to assist nursing students to provide culturally congruent and safe patient care to culturally diverse individuals, groups, and communities. Therefore, this course is designed and intended for the last year of nursing education providing useful tools for tomorrow's next generation of practicing nurses.

Email addresses: All college correspondence during this class will be through your olc email address. Please check daily for information. I am always available at my email address, rwhite@olc.edu.

Reading/Assignments: Each student should expect to spend two (nunpa) to three (yamni) hours out of class on reading and homework as assigned each week, (per credit) in order to perform satisfactorily. (Therefore, if a course is three credit hours you should spend approximately six (sakpe) hours outside of the course room on required readings and homework).

Writing Assignments: Writing will include assigned projects such as journaling, professional papers, and detailed presentations on specific diverse culture.

Lakota Perspective: This course stresses **Wolakotakiciapi** of "learning Lakota ways of life in the community". This course is based on the values of mutual respect and generosity (woohola na wochantognakapi), seeking to advance each individual's knowledge through their continuing hard work (fortitude- wowalitake) and willingness to learn new information and viewpoints, as well as to demonstrate it, by speaking in front of the group (bravery-woohitike); all undertaken in an environment of professionalism, trust, integrity and humility. We will do this by embracing the teaching of our ancestors as we learn new ways. (Waunspe wicakiyapi ki iglutanyan ihani unpi kun hena itan waunspe tokeca uha ayin kte.)

Missed Exams/Late Assignments:

Students are expected to schedule and make up a missed exam within three days. The instructor may make exceptions to this rule in the event of an extenuating circumstance. Exams taken late (after the scheduled date) may result in an automatic 10% reduction on your test score, per the instructor's discretion. If the test has not been taken in a week, then an additional 10% may be deducted every week. Every effort needs to be made to complete exams as they are scheduled.

Students unable to complete their work must make arrangements to speak with their instructor regarding the late assignment. Chronically late assignments may result in the student being placed on academic probation. 10 points will be deducted **daily** from any late assignment as determined by your instructor. All assignments are required and not optional in order to receive a final grade in this course!

Evaluation and Grading: Per the nursing handbook, the student must achieve at least an 80% on all exams before any other course work will be figured into their grade. Exams, scholarly completion of assignments, and class participation of the nursing student aids the faculty in evaluating the student's knowledge of the course content.

Grading Method

1.	(Six) Online Exams (80 points each)	480 pts
2.	Kaplan Proctored Exam	pts
3.	Final Comprehensive Exam	100 pts
4.	Journals Entries (2.5 pts/week x 14 weeks)	35 pts
5.	Professional Nursing Report	50 pts
6.	Cultural Power Point Project	100 pts
7.	Resume Assignment	30 pts
8.	Escape Fire Documentary Assignment	25 pts
	Total points	pts

Nursing Department Grading Scale

A = 94% or better = Superior Quality Work = Demonstrated concept mastery

B = 87-93% = Good Quality Work = Demonstrated concept understanding

C = 80-86% = Satisfactory Quality Work = Demonstrated concept understanding

D = less than 80% = Unacceptable Quality Work = Demonstrated weak understanding

F = No credit = Unacceptable Quality Work for last year of nursing courses.

W = Withdrawal = A student may withdraw from a course by filling out a Drop Card to be recorded by the Registrar. The student must sign this form if you drop yourself. A Drop Card may/can be filled out and signed by a counselor/instructor for lack of attendance.

ATI Testing-The Proctored Assessment will be scheduled at the end of the semester unit and is worth 10% of your grade. The Level of Achievement and Remediation points following the Proctored Assessment will be as follows:

Level 3- 58 points +5 points for 1 hour remediation=63 points

Level 2- 53 points +5 points for 2 hours remediation=58 points

Level 1- 48 points +5 points for 4 hours remediation=53 points

The Leadership and Management exit exam must be taken and remediation completed before the student is allowed to progress to the next semester.

College Policy on Grading and Change of Grades:

http://www.olg.edu/~wwhitedress/student/services/Docs/OLC_Handbook.pdf see page 9 and 10

Course Requirements, Expectations or Students: Because OLC offers classes in three-hour blocks once per week, (for everyone's travel convenience), if you are absent from one OLC class session, it's like missing three classes at another college. (See student handbook).

- Unannounced quizzes and graded in-class exercises will be given; content can include any course material assigned, up to and including the current session.
- Your homework assignments must be turned in on the dates due to get full credit.
- You may not take your next unit test until that week's assignments are turned in to your instructor.
- You are expected to participate in class discussion; this provides evidence of your interest in and preparation for the class. It also helps gauge the effectiveness of the instruction and everyone's level of comprehension of the material presented. Most importantly, fellow class members benefit from your opinions and insights; in addition, the questions you ask may be about the same topic with which other students are having difficulty, so by helping yourself you also help them.
- If the Instructor is not present at the beginning of the class, and the College Center Staff has not heard from the Instructor, you should wait at least 30 minutes past the normal start-time and then if the Instructor has still not arrived, you may leave.
- After 3 test day tardies (over 15 minutes late), at the discretion of the instructor, 10 % of your test score will be subtracted.
- All classroom assignments are required for completion of the course. Assignments given are not optional at this level of nursing education.
- All classroom assignments and reading are subject to change at the discretion of the instructor.

Attendance and Tardiness

http://www.olc.edu/~wwhitedress/studentervices/Docs/OLC_Handbook.pdf see page 8

Policies on Academic Honesty

http://www.olc.edu/~wwhitedress/studentervices/Docs/OLC_Handbook.pdf see page 43

Standards of Conduct Policy

http://www.olc.edu/~wwhitedress/studentervices/Docs/OLC_Handbook.pdf see page 38

ADA Policy

http://www.olc.edu/~wwhitedress/studentervices/Docs/OLC_Handbook.pdf see page 37

Electronic Information Resources Acceptable Use Guidelines

http://www.olc.edu/~wwhitedress/studentervices/Docs/OLC_Handbook.pdf see page 41

Department Specifics: The ATI review module on Leadership and Management is an important tool for enabling the student to focus recall and application of relevant content. The content of this review module will be included in weekly class assignments. The Leadership and Management exit exam must be passed at a level two. Students will be expected to remediate over their Christmas break to attain a level two test score. Students will not be able to progress to the next semester classes until this test is satisfactorily completed. The Leadership and Management exit exam will be given after this class unit is completed.

ASSIGNMENT DESCRIPTIONS/CRITERIA

Journal Entries

Each week students are required to journal about a topic or issue discussed in lecture from that week. The reflection must be of substantial effort, with the student putting forth great thought on the topic. Each journal should be no less than 2 paragraphs, but please no more than 4. Do not discuss personal class concerns, clinicals, or anything other than topics discussed in lecture please. Although each journal is only worth 2.5 points per week, the accumulative 35 points at the end of the semester can reflect significantly on your final grade. Late submissions will not be granted.

Required Criteria:		
Student will journal weekly on only topics discussed in class; timely submission required for points; deductions will apply for lack of effort in writing	Fully met 2.5 pts	Criteria not met 0 pts

Professional Nursing Report

Students will select a professional topic in nursing and complete a 1-2 page report on the subject covering the required content listed below. (This is not a disease, but a trending issue or concern such as insurance trends, current policy changes in the news, etc...). The student should utilize at least 2 scholarly journals to support their writing. A reference page is required in APA, in addition to the 1-2 page report. Topic ideas will be discussed in class. This assignment is worth 50 points.

Required Criteria:			
Explain the topic of choice and why you chose it; provide definitions if appropriate	Fully met 10 pts	Partially met 5 pts	Criteria not met 0 pts
What is significant about this topic, and what if any are the solutions? What are the concerns?	Fully met 10 pts	Partially met 5 pts	Criteria not met 0 pts
Explain the medical & nursing implications related to the topic	Fully met 15 pts	Partially met 8 pts	Criteria not met 0 pts
APA format with reference list (inclusive of 3 scholarly noted sources minimally)	Fully met 10 pts	Partially met 5 pts	Criteria not met 2.5 pts
Grammar/punctuation without errors	Fully met 5 pts	Partially met 2.5 pts	Criteria not met 0 pts

Escape Fire: The Fight to Rescue American Healthcare Documentary

This video will be shown during class **only**. Students will be required to provide their insight through a 1-2 page journaling report. The documentary is quite interesting, and should leave the student with much to discuss. This assignment will be worth 25 points.

Required Criteria:			
Substantial content discussed with much thought put into journal	Fully met 10 pts	Partially met 5 pts	Criteria not met 0 pts
Highlight what you found most interesting	Fully met 10 pts	Partially met 5 pts	Criteria not met 0 pts

Grammar/punctuation without errors	Fully met 5 pts	Partially met 2.5 pts	Criteria not met 0 pts
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Resume Assignment

Students will complete an up-to-date professional resume and submit by due date to receive full points.

Required Criteria:			
Professional appearance; easy to follow	Fully met 10 pts	Partially met 5 pts	Criteria not met 0 pts
Detailed (recommended to follow a template)	Fully met 10 pts	Partially met 5 pts	Criteria not met 0 pts
Grammar/punctuation without errors	Fully met 10 pts	Partially met 5 pts	Criteria not met 0 pts

Cultural Presentation

The student will have selected an approved cultural group by deadline provided by instructor. The student will research the cultural group selected, and develop a professional power point covering all required criteria listed below. A minimum of three scholarly resources must be utilized (interviews and videos not included as scholarly resources, but can be used in addition to). The presentation should be between 10-15 minutes in length, but no more as we have many students to present. Creativity is encouraged; respect and professionalism is mandatory. This assignment is worth 100 points.

Required Criteria:			
Explain the basic culture and its Geographic's	Fully met 10 pts	Partially met 5 pts	Criteria not met 0 pts
Describe rituals/ religious beliefs of the culture	Fully met 10 pts	Partially met 5 pts	Criteria not met 0 pts
Explain the medical & nursing implications related to the culture	Fully met 15 pts	Partially met 5 pts	Criteria not met 0 pts
Describe the culture's communication techniques	Fully met 10 pts	Partially met 5 pts	Criteria not met 0 pts
Describe the culture's clothing and food	Fully met 10 pts	Partially met 5 pts	Criteria not met 0 pts
Professional power point presented	Fully met 10 pts	Partially met 5 pts	Criteria not met 0 pts
Variety of instructional methods utilized	Fully met 5 pts	Partially met 5 pts	Criteria not met 0 pts
APA format with reference list (inclusive of 3 scholarly noted sources minimally)	Fully met 10 pts	Partially met 5 pts	Criteria not met 0 pts
Presentation 10-15 minutes in length Start/Stop	Fully met 10 pts	Partially met 5 pts	Criteria not met 0 pts
Grammar/punctuation without errors	Fully met 10 pts	Partially met 5 pts	Criteria not met 0 pts

TOPIC CONTENT/SCHEDULE

<i>Date</i>	<i>Reading</i>	<i>Assignments and/or Class Discussions</i>
Week #1 (Oko Wanci) 08/27/2018	Nursing Today <ul style="list-style-type: none"> ● Ch. 1 Role Transitions ● Ch. 2 Personal Management ● Ch. 3 Mentorship & Preceptorship (pgs. 47-56) 	<ol style="list-style-type: none"> 1. Reflect on what role transitions you have had to undergo and what strategies helped you succeed. 2. Discuss as a group what strategies might be important for a successful transition for a new graduate entering their first job? Each student must share one strategy. 3. Identify how one can choose proactive stances over reactive stances as a response to life's challenges 4. Describe intervention strategies that could be utilized by faculty and students to enhance the classroom learning environment.
Week #2 (Oko Nunpa) 09/3/2018	Nursing Today <ul style="list-style-type: none"> ● Ch. 11 Building Nursing Management Skills ● Ch. 12 Effective Communication and Team Building Supplemental <ul style="list-style-type: none"> ● Page 25 Assertive Communication ● Ch. 2 Coordinating Client Care 	<ol style="list-style-type: none"> 1. Discuss what it means to utilize effective communication as it relates to the patient. 2. Discuss strategies for managing your time in the clinical setting 3. Identify criteria for evaluating care provided by others 4. Describe assertive communication 5. Discuss team building and group problem solving
Week #3 Oko Yamni 09/10/2018	Nursing Today <ul style="list-style-type: none"> ● Ch. 13 Conflict Management ● Ch. 14 Delegation in the Clinical Setting Supplemental <ul style="list-style-type: none"> ● Pages 10-15 Assigning, Delegating, and Supervising (pgs. 22-25 Conflict Resolution) 	<p>EXAM #1: covering weeks 1 and 2</p> <ol style="list-style-type: none"> 1. Discuss the common areas of conflict between nurses and patients and/or their families 2. Discuss nursing delegation, outcomes, appropriateness, and who is responsible. Differentiate the meaning of delegation, supervision, and accountability. 3. Work in groups of 3 and complete the following scenarios (and present responses to class): <ul style="list-style-type: none"> ● As the on-coming charge nurse, which patient would you check first after completion of the 0700 report? ● What would your duties be as the charge nurse for the shift? ● Make patient assignments for the 0700-1900 staff for these 13 patients. You have two other RN's, one LPN, and two UAPs.

		<p>2. During class in small groups, analyze each of the following sample cases. Following the problem-solving process in your book, try to arrive at a consensus on the best decision to manage the situation. (Please use table 10-2 for problem solving steps)</p> <ul style="list-style-type: none"> ● Group 1: Staff assignments are not completed. Staff members are late for shift reports. ● Group 2: There is an increased incidence of staff illness. There are inadequate resources available to provide quality patient care. ● Group 3: New graduates hired are unprepared for the “real world.” Too many new graduates are assigned to a single unit. <p>3. Discuss the following scenarios. How would you handle these situations?</p> <ul style="list-style-type: none"> ● An unlicensed assistive person (UAP) has been discussing confidential patient information during lunch with another coworker. You walk by and hear part of the conversation. ● An LPN has been 30 minutes late to report for the past 3 days. ● The CNA wants to know why she has to continue to “clean up” hospice patients when she knows they are going to die. ● An RN comes to work with the smell of alcohol on her breath. ● A female psychiatric patient complains to you (the charge nurse) that the male “psych tech” has been making sexual advances toward her when no one else is around. ● A new RN refuses to wear gloves while starting an IV and states, “the gloves interfere with my palpating the vein.” ● A physician has been storming onto the unit for the past 2 days, throwing charts around, and making verbally abusive comments to the unit clerk about her ability to transcribe orders. ● A female RN in your home health care team refuses to take care of male clients and any patient who is HIV positive. ● A CNA has not been turning her long-term care immobilized clients every 2 hours as ordered. Two patients have stage I decubitus ulcers ● You find one of the UAPs looking in the medication drawer ● Two RNs scheduled to work together on night shift refuse to work with each other when they arrive.
<p>Week #4 Okon Topa</p>	<p>Nursing Today</p> <ul style="list-style-type: none"> ● Ch. 6 Historical Perspectives: 	

09/17/2018	<p>Influences on the Present</p> <ul style="list-style-type: none"> ● Ch. 7 Nursing Education ● Ch. 8 Nursing Theory <p>Supplemental</p>	
<p>Week #5 Oko Zaptan 09/24/2018</p>	<p>Nursing Today</p> <ul style="list-style-type: none"> ● Ch. 10 Challenges of Nursing Management and Leadership ● Ch. 11 Building Nursing Management Skills ● Ch. 22 Quality Patient Care 	#2: covering weeks 3 and 4
<p>Week #6 Oko Sakpe 10/1/2018</p>	<p>Nursing Today</p> <ul style="list-style-type: none"> ● Ch. 15 ● Ch. 16 ● Ch. 25 ● Ch. 26 <p>Supplemental: safety and facility policies</p>	
<p>Week #7 Oko Sakowin 10/8/2018</p> <p>Native American Day</p>	<p>Nursing Today</p> <ul style="list-style-type: none"> ● Chapter 9-Image of Nursing: Influences of the Present 	<p>Online class due to Native American Day.</p> <p>Professional Nurse Report due 10/14/2018 by 2359</p>
<p>Week #8 Oko Saglogan 10/15/2018</p>	<p>Nursing Today</p> <ul style="list-style-type: none"> ● Ch. 19 Ethical Issue ● Ch. 20 Legal Issues <p>Supplemental</p> <ul style="list-style-type: none"> ● Ch. 3 Professional Responsibilities 	<p>EXAM #3: covering weeks 5 and 6</p> <ol style="list-style-type: none"> 1. Discuss the role of the nurse in ethical health care issues 2. Define the elements of nursing practice and how they are proved in a malpractice claim. 3. Review common legal terms. 4. Differentiate between administrative law, criminal law, and contract law. 5. Discuss the types of nursing care delivery systems historically used in acute care settings. Discuss the pros and cons of each type of delivery systems (functional, team, primary, and case management). <p>*****Cultural Presentation topics due*****</p>
<p>Week #9 Oko Napienyunka 10/22/2018</p>	<p>Nursing Today</p> <ul style="list-style-type: none"> ● Ch. 23 Nursing Informatics ● Ch. 24 Using Nursing Research in Practice 	EXAM #4: covering weeks 7 and 8
Week #10	Nursing Today	Kaplan Exam

<p>Oko Wikcemna</p> <p>10/29/2018</p>	<ul style="list-style-type: none"> ● Ch. 21 Culture and Spiritual Awareness <p>Transcultural Nursing: Assessment and Intervention</p> <ul style="list-style-type: none"> ● Ch. 1 Introduction to Transcultural Nursing ● Ch. 2 Communication 	<ol style="list-style-type: none"> 1. Identify what key elements are in the definition of culture. 2. Discuss the Cultural Behaviors Relevant to Health Assessment 3. Describe the importance of communication as it relates to transcultural nursing knowledge and assessment 4. Conceptualize how cultural competence requires continuous seeking of skills, practices, and attitudes that enable nurses to provide culturally competent congruent care. 5. Understand the significance of nonverbal communication to culturally congruent care. 6. Delineate barriers to communication that hinders the development of a nurse- patient relationship in transcultural settings.
<p>Week #11 Oko Ake Wanci</p> <p>11/5/2018</p>	<p>Transcultural Nursing: Assessment and Intervention</p> <ul style="list-style-type: none"> ● Ch. 3 Space ● Ch. 4 Social Organization ● PBS website @ http://www.pbs.org/race <p>(Complete these two units: What is Race? And Sorting People)</p>	<p>EXAM #5: covering weeks 9 and 10</p> <p>Cultural presentations due Sunday 11/11/18 by 2359</p> <p>Videos</p>
<p>Week #12 Oko Ake Nunpa</p> <p>11/12/2018</p>	<p>Transcultural Nursing: Assessment and Intervention</p> <ul style="list-style-type: none"> ● Ch. 5 Time ● PBS website @ http://www.pbs.org/race <p>(Complete the unit: <i>Human Diversity</i>)</p>	<p>Cultural presentations in class today:</p> <ol style="list-style-type: none"> 1. Postulate an adequate definition for the term <i>time</i> in relation to transcultural nursing care. 2. Understand the significant role that culture plays in the understanding and perception of time. 3. Complete the case study on John with chronic renal failure. Please be advised that your group will be presenting your findings to the class. 4. In studying the culture of Eskimos, how can their nursing care be affected by sunlight? 5. Class discussion <ul style="list-style-type: none"> ● Define “time dependent” activities in our health care world. How might elastic or flexible time concept alter these activities? ● How does poverty affect time orientation? ● How does the dominate culture view time? 6. PBS Discussion

<p>Week #13 Okoko Ake Yamni 11/19/2018</p>	<p>Transcultural Nursing: Assessment and Intervention</p> <ul style="list-style-type: none"> ● Ch. 6 Environment Control ● Ch. 7 Biological Variations ● PBS website @ http://www.pbs.org/race. (Complete: <i>Me, My Race, and I</i>) 	<p>Cultural presentations in class today:</p> <ol style="list-style-type: none"> 1. Recognize relevant cultural factors that affect health-seeking behaviors. 2. Differentiate between internal and external locus of control. 3. Recognize various types of cultural folk health practices and the effect on health-seeking behaviors. 5. Split into groups and discuss these four 2 minute slide shows from http://www.pbs.org/race. <ul style="list-style-type: none"> ● How to be an American ● Split Identity ● The Elephant in the Room ● To See or Not to See 6. As a group, identify: <ul style="list-style-type: none"> ● 3 efficacious cultural health practices ● 3 neutral cultural practices ● 3 dysfunctional cultural health practices. What might the nurse say to patients who practice these dysfunctional cultural health practices? 7. Articulate biological differences among individuals in various racial groups. 8. Describe nursing implications that may arise when providing care for individuals in different cultural groups. 9. Describe nutritional preferences and deficiencies that may exist among persons from other cultures.
<p>Week #14 Okoko Ake Topa 11/26/2018</p>	<p>Nursing Today</p> <ul style="list-style-type: none"> ● Ch. 4 Employment Considerations ● Ch. 5 NCLEX Examination and the New Graduate 	<p>EXAM #6: covering weeks 11, 12, 13, and culture presentations</p> <ol style="list-style-type: none"> 1. Job interview scenarios and strategies 2. Employer considerations 3. Resume Due 12/1/2018 by 2359
<p>Week #15 Okoko Ake Zaptan 12/3/2018</p>	<p>Comprehensive Final</p>	<p>Final Exam</p>

Disclaimer: Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Oglala Lakota College and any student. The instructor reserves the right to make changes in course content or instructional techniques without notice or obligation. Students will be informed of any such changes. Additional student rights and responsibilities are outlined in the Student Handbook. http://www.olc.edu/~wwhitedress/student-services/Docs/OLC_Handbook.pdf

