



COLLEGE OF NURSING

FACULTY AND STAFF HANDBOOK

REVISED 09/26/11

**VALDOSTA STATE UNIVERSITY COLLEGE OF NURSING
FACULTY AND STAFF HANDBOOK**

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COLLEGE OF NURSING MISSION STATEMENT

The College of Nursing embraces the core characteristics of Valdosta State University as a regional university. The College of Nursing strives to meet the needs of a diverse student population within the framework of the needs of nursing and health care in the region. The College of Nursing pursues excellence in the teaching/learning process and values interdisciplinary collaboration.

The administration, faculty, and staff of the College of Nursing are committed to the creation and development of a student centered, professional, supportive environment in which:

- baccalaureate students, prepared for entry level professional nursing, demonstrate critical thinking in the provision of ethical and holistic health care to individuals, families, and communities. Emphasis is placed on the art and science of nursing, as well as the application of humanities and the physical and behavioral sciences;
- masters students, prepared for advanced professional nursing practice, demonstrate critical thinking in the provision of ethical and holistic specialized health care to individuals, families, and communities;
- continuing education programming and community service activities are provided to meet the needs of the region; and
- faculty provide for the advancement of the educational program and the profession of nursing through excellence in teaching, research, scholarship, and creative work.

Revised: 1998; 02/08

Reviewed 11/99; 10/00; 09/01; 08/02; 08/03; 03/04; 12/10

PHILOSOPHY OF THE COLLEGE OF NURSING

Nursing is a caring, client-centered profession, grounded in a body of knowledge based on theory and research, using humanistic values of altruism, equality, justice, and human dignity to care for people. Functioning within a professional community, nursing values evidence-based practice, ethical codes, an interdisciplinary culture, self-regulation, and authority over practice. Providing an important, unique service, the nursing profession uses a body of theoretical knowledge from analytic and engaged ways of knowing applied to practice. Professional registered nurses are inherently concerned with persons as whole beings in continuous interaction within multiple contexts and systems.

Health is defined by individuals, groups, families, and communities within the context of their unique environments. Environment refers to socioeconomic, sociopolitical, physical, psychosocial, and health care changes that create the dynamic world which provides our daily context of living. The essence of nursing is to help persons attain and maintain wellness in every dimension of their being. Professional registered nurses foster healing environments for diverse populations and strive to promote wellness and improve quality of life for people across the lifespan.

As regional leaders for nursing excellence and learner-centered education, we believe education transforms all involved, including a diverse population of learners, faculty, and clients. Nursing education is committed to a technologically-enhanced learning community that promotes learner success. We believe learners should be actively engaged, self-directed, accountable, and committed to lifelong learning. Faculty members strive for instructional excellence, offer academic assistance, facilitate learning, and provide enrichment for learners by coaching, guidance, and mentorship. Our purpose is to educate and graduate registered nurses who are competent, caring, holistic, and reflective.

Baccalaureate nursing education prepares safe, beginning generalists for entry into professional nursing practice. Among the important roles of professional registered nurses educated at the baccalaureate level are competent care provider, health care coordinator, manager, leader, change agent, and research consumer. Graduate nursing education builds on baccalaureate nursing education and prepares professional registered nurses for advanced nursing practice in specialized clinical and functional roles. Advanced nursing practice demands complex intellectual analysis, effective management and leadership, scholarship, and interpersonal competencies. Graduate nursing education operationalizes the roles of advanced nursing practice and lays the foundation for doctoral study.

Approved by CONFO 02/08

Revised 11/6/92; 02/95; 08/98; 10/98; 02/08

Reviewed 10/99; 10/00; 09/01; 08/02; 08/03; 03/04; 12/10

COLLEGE OF NURSING CONCEPTUAL FRAMEWORK

STANDARDS OF PRACTICE

<p>Science A coherent body of knowledge composed of research findings, theories, scientific principles, and laws for a discipline</p>	OF	<p>Processes Journey of reasoned stages to produce desired outcomes</p>
<p>Technology Innovative resources for discovery, retrieval, sharing, and application of learning</p>		<p>Reflection Contemplation of one’s beliefs, assumptions, and experiences</p>
<p>Autonomy Self-determination</p>		<p>Accountability Legal and moral obligation to answer for one’s acts, including delegation and supervision</p>
<p>Nursing A caring, patient-centered profession that is grounded in a body of knowledge based on theory and research</p>		<p>Competencies Habitual and judicious use of knowledge, clinical reasoning, communication and psychomotor skills, values, and reflection</p>
<p>Decision making Reasoned action using engaged and analytical ways of knowing</p>		<p>Teaching Outcome oriented process that facilitates learning</p>
<p>Art Creative, individualized, and culturally sensitive care</p>		<p>Intuition A spontaneous insight or understanding of a situation or pattern of events</p>
<p>Research A scientific process that validates And refines existing knowledge and generates new knowledge as a foundation for evidence-based practice</p>		<p>Collaboration Sharing of knowledge and ideas in a coordinated effort to meet common goals</p>
<p>Development Process of continuous personal and professional growth</p>		<p>Eclecticism Use of nursing and interdisciplinary theories for education, practice, and research</p>
<p>Safety Security, well-being, and freedom from accidental injury</p>		

Developed: 02/08

Reviewed: 12/10

COLLEGE OF NURSING

ORGANIZATIONAL CHART

The current version of the Valdosta State University College of Nursing organizational chart may be found at <http://www.valdosta.edu/nursing/AboutTheCollege.shtml>

**COLLEGE OF NURSING
BYLAWS
APPROVED 2/25/11 BY CONFO**

Bylaws of the College of Nursing Faculty Organization of Valdosta State University

PREFACE

These Bylaws establish the role and function of the College of Nursing Faculty Organization and are set forth within the guidelines of Valdosta State University and the Georgia Board of Regents.

ARTICLE I

Title

The College of Nursing Faculty Organization shall be the title of this organization.

ARTICLE II

Object

Section 1. Purpose

The purposes of the College of Nursing Faculty Organization are: (1) to provide for an operational framework for the determination and or discussion of academic and professional issues, policies, standards, and procedures, and (2) to promote excellence in scholarship, teaching, research, and service.

Section 2. Functions

The functions of the College of Nursing Faculty Organization shall be to develop, implement, and evaluate:

1. the mission, vision, expanded statement of purpose, philosophy, and objectives;
2. the educational programs offered by the College of Nursing;
3. the policies for admission, progression, and graduation of students;
4. the policies which govern faculty operational activities;
5. the policies pertaining to the faculty welfare;
6. the standards for teaching, research, scholarship, clinical practice, and service; and to
7. conduct the business of the faculty.

ARTICLE III

Membership

Section 1. Composition

The membership of the College of Nursing Faculty Organization shall consist of members and associate members.

Section 2. Members

1. All faculty holding full-time rank appointment shall be members of the College of Nursing Faculty Organization.
2. Members shall be eligible to vote on business of the College of Nursing Faculty Organization and to serve on standing and ad hoc committees.

Section 3. Associate Members

1. Faculty holding less than full-time appointments shall be associate members.
2. Professionals who hold honorary, part-time, or adjunct faculty appointments shall be associate members.
3. Associate members may enjoy all privileges of members except that of voting.

Section 4. Student Representation

1. Eight representatives from the student body shall serve on the College of Nursing Faculty Organization. Four of the students shall be undergraduate generic students, one shall be a second degree student (SDS), one shall be an RN to BSN student, one an RN to MSN student, and one shall be a traditional graduate student.
2. Student representatives shall be elected by the student body during fall semester to serve during the subsequent academic year.
 - A. Faculty members who meet each generic semester cohort first in the semester will conduct election from that cohort and give results to Parliamentarian.
 - i. Semester One cohort elects representative to CON Faculty Organization and Nursing Student Affairs Committee.
 - ii. Semester Two cohort elects representative to Nursing Student Affairs Committee.
 - iii. Semester Three cohort elects representative to Nursing Academic Committee and Nursing Student Affairs Committee.
 - iv. Semester Four cohort elects representative to CON Faculty Organization and Nursing Student Affairs Committee.
 - B. SDS student cohort elects representative to CON Faculty Organization and Nursing Student Affairs Committee (facilitated by the SDS Coordinator).
 - C. RN to BSN Coordinator will supervise election of one representative from RN to BSN to Faculty Organization, one to Nursing Academic Committee, and one to Nursing Student Affairs Committee.
 - D. Graduate Coordinator will supervise election of one RN to MSN student and one MSN student to Faculty Organization, one to Nursing Academic Committee, and one to Nursing Student Affairs Committee.
3. Student representatives may enjoy all the privileges of members except that of voting.

ARTICLE IV

Officers

Section 1. Chairperson

1. The Chairperson of the College of Nursing Faculty Organization shall be an elected faculty member.
2. The Dean, the Associate Dean for Research and Graduate Studies, and the Assistant Dean for Undergraduate Programs and Student Development shall serve in ex-officio roles.
3. In the absence of the chairperson, a representative specified by the chairperson shall assume the duties of the chairperson.
4. The chairperson shall perform the following functions:
 - A. call and chair all meetings;
 - B. appoint members to standing committees after eliciting interests of the members; collaborate with the Dean to establish the agenda for the meetings;
 - C. appoint members to ad hoc committees; plan meetings and follow up on decisions and recommendations of the College of Nursing Faculty Organization;
 - D. serve as a member of the Executive Committee; and
 - E. represent the College of Nursing Faculty Organization on appointed occasions.
5. The chairperson shall serve as an ex-officio member of all standing and ad hoc committees and shall receive notices and minutes of all regular and called business meetings.

Section 2. Parliamentarian

The parliamentarian shall:

1. be a member of the College of Nursing Faculty Organization and be elected to the position of parliamentarian at the last meeting of the academic year by a majority vote of the members of the College of Nursing Faculty Organization;
2. be responsible for ruling in matters of procedural dispute;
3. conduct all regular and special elections; and
4. be a member of the Nursing Faculty Affairs standing committee of the College of Nursing Faculty Organization.

ARTICLE V

Meetings and Conduct

Section 1. Standard Meetings

The College of Nursing Faculty Organization shall meet a minimum of once each semester during the academic year.

Section 2. Special Meetings

Special meetings of the College of Nursing Faculty Organization may be called at the discretion of the chairperson, the Dean, or upon written request of fifty-one percent of the members.

Section 3. Quorum

Fifty-one percent or a majority of the voting members shall constitute a quorum.

Section 4. Voting

Decisions of the College of Nursing Faculty Organization shall be determined by a majority vote. No formal action can be taken at a College of Nursing Faculty Organization meeting if a quorum is not present.

Section 5. Records of the College of Nursing Faculty Organization

1. Items for the proposed agenda shall be submitted to the designated administrative secretary a minimum of seven (7) working days prior to the scheduled meeting.
2. The agenda for the scheduled meeting shall be distributed by the designated administrative secretary to the faculty a minimum of five (5) working days prior to the scheduled meeting.
3. Minutes of the meetings shall be completed by the designated administrative secretary. These minutes shall be reviewed by the designated faculty member and shall be distributed to the faculty within five (5) working days after each meeting.

Section 6. Parliamentary Authority

The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern except in cases that are inconsistent with these bylaws or specially adopted rules of order.

Section 7. Elections

1. Elections shall be conducted by the parliamentarian at the last faculty meeting of the academic year.
2. Nominations for parliamentarian, five (5) positions on the Admissions and Progression Committee, three (3) positions on the Nursing Academic Committee, two (2) positions on the Nursing Faculty Affairs Committee, two (2) positions on the Program Evaluation Committee, one (1) position on the Budget Advisory Committee, and required number of positions on the Faculty Development, Promotion and Tenure Committee, Advancement Committee, and Continuing Education Committee shall be elicited from the members.
3. Elections shall be by secret ballot.

4. Vacancy of any elected position shall be filled by special election within one (1) month of its occurrence.
5. Chairperson's vote shall be limited to elections in which a tie occurs.

ARTICLE VI

Amendment of these Bylaws

1. A two-thirds majority vote of the faculty members is necessary to amend the bylaws.
2. These bylaws can be amended at any regularly scheduled College of Nursing Faculty Organization meeting provided the changes have been submitted to the Nursing Faculty Affairs Committee one month prior to the desired date of distribution to the faculty members. Distribution must occur at least seven (7) working days prior to the vote. Voting on the proposed changes shall occur at the next regularly scheduled College of Nursing Faculty Organization meeting following distribution.

ARTICLE VII

Policies and Procedures

1. The policies and procedures of the College of Nursing Faculty Organization must be congruent with the Valdosta State University and Georgia Board of Regents policies.
2. A majority vote of the faculty members is necessary for change in general policies and procedures.
3. The policies and procedures can be amended at any regularly scheduled College of Nursing Faculty Organization meeting provided the changes have been submitted to the Nursing Faculty Affairs Committee one month prior to the desired date of distribution to the faculty members. Distribution must occur at least seven (7) working days prior to the vote. Voting on the proposed changes shall occur at the next regularly scheduled College of Nursing Faculty Organization meeting following distribution.

ARTICLE VIII

Committees

Section 1. General Rules

1. The business of the College of Nursing Faculty Organization shall be conducted through standing and ad hoc committees.
2. Committees are accountable to the College of Nursing Faculty Organization and to the Dean.
3. Committees shall meet as necessary to fulfill assigned functions.

4. Items for the proposed agenda shall be submitted to the committee chairperson a minimum of five (5) working days prior to the scheduled meeting.
5. Committees shall file a copy of minutes for each meeting in the office of the Dean within five (5) working days after the meeting.
6. All committees shall prepare a written annual report to be submitted to the College of Nursing Faculty Organization at the last regularly scheduled meeting of the academic year.

Section 2. Standing Committees

The standing committees of the College of Nursing Faculty Organization shall be:

1. Admissions and Progression
2. Nursing Academic
3. Faculty Development, Promotion, and Tenure
4. Nursing Faculty Affairs
5. Nursing Student Affairs
6. Advancement
7. Program Evaluation
8. Executive Committee
9. Budget Advisory Council
10. Graduate Faculty
11. Continuing Education Committee

Section 3. Membership on Standing Committees

1. Committee members elected by the faculty include: five (5) to Admissions and Progression; three (3) to Nursing Academic; a maximum of five (5) to Faculty Development, Promotion, and Tenure; two (2) to Nursing Faculty Affairs; two (2) to Nursing Student Affairs; three (3) to Advancement; two (2) to Program Evaluation; and one (1) to Budget Advisory Council.
2. Other members on the standing committees shall be appointed by the Dean.
3. Committee members shall elect their chairperson immediately following the last faculty meeting in the academic year. The Graduate Coordinator will serve as chairperson for the Graduate Faculty Committee.

4. Associate members may serve on Nursing Academic, Nursing Faculty Affairs, and Nursing Student Affairs committees. Associate members may enjoy all the privileges of members except that of voting.
5. Student representatives shall be on the Nursing Academic and Nursing Student Affairs committees. Student representatives may enjoy all the privileges of members except that of voting on the Nursing Academic Committee. Student representatives shall be elected by the student body during the fall semester for the subsequent academic year.

Section 4. Ad Hoc Committees

1. Ad hoc committees shall be appointed by the Dean.
2. Membership and function of the ad hoc committees shall be designated at the time of formation.
3. Ad hoc committees shall function only for the length of time necessary to achieve the designated task.
4. Associate members may be appointed to serve on ad hoc committees. They may enjoy all the privileges of members except that of voting.

ARTICLE IX

Admissions and Progressions Committee

Section 1. Purpose

The purpose of the Admissions and Progressions Committee shall be to select applicants for admission to the undergraduate programs and monitor their progress through the program.

Section 2. Membership

The Admissions and Progressions Committee shall consist of five (5) elected members and one (1) member appointed by the Dean. The Undergraduate Coordinator shall serve as ex-officio members.

Section 3. Functions

The functions of the Admissions and Progressions Committee shall be to:

1. recommend, interpret, and implement policy and procedures regarding admission, progression, transfer, and readmission for the undergraduate programs of the College of Nursing;
2. review applicants for admission to the undergraduate programs and select candidates for admission; and
3. submit reports each semester and annually of:
 - a. number of admissions to the undergraduate programs and
 - b. number of failures categorized by course or standardized examinations

Section 4. Meetings

The Admissions and Progressions Committee shall meet a minimum of once each semester. The committee chairperson shall appoint ad hoc committees and call special meetings as needed to carry out the functions of the committee.

ARTICLE X

Nursing Academic Committee

Section 1. Purpose

The purpose of the Nursing Academic Committee shall be to monitor the development, implementation, coordination, and evaluation of the undergraduate curricula.

Section 2. Membership

The membership of the Nursing Academic Committee shall consist of:

1. Three (3) members elected by the faculty;
2. One (1) member appointed by the Dean;
3. One (1) generic undergraduate student member;
4. One (1) RN to BSN student;
5. One (1) graduate student member.

Section 3. Functions

The functions of the Nursing Academic Committee shall be to:

1. evaluate the curriculum objectives in relation to the philosophy and conceptual framework of the College;
2. evaluate the curriculum by assessing graduates' performance on assessment tests and comprehensive examinations and by analyzing graduates' evaluation of the curriculum;
3. approve new course offerings prior to submission to the full faculty;
4. review all faculty evaluation of course summaries and site reviews of clinical sites annually; and
5. provide an annual review of clinical learning experiences and recommend new experiences as needed for the students to the College of Nursing Faculty Organization;

Section 4. Meetings

The Nursing Academic Committee shall meet a minimum of once each semester. The committee chairperson shall appoint ad hoc committees and call special meetings as needed to carry out the functions of the committee.

ARTICLE XI

Faculty Development, Promotion, and Tenure Committee

Section 1. Purpose

The purpose of the Faculty Development, Promotion, and Tenure Committee shall be to:

1. recommend and implement policy regarding College of Nursing faculty development, promotion, and tenure; and
2. stimulate scholarship, research, and advanced clinical practice of faculty members.

Section 2. Membership

The Faculty Development, Promotion, and Tenure Committee shall be composed of a maximum of five (5) elected members, the majority of which shall be tenured faculty. If a majority of tenured faculty is not possible, then nonadministrative faculty members with highest rank and greatest longevity shall be eligible to serve. Faculty who have been members of the College of Nursing Faculty Organization for at least two (2) years and hold rank at the Assistant Professor level or above are allowed to serve on the committee; faculty members with fifty (50) percent or greater administrative appointments are not eligible to serve on the committee. Each member shall serve a two (2) year term, with terms being staggered.

Section 3. Functions

The functions of the Faculty Development, Promotion, and Tenure Committee shall be to:

1. assess, plan, implement, and evaluate professional development programs which will meet the needs of the members and associate members of the College of Nursing Faculty Organization;
2. assess, implement, and evaluate policy and procedures of the College of Nursing regarding promotion and tenure;
3. make recommendations to the Dean regarding promotion and tenure;
4. promote opportunities for clinical practice and research;
5. exchange information regarding areas of expertise among faculty;
6. encourage and promote noteworthy professional activities of the faculty and students of the College of Nursing for publication;
7. encourage and promote opportunities for continuing education; and
8. promote mentoring of faculty members new to scholarly endeavors such as research, consultation, publication.

Section 4. Meetings

The Faculty Development, Promotion, and Tenure Committee shall meet a minimum of once each semester. The committee chairperson shall appoint ad hoc committees and call special meetings as needed to carry out the functions of this committee.

ARTICLE XII

Nursing Faculty Affairs

Section 1. Purpose

The purpose of the Nursing Faculty Affairs Committee shall be to:

1. maintain the bylaws, policies, and procedures of the College of Nursing Faculty Organization;
2. maintain the College of Nursing Faculty Handbook; and
3. monitor and recommend strategies for the promotion of a workplace culture that supports faculty.

Section 2. Membership

The Nursing Faculty Affairs Committee shall consist of two (2) elected members, one (1) appointed member, and the Parliamentarian.

Section 3. Functions

The functions of the Nursing Faculty Affairs Committee shall be to:

1. review and maintain the bylaws, policies, and procedures of the College of Nursing Faculty Organization annually (an in-depth review of the bylaws will be done by the entire faculty every five years) [next due Spring 2016];
2. invite, review, and present all recommendations for changes in the bylaws, policies, and procedures to the College of Nursing Faculty Organization;
3. review the College of Nursing Faculty Handbook annually and make recommendations for revision; and
4. collect fees as needed for purposes designated by the faculty and account for their disbursement with the committee's annual report.

Section 4. Meetings

The Nursing Faculty Affairs Committee shall meet a minimum of once each semester. The committee chairperson shall appoint ad hoc committees and call special meetings as needed to carry out the functions of the committee.

ARTICLE XIII

Nursing Student Affairs Committee

Section 1. Purpose

The purpose of the Nursing Student Affairs Committee shall be to facilitate student self-governance, student scholarly activities, and student participation in the activities of the College of Nursing.

Section 2. Membership

The Nursing Student Affairs Committee shall consist of two elected faculty members and 7 student members elected by the student body of the College of Nursing: 4 generic undergraduate students (1 representing each semester cohort), 1 Second Degree Student (SDS), 1 RN to BSN student, and 1 graduate student. The Assistant Dean shall serve as an ex-officio member of this committee.

Section 3. Functions

The functions of the Nursing Student Affairs Committee shall be to:

1. design, implement, and evaluate a recruitment program;
2. consider needs and concerns of students and makes recommendations to the College of Nursing Faculty Organization;
3. review and recommend changes in student policies and procedures;
4. review and recommend changes in student handbooks; and
5. plan, coordinate, implement, and evaluate school-sponsored programs and service initiatives.

Section 4. Meetings

The Nursing Student Affairs Committee shall meet a minimum of once each semester. The committee chairperson shall appoint ad hoc committees and call special meetings as needed to carry out the functions of this committee.

ARTICLE XIV

Advancement Committee

Section 1. Purpose

The purpose of the Advancement Committee shall be to:

1. raise funds that support the educational mission of the school;
2. create visibility for the College of Nursing and for the nursing profession; and
3. socialize the students into professional network.

Section 2. Membership

The Advancement Committee shall consist of three (3) elected members. Each member shall serve a three (3) year term, with terms being staggered.

Section 3. Functions

The functions of the Advancement Committee shall be to:

1. identify funds needed for additional equipment and other resources;
2. collaborate with Dean and Vice President of University Advancement to identify activities to secure external resources and showcase accomplishments of faculty, staff, and students of the College of Nursing; to raise money and to showcase the work of students and faculty; and
 - A. choose a date, place, theme, menu, and speaker for the event;
 - B. create invitation list, invitations, and oversee mail-out;
 - C. oversee publicity, registration, and door prizes; and
 - D. organize displays/exhibits of student and faculty work.
3. recruit student and alumni involvement and support for advancement activities.

Section 4. Meetings

The Advancement Committee shall meet a minimum of once each semester. The committee chairperson shall appoint ad hoc committees and call special meetings as needed to carry out the functions of this committee.

ARTICLE XV

Program Evaluation Committee

Section 1. Purpose

The purpose of the Program Evaluation Committee shall be to assume responsibility for the evaluation of the College of Nursing and its programs in terms of established goals, standards, and current health care trends.

Section 2. Membership

The Program Evaluation Committee shall consist of two (2) elected members and one (1) appointed member.

Section 3. Functions

The functions of the Program Evaluation Committee shall be to:

1. develop, coordinate, and analyze an overall plan of evaluation for the College of Nursing that includes but is not limited to evaluation of the faculty, administration, curriculum, students, preceptors, and resources; and
2. oversee data collection and analysis as required.

Section 4. Meetings

The Program Evaluation Committee shall meet a minimum of once each semester. The chairperson shall appoint ad hoc committees and call special meetings as needed to carry out the functions of the committee.

ARTICLE XVI

Executive Committee

Section 1. Purpose

The purpose of the Executive Committee shall be to advise the Dean on any matters not addressed by other standing committees.

Section 2. Membership

The Executive Committee shall consist of the Dean as Chairperson, the Associate Dean for Research and Graduate Studies, the Assistant Dean for Undergraduate Studies and Student Development, and the Chair of the College of Nursing Faculty Organization.

Section 3. Functions

The functions of the Executive Committee shall be to:

1. review impact of policies and administrative decisions relative to operational, resource, programmatic, and personnel matters;
2. analyze and refine strategic planning database; and
3. recommend strategies for the implementation of the university and CON vision and mission.

Section 3. Meetings

The Executive Committee shall meet a minimum of once each semester. The chairperson shall appoint ad hoc committees and call special meetings as needed to carry out the functions of the committee.

ARTICLE XVII

Budget Advisory Committee

Section 1. Purpose

The purpose of the Budget Advisory Committee shall be to advise the Dean on budgetary matters and bring budget issues to the College of Nursing Faculty Organization.

Section 2. Membership

The Budget Advisory Committee shall consist of the Dean as Chairperson, one (1) elected faculty member, and two (2) faculty members appointed by the Dean.

Section 3. Function

The functions of the Budget Advisory Committee shall be to:

1. make recommendations for the CON Strategic Plan related to allocation of resources to meet mission and goals;
2. collaborate with the Dean in the budget management process in the CON by reviewing encumbrances and expenditures and giving feedback on methods to improve budget process and facilitate prudent use of resources in the CON;
3. recommend priorities for travel and other discretionary spending in the CON;
4. approve budget requests submitted by faculty, staff and students;
5. propose strategic focus proposals and academic pool requests for exceptional acquisitions or improvements outside the scope of the CON budget; and
6. assist the Dean to inform faculty of budget processes and procedures in the CON.

Section 4. Meetings

The Budget Advisory Committee shall meet a minimum of once each semester. The Chairperson shall appoint ad hoc committees as necessary to carry out the function of the committee.

ARTICLE XVIII

Graduate Faculty Committee

Section 1. Purpose

The purpose of the Graduate Faculty Committee will be to oversee admissions and progression of graduate students and to develop curricula and programs for those students.

Section 2. Membership

The Graduate Faculty Committee shall consist of the Graduate Coordinator as chair and the faculty appointed to graduate faculty status.

Section 3. Functions

The functions of the Graduate Faculty Committee shall be to:

1. Recommend policies and procedures for admission, progression, and graduation from the graduate program;
2. Review applications and select students for admission to the Master of Nursing Degree Program;
3. Formulate decisions related to progression of graduate students;
4. Develop academic standards and graduate study curricula and programs.

Section 4. Meetings

The Graduate Faculty Committee shall meet a minimum of once each semester. The Chairperson shall appoint ad hoc committees as necessary to carry out the functions of the committee.

ARTICLE XIX

Continuing Education Committee

Section 1. Purpose

The purpose of the Continuing Education (CE) Committee is to coordinate the provision of continuing education to our communities of interest.

Section 2. Membership

The CE Committee shall consist of the Lead Nurse Planner as the chair, two (2) elected faculty members, and faculty members appointed by the Dean as necessary.

Section 3. Function

The functions of the CE Committee shall be to:

1. prepare and submit the Georgia Nurses Association (GNA) application for provider status as required every three (3) years[Next renewal is December 2013];
2. develop, implement, and evaluate continuing education programs;
3. review evaluations of programs and recommend future CE offerings;
4. review annually the goals for CE from the GNA document and recommend strategies to improve any goals that were not met; and
5. assist the chair in maintaining files for GNA.

Section 4. Meetings

The CE Committee will meet a minimum of once each semester. The chairperson shall appoint ad hoc committees as necessary to carry out the functions of the committee.

COLLEGE OF NURSING BYLAWS AND COMMITTEES

All committee meetings are open to all students, faculty, and staff except during executive session when protected student or faculty personnel issues are being discussed.

In order to maximize potential for faculty and student participation in governance, all committee meeting times are posted on the master calendar and any changes or called meetings are coordinated through the Dean's office to ensure documentation.

Agendas for Graduate Faculty and CONFO meetings are coordinated with the Dean.

Reviewed: 12/10

COLLEGE OF NURSING COMMITTEE MINUTES

POLICY

Faculty will appoint a recorder to complete minutes for every Committee Meeting. All Committees will use the same format for recording minutes.

PROCEDURES

1. Faculty will use the Minutes of Meeting form (CON Faculty Handbook, Section 2.2.3).
2. The recorder will prepare and circulate the Minutes of Meeting to committee members for review and revision as necessary.
3. A copy of all minutes will be available on the nursing internal network drive.
4. Committee summary reports will be submitted to College of Nursing Faculty Organization.

Revised: 3/10

Reviewed: 12/10

COLLEGE OF NURSING COMMITTEE MINUTES FORM

Minutes of Meeting

Attending:			
Absent:			
Date:	Place:	Chair:	
Agenda Topic	Discussion	Decision	Responsibility

COLLEGE OF NURSING STRATEGIC PLAN 2011-2016

VSU Goals/Cabinet Level Goal	CON Goal	Strategy	Action Plan	Initiatives	Performance Indicator
Enrollment and Retention	Increase two year graduation rates of upper division nursing majors:	Increase access to academic enhancement opportunities: <ul style="list-style-type: none"> • Simulation remediation and practice 	<ul style="list-style-type: none"> • Human Simulation expansion and evaluation <ul style="list-style-type: none"> ○ Evaluate impact on student learning and retention ○ Showcase simulation in recruitment • Assess cost-effectiveness of ATI student academic enhancement and testing program • 	<p>Simulation Development</p> <ul style="list-style-type: none"> • Identify course requirements for simulation by fall 2011 • Quantify use by January 2012 • Identify measures of impact Fall 2011 • 4 term graduation rates in upper division (2011-2016) <p>Review alternative standardized test and academic enhancement resources</p>	<ul style="list-style-type: none"> • “on-time” graduation rates (BSN in four terms) will be at least 75% • There will be a positive correlation between success on standardized tests and measures of academic performance (course grades; NCLEX; ARNP certification)
		Improve the pool of applicants	<ul style="list-style-type: none"> • Increase access to effective pre-nursing advising 	<p>Institute full time professional academic advisor</p> <ul style="list-style-type: none"> • Evaluate student opinion of advising annually • Structure uniform pre-nursing advising through development of academic advising handbook for CON • Enhance web advising resources 	<ul style="list-style-type: none"> • Pre-nursing opinion of advising will be above average • Qualifications of students admitted to nursing major will improve
			<ul style="list-style-type: none"> • Raise Academic Standards for admission to College of Nursing 	<ul style="list-style-type: none"> • Review admission standards and revise as appropriate 	<ul style="list-style-type: none"> • Admission standards will reflect national trends and VSU

VSU Goals/Cabinet Level Goal	CON Goal	Strategy	Action Plan	Initiatives	Performance Indicator
					population indicators of academic success
		Improve student evaluation strategies to more accurately assess competencies and readiness for graduation	<ul style="list-style-type: none"> • Document faculty participation in development programs related to curriculum and teaching • Refine evaluation of human simulation and use of other technology in teaching/learning environments • Revise clinical evaluation tools • Increase acquisitions of technology to support skills building and evaluation of clinical competencies 	<ul style="list-style-type: none"> • Refer to appropriate CONFO committees for action <ul style="list-style-type: none"> ○ FDPT <ul style="list-style-type: none"> ▪ Assessment and recommendations for faculty development r/t curriculum and teaching ○ Program Evaluation <ul style="list-style-type: none"> ▪ Evaluation plan for quality and cost-effectiveness <ul style="list-style-type: none"> • PLA • Simulation outsourcing • Simulation clinical enhancement ○ NAC <ul style="list-style-type: none"> ▪ Clinical evaluation strategies and tools ○ Student Affairs / A&P <ul style="list-style-type: none"> ▪ Essential/ non-academic standards ▪ Honor code and professional conduct ○ A&P <ul style="list-style-type: none"> ▪ Admission criteria and standards • Successfully access to resources in Academic Equipment Pool 	<ul style="list-style-type: none"> • NCLEX Pass rate will be 85% or higher sustained 2010-2011 • ARNP Certification Rates • Amount of acquisitions for teaching/learning through Academic Equipment and Instructional Setting pools

VSU Goals/Cabinet Level Goal	CON Goal	Strategy	Action Plan	Initiatives	Performance Indicator
	Increase enrollments	Enhance marketing for graduate program	<ul style="list-style-type: none"> • Complete new marketing tools for academic programs • 	<ul style="list-style-type: none"> • Sustain budget for marketing resources (brochures, travel, etc.) • Increase collaboration with Office of Advancement and Alumni Relations • Evaluate satisfaction with weekend college format among faculty and students 	<ul style="list-style-type: none"> • Target enrollments for 2012-2016 <ul style="list-style-type: none"> ○ RN-BSN ○ CNL ○ NP ○ DNP
		Propose programs to meet regional needs	<ul style="list-style-type: none"> • Develop new and revised curricula • Web-enhanced weekend college format for RN and MSN programs 	<ul style="list-style-type: none"> • Develop undergraduate honors program • Implement new graduate programs <ul style="list-style-type: none"> ○ DNP ○ CNL ○ Certificates (gerontology; psychiatric/mental health; education) 	<ul style="list-style-type: none"> •

VSU Goals/Cabinet Level Goal	CON Goal	Strategy	Action Plan	Initiatives	Performance Indicator
Diversity	Increase knowledge of diversity impacting nursing and health care	Implement culturally competent teaching/learning strategies for diverse nursing students	<ul style="list-style-type: none"> • Document diversity among nursing students • Participate in one faculty development program focusing on cultural competency • Apply for HRSA Diversity Grant to support identification and implementation of culturally-specific teaching/learning strategies aimed at meeting needs of minority and under-represented groups of nursing students • Implement diversity in human simulation scenarios used in clinical outsourcing; develop mandatory scenarios for all students 	<ul style="list-style-type: none"> • HRSA Workforce Diversity grant submitted in 2008; not funded • HRSA Workforce Diversity grant resubmitted in 2009; not put into database due to Grants Office error • Consultant funded through HRSA NEPR grant (Partnership Health Clinic) –implemented summer 2011 • Measures of cultural climate in CON will be conducted every three years; tool to be implemented 2011-2012 	<ul style="list-style-type: none"> • Diversity of faculty and student body will approximate VSU enrollments • Identification of <u>culturally adapted teaching/learning strategies</u> will occur in every course
		Demonstrate increased cultural competency among faculty and students	<ul style="list-style-type: none"> • Assessment of cultural climate and needs through consultation with expert • Development of faculty development program 	<ul style="list-style-type: none"> • Implement cultural competency workshops at least once a year • Increase diversity of students and faculty • Track cultural competency experiences and outcomes across undergraduate and graduate curricula • Identify cultural competencies reflected in graduate student projects and theses. 	<ul style="list-style-type: none"> • Measures of cultural competency among faculty and students will increase

VSU Goals/Cabinet Level Goal	CON Goal	Strategy	Action Plan	Initiatives	Performance Indicator
Academic Programs	Implement revised BSN and MSN curricula to meet current needs of health care workforce	Document successful implementation of BSN curriculum through student outcomes and faculty appraisals.	<ul style="list-style-type: none"> • Add additional faculty FTE for Pathophysiology (NURS 2700) course • Implement electronic health records in laboratory setting • Develop plan and obtain updated technology for the nursing laboratories <ul style="list-style-type: none"> ○ Human simulators ○ Other 	<ul style="list-style-type: none"> • One new FTE added in 2009 but not in response to need in NURS 2700 – in response to accommodations for faculty with disabilities <ul style="list-style-type: none"> ○ Assess impact of NURS 2700 • EHR implemented in lab spring 2011 • Simulation and other technology acquisitions increased through Academic Pool funding in 2010-2011 • NEW BSN successfully implemented and first evaluation completed fall 2010 • Clinical affiliates evaluation will be implemented in 2011 and provide consistent positive feedback • Feedback from communities of interest on the new BSN curriculum will be positive • EBI and NCLEX assessment data to identify specific weaknesses and strengths addressed in the curriculum 	<ul style="list-style-type: none"> • 85% of all pre-licensure BSN graduates will pass NCLEX on first attempt • 90% of all pre-licensure BSN graduates will pass the NCLEX within the first year of graduation. • Course failure rates will not exceed 20% • Two-year graduation rates for upper division BSN majors will be 75% or higher • 100% of all CNL and NP graduates will be certified in their specialty within one year of graduation.

VSU Goals/Cabinet Level Goal	CON Goal	Strategy	Action Plan	Initiatives	Performance Indicator
		Successfully implement CNL and revised NP	<ul style="list-style-type: none"> • Sustain resources needed for graduate programs • Program coordinators in place • Recruit Associate Dean 	<ul style="list-style-type: none"> • Market and recruit for NP and CNL programs • Roles of program coordinators include recruitment of students and graduate faculty • Associate Dean will develop plan for cost-effective growth of graduate programs • Sufficient and appropriate clinical placement sites and preceptors will be secured 	<ul style="list-style-type: none"> • Enrollment data for CNL and NP tracks will meet targets • Graduation rates will be at least 80% (number of students enrolling in MSN study divided by number who graduate from program – CCNE definition) • Certification Pass rates will be 100%
		Implement Doctor of Nursing Practice Program (DNP) by August 2012	<ul style="list-style-type: none"> • Submit proposal for review fall 2011 • Work proposal through system in 2011-2012 • Recruit students summer 2012 • Admit first students no later than January 2013 • Secure faculty with DNP credentials 	<ul style="list-style-type: none"> • Develop PLA for DNP students • Appoint program coordinator by Fall 2012 • Identify resources needed for implementation and submit Strategic Initiative Fall 2011 • Secure external consultation and review academic year 2011-2012 • Substantive change report to CCNE • Formalize faculty practice plan strategy • Identify programs of clinical scholarship for all DNP faculty • Identify standardized test for screening of DNP student readiness for graduation. • Contracts for clinical placement of DNP students will be organized into “<i>DNP Partnerships</i>” 	<ul style="list-style-type: none"> • DNP program will be successfully reviewed by BOR; CCNE • <i>10 DNP students will be enrolled by January 2013</i> • <i>20 DNP students will be enrolled by 2016</i>
		Implement certificate programs	<ul style="list-style-type: none"> • Gerontological Nursing • Forensic/correctional Nursing • Nursing Educator Role 	<ul style="list-style-type: none"> • Needs Assessment • Campus collaboration for multi-disciplinary programs • Implementation of selected electives • Proposal for educator role certificate 	<ul style="list-style-type: none"> • Submit proposal for Educator Certificate Program Fall 2011

VSU Goals/Cabinet Level Goal	CON Goal	Strategy	Action Plan	Initiatives	Performance Indicator
		Implement Behavioral Health post masters certificate program by fall 2012	<ul style="list-style-type: none"> • Secure MOU with GSU and GHSU • Develop revisions to PMHN coursework; academic approval • Develop at least two faculty with ARNP PMHN credentials • Submit substantive change form to CCNE and notify SACS Fall 2011 	<ul style="list-style-type: none"> • Dr. Floyd enrolled in post doctoral work • Denise Atkinson hired in Fall 2011; enrolled in coursework for post masters certification in advanced practice PMHN • Proposal for PMHN Track changes will be submitted fall 2011 to Graduate Faculty 	<ul style="list-style-type: none"> • Enroll 10 students each year • Certification rates of graduates will be 100%
		Implement Behavioral Health Undergraduate Track	Evaluate SDS BH program initiated in 2009-2010	<ul style="list-style-type: none"> • Needs assessment/interest • Secure clinical partnerships • Identify model for progression to masters 	<ul style="list-style-type: none"> • Summary of outcomes will be published in 2011 • Needs assessment will be completed spring 2012 • Program implementation by Fall 2013
		Expand human simulation education applications	<ul style="list-style-type: none"> • <i>Secure funding for recurring expenses: warranties</i> • Implement Student Response System 	<ul style="list-style-type: none"> • Accessing Academic Pools • Service contract covered by student technology fees • Student response system initiated across campus in 2010 	<ul style="list-style-type: none"> • Completion of documentation in 2011-2012: <ul style="list-style-type: none"> ○ Measure use of simulation ○ Evaluate faculty and student satisfaction ○ Complete evaluation plan*

VSU Goals/Cabinet Level Goal	CON Goal	Strategy	Action Plan	Initiatives	Performance Indicator
Faculty and Staff Development	Advance credentials and competencies of faculty and staff consistent with evolving program needs.	Support faculty who are enrolled in doctoral study and teaching full time.	<ul style="list-style-type: none"> Provide compensation for faculty who teach overload. Recruit additional part time clinical faculty 	<ul style="list-style-type: none"> Compensation through grant indirects and faculty reassigned time Collaboration with SGMC for CNL's resulted in one new PT faculty 	<ul style="list-style-type: none"> Number and distribution of faculty assignments in CON by FT and PT will show decreased faculty overload and increase in PT clinical faculty At least 3 faculty will receive reassigned time each year for scholarship 80% of faculty will hold terminal degree by 2016
		Sustain faculty advanced practice credentials	<ul style="list-style-type: none"> Institute faculty practice plans 	<ul style="list-style-type: none"> Review Faculty Practice Plan model and have all faculty in practice plan by Fall 2013 	<ul style="list-style-type: none"> Faculty workload calculations will reflect all ARNP's in practice Sustained programs of scholarship among faculty in practice will demonstrate increased published scholarship each year
		Improve satisfaction and teaching competencies among part time clinical	<ul style="list-style-type: none"> Develop online orientation for clinical preceptors and part time clinical faculty Develop recognition 	<ul style="list-style-type: none"> Refine PT and FT faculty orientation Increase faculty recognition programming and support through Faculty Affairs Committee Full time faculty position for simulation teaching and curriculum oversight 	<ul style="list-style-type: none"> 75% of faculty will report satisfaction with work environment At least three faculty will be

VSU Goals/Cabinet Level Goal	CON Goal	Strategy	Action Plan	Initiatives	Performance Indicator
		faculty and clinical preceptors	<ul style="list-style-type: none"> and reward system for part time faculty and preceptors • Increase faculty resources to support use of simulation in clinical outsourcing and selected clinical enhancements across the curriculum 		<ul style="list-style-type: none"> recognized in CON for outstanding performance each year • 85% faculty will report satisfaction with access to simulation support and resources for their courses
		Improve faculty orientation and role development through sustained mentoring	<ul style="list-style-type: none"> • Review and revise formal mentoring program • Reward senior faculty mentors through travel and equipment incentives • Fund travel of faculty to present evaluation of senior faculty mentoring program 	<ul style="list-style-type: none"> • Formal mentoring program guidelines established by spring 2012 • Selected faculty mentors will be identified and oriented by fall 2012 • Rewards systems in place by fall 2012 • Methods for evaluation of success of mentoring identified in spring 2012 	<ul style="list-style-type: none"> • Documentation of faculty mentoring efforts will be associated with positive reviews by protégés
		Staff competencies will support CON mission	<ul style="list-style-type: none"> • Increase opportunities for staff development • Match development to identified needs related to CON mission and activities 	<ul style="list-style-type: none"> • Staff will identify preferences for staff development • Faculty and administrators will provide input to assessment of learning needs among staff • Send each staff to at least one development program each year • Identify technology needs among faculty and staff 	<ul style="list-style-type: none"> • Staff will access development program at least once per year • Staff evaluations will reflect effort to improve competencies and improved performance
		Provide support for improvement	<ul style="list-style-type: none"> • Replace equipment in the CON • 	<ul style="list-style-type: none"> • Identify and replace computers in rotation schedule • Locate phones and other equipment/supplies needed to support work 	<ul style="list-style-type: none"> • Staff performance evaluations will be consistently above

VSU Goals/Cabinet Level Goal	CON Goal	Strategy	Action Plan	Initiatives	Performance Indicator
		of staff performance		<ul style="list-style-type: none"> Assignments and scheduling of vacation, lunch, etc will reflect best allocation of resources and use of time to meet faculty and student needs 	average
Faculty Scholarship	Increase peer-reviewed scholarship among faculty	Provide support for faculty travel to deliver papers/posters	<ul style="list-style-type: none"> All faculty who have abstracts accepted will receive funding for travel 	<ul style="list-style-type: none"> Prioritize faculty travel through Budget Committee Identify dean indirect funds to support faculty travel Assist faculty in the development of proposals Support development of writing teams 	<ul style="list-style-type: none"> All tenure track faculty will receive travel support to present papers or posters
		Assist faculty in applying for release time for scholarship	<ul style="list-style-type: none"> At least three faculty will be approved for release time each semester 	<ul style="list-style-type: none"> Part time faculty will be identified to support teaching in reassigned areas Identify faculty in need of reassigned time to encourage application. Performance evaluations will reflect use of reassigned time and scholarship products 	<ul style="list-style-type: none"> All tenure track faculty requesting reassigned time will receive reassigned time for scholarship at least once every two years
		Mentor faculty in the development of programs of scholarship	<ul style="list-style-type: none"> Annual goal setting and annual evaluation will include review of program of scholarship 	<ul style="list-style-type: none"> Collaborative scholarship Delimitation of topics for thesis and project to identified areas of faculty scholarship Joint publications with students will be driven by contracts identifying student and faculty rights and responsibilities 	<ul style="list-style-type: none"> Annual evaluations and FDPT evaluations for promotion and tenure will identify scholarship consistent with expectations for the discipline

VSU Goals/Cabinet Level Goal	CON Goal	Strategy	Action Plan	Initiatives	Performance Indicator
Financial Support	Increase external funding to the CON by 20%	Increase grant funding to support academic programs	<ul style="list-style-type: none"> Obtain funding to fill assistant dean for Undergraduate Programs and Student Success position 	<ul style="list-style-type: none"> Fill Associate Dean position QEP undergraduate research proposal completed and funded ; to be implemented summer 2012 (piloted fall 2011) HRSA NEPR Grant continued funding will be sought Other support for PHC will be developed All external funding will be documented in annual reports and institutional effectiveness reports 	<ul style="list-style-type: none"> External funding will increase each year (Amount?) At least one grant will be submitted from CON each year in 2012-2016 At least two grants will be submitted in 2015 Document all grant proposal efforts
		Secure partner funding to support SDS program	<ul style="list-style-type: none"> Prepare materials to showcase SDS Program Travel to potential partners to recruit support 	<ul style="list-style-type: none"> Partner funding efforts transferred to office of Advancement; follow up by VP Crawford 	<ul style="list-style-type: none"> Document all external partner funding efforts and funding secured for SDS program (2005-20011)
		Increase alumni and "Friends of VSU Nursing" involvement with CON	<ul style="list-style-type: none"> Prepare recruitment and marketing materials with centennial and CON 40th anniversary logo Secure position of Advancement liaison for CON 	<ul style="list-style-type: none"> Profiles in Caring Schedule events for spring and fall 2012-2016 Advancement Committee to take lead on culmination of 40th anniversary spring 2012 	<ul style="list-style-type: none"> Document external funding through alumni and "friend" gifts to foundation (2011-2016)

Last Updated: 09/23/11

COLLEGE OF NURSING BACCALAUREATE PROGRAM OBJECTIVES

Upon completion of the baccalaureate nursing program in the College of Nursing at Valdosta State University, the graduate will be able to:

- Synthesize theoretical, empirical, and experiential knowledge gained from the liberal arts, human and natural sciences, and nursing to develop holistic plans of care for individuals, families, and communities throughout the lifespan.
- Coordinate with the interdisciplinary team to assess, plan, implement, and evaluate safe effective care.
- Deliver holistic care using critical thinking, sound decision making, and effective communication
- Plan, implement, and evaluate nursing care based on evidence from research and nursing practice
- Apply leadership and management principles as a novice professional nurse in the effective delivery of nursing care
- Integrate professional standards and ethical principles into nursing practice
- Incorporate teaching/learning principles in promoting health for diverse individuals, families, and populations
- Evaluate the impact of trends and issues affecting health and access to health care
- Advocate for persons, groups, and communities based on awareness of ethical and legal issues affecting health care
- Integrate technology in planning, delivery, and evaluation of nursing care.

Adopted: 09/06

Reviewed: 12/10

COLLEGE OF NURSING
TRADITIONAL BACHELOR OF SCIENCE IN NURSING PROGRAM

The BSN course curriculum includes 60 credit hours (see course list below). Students admitted to the Traditional BSN program begin classes in either the Fall or Spring semester.

The BSN course curriculum for both Traditional and Second Degree Students may be found at <http://www.valdosta.edu/nursing/CollegeofNursingCurriculum.shtml>

Adopted: 08/09
Reviewed: 12/10

COLLEGE OF NURSING
ACCELERATED BSN PROGRAM FOR SECOND DEGREE STUDENTS

Students who have a bachelor's degree or higher in a non-nursing field of study may pursue the **Accelerated BSN Program for Second Degree Students (SDS)** track of study. Valdosta State University students desiring admission to the College of Nursing may submit an application after completing a minimum of 45 hours in the Core Curriculum, including at least 4 of the 5 required sciences. Applications for this program are due January 15th each year. Students in the Accelerated BSN program take the same courses as students in the Traditional BSN program, however they are completed in an accelerated time line. Students admitted to the Accelerated BSN program begin classes in the Summer semester.

Reviewed: 12/10

COLLEGE OF NURSING RN-BSN PROGRAM

VSU College of Nursing offers an innovative program for Registered Nurses (R.N.) --- **RN PREFERENCE PATHWAY**. This special path allows RN students to enter and progress in the RN PREFERENCE PATHWAY before selecting their degree objective. Students may choose to pursue the Baccalaureate degree (B.S.N.), and complete nursing requirements in one academic year, or students may prefer to pursue a Master of Science in Nursing degree (M.S.N.), which may be obtained in two and one-half years of full time study. The B.S.N. is awarded concurrently upon completion of degree requirements for M.S.N. degree.

The Graduate Path program of study is designed to meet the needs of the RN whose dedication to lifelong learning and empowerment demands the attainment of formal advanced education. This preparation is provided with an experienced and dedicated faculty, in a scholarly and collegial atmosphere. Full and part time study is available.

The BSN Pathway Progression course of study may be found at <http://www.valdosta.edu/nursing/BSNPathwayProgression.shtml>

Reviewed: 12/10

COLLEGE OF NURSING
MASTER OF SCIENCE IN NURSING PROGRAM OBJECTIVES

The Master of Science in Nursing (MSN) degree prepares students for advanced nursing practice and to be leaders in the nursing profession. Clinical tracks are available in **Adult Health, Psychiatric/Mental Health, and Growing Families.**

Within each clinical track, graduate nursing students also choose a functional role as:

Care Manager

Nurse Educator

Nurse Administrator

Nurse Practitioner (Adult Health)

Upon completion of the baccalaureate nursing program in the College of Nursing at Valdosta State University, the graduate will be able to:

- Synthesize knowledge from a variety of evidence (conceptual models and theories from nursing and related disciplines, practice wisdom and ethics) in advanced nursing practice.
- Employ scientific inquiry and other ways of knowing to validate, refine, and develop knowledge relevant to advanced nursing practice and the delivery of healthcare services.
- Effect health policy and promote change through leadership, innovation, and management expertise.
- Practice advanced nursing in collaborative relationships across disciplines and with communities.
- Demonstrate health care informatics literacy within the context of advanced nursing practice.
- Promote culturally competent systems that reflect the global context of health.
- Implement strategies for ongoing personal and advanced professional development through professional involvement, lifelong learning, and fostering an appreciation for doctoral study.

Adopted: 09/06

Reviewed: 12/10

COLLEGE OF NURSING MSN PROGRAM

The College of Nursing offers a program that leads to a Master of Science in Nursing (M.S.N.) degree.

Master's nursing education builds on baccalaureate nursing education and prepares nurses for specialized clinical roles. The M.S.N. program offers three clinical tracks: Advanced Nursing of Growing Families, Advanced Nursing of Adults, and Psychiatric/Mental Health Nursing. Three role options are available to graduate students: Care Manager, Nurse Educator, and Nurse Administrator. Graduate students must select one clinical track and one role option. The College offers a special track for Registered Nurse applicants leading to the B.S.N. or to both the B.S.N. and M.S.N. Please contact the college directly for information about this pathway.

The MSN course of study may be found at
<http://www.valdosta.edu/nursing/documents/MSNPlanofStudy62409.pdf>

Reviewed: 12/10

COLLEGE OF NURSING
ADULT-GERONTOLOGY NURSE PRACTICITONER PROGRAM

The Adult-Gerontology Nurse Practitioner Program (AGNP) prepares advanced practice nurses as primary care providers to manage the health of individuals and families from 13 years of age and up. The emphasis of our program is on health promotion, illness prevention, and management of acute and chronic illnesses. The AGNP provides leadership and promotes use of evidence-based practice in the delivery of quality health care services for adults and their families. Graduates are prepared to be recognized as advanced practice nurses by the Board of Nurse Examiners and to take the Adult-Gerontology Nurse Practitioner Certification Exams.

The Adult-Gerontology Nurse Practitioner plan of study may be found at http://www.valdosta.edu/nursing/documents/Web_DegreeOverview.pdf

Reviewed: 12/10

COLLEGE OF NURSING CLINICAL NURSE LEADER PROGRAM

The Clinical Nurse Leader (CNL), prepared at the Master of Science in Nursing level, is an advanced nurse generalist and leader in the health care delivery system in all settings in which health care is delivered. The CNL assumes accountability for patient care coordination and outcomes through the application of evidence-based information to design, implement, and evaluate patient plans of care to ensure patients benefit from the latest innovations in care delivery. The CNL is a provider and manager of care at the point of care (micro-system level) to patients and cohorts of patients within a health care setting in complex situations. The CNL assesses individual patient and cohort risk, uses decision-making authority to change plans of care when necessary, and evaluates patient and cohort outcomes.

The role includes the design, implementation, and evaluation of patient care outcomes by coordinating, delegating, and supervising the care provided by the health care team, including registered nurses, licensed practical nurses, technicians, and other health professionals. CNL master's students are eligible to sit for national board certification through the American Association of Colleges of Nursing (AACN) by its autonomous certification branch, the Commission on Nurse Certification (CNC), during the last semester of study in the CNL clinical practicum and residency course. The CNL, created by AACN and clinical partners over the United States, has been and continues to be a fast emerging advanced nursing role.

The CNL course of study may be found at
<http://www.valdosta.edu/nursing/ClinicalNurseLeader.shtml>

Reviewed: 09/11

**COLLEGE OF NURSING
FACULTY/STUDENT DIRECTED STUDY**

POLICY

The College of Nursing offers either Senior or Graduate nursing students the opportunity to pursue a specialized area of nursing through Directed Study (NURS 4070 or NURS 7060). Undergraduate students can receive from one to five (1-5) hours of credit, and Graduate students can receive one to five (1-5) hours of credit. Directed Studies will be developed according to the attached GUIDELINES.

PROCEDURE

1. Prior to the term of the Directed Study, the student will select the faculty member to direct the study.
2. The faculty member will complete and submit the Directed Study Form to the Dean.
3. The course will be developed by the faculty and the student according to the attached Guidelines.
4. A copy of the course syllabus will be provided to the appropriate undergraduate or graduate coordinator and to the student file.
5. At the end of the term, the faculty member will submit the student's final grade.

Revised: 7/95; 9/98; 3/10

Reviewed: 2/00; 10/00; 9/01; 8/02; 8/03; 12/10

DIRECTED/INDEPENDENT STUDY IN NURSING GUIDELINES

Description:

Directed Study is a mechanism for nursing student enrichment by augmenting students' learning in both the Bachelor of Science in Nursing Program and Masters of Science in Nursing Program. Under the supervision and instruction of a full-time faculty member in the College of Nursing, nursing students may pursue an area of study in nursing that may or may not involve clinical practice. From one to five hours of credit may be used toward the BSN or MSN degree.

Purpose:

1. Improve knowledge, skills, and/or clinical expertise in an area of nursing interest.
2. Achieve a greater level of expertise in the descriptive and research literature relevant to an area of nursing interest.

General Policies:

1. A directed study in nursing must be approved by the Dean or designee in advance of its offering.
2. Each Directed Study offering must have a course description, citation of credit and contact hours, objectives, brief content outline, learning activities, clinical objectives (if applicable), and evaluation/grading criteria. A copy of this must be placed in the student's file.
3. If the course is theoretical only in nature, the student must meet with the faculty member according to the agreed schedule.
4. If the course has a clinical component, a class to clinical contact hour ratio of 1:2 should be maintained. The student and faculty member are responsible for establishing the appropriate number of contact hours.
5. Faculty members may not be able to conduct directed studies with students due to heavy teaching loads and other work commitments.
6. From one to five hours of credit for directed study may be used toward the BSN degree and one to five credit hours for the MSN degree.

Student Criteria and Responsibilities:

1. Students must have a cumulative GPA of at least 3.0 and be independent learners to register for Directed Study.
2. Undergraduate students must have senior level classification to register for Directed Study.
3. Students must select a willing faculty member to supervise Directed Study in advance of its offering.

4. Students must negotiate with the faculty member the following aspects of the course in advance of its offering:

- a. actual course description
- b. credit hours, contact hours, and direct weekly contact between student and faculty member
- c. course objectives
- d. content outline
- e. learning activities
- f. clinical objectives, if applicable
- g. evaluation/grading/criteria

5. Students are responsible for their learning in the course and for meeting the course/clinical objectives. Students should not expect the faculty member to provide them with all of the information of the course.

Faculty Responsibilities:

1. The faculty member must submit a Request for Directed Study Course Offering form in advance. This form is to be completed with the student's assistance.

2. Negotiation must occur between the faculty member and the student registering for Directed Study about the items listed above in #4 under Student Criteria and Responsibilities.

3. The faculty member will serve as a resource person and facilitator for the student. If the course involves a clinical component, the faculty member will decide whether he/she will supervise the student or whether a preceptor arrangement shall be made. The faculty member and student shall make the arrangements for this process.

4. The faculty member will determine and submit the final course grade.

Revised: 12/95; 9/98, 2/00

Reviewed: 10/00; 9/01; 8/02; 8/03; 12/10

DIRECTED STUDY IN NURSING

STUDENT'S NAME _____

STUDENT NUMBER _____ **CGPA** _____

STUDENT LEVEL CLASSIFICATION _____

FACULTY MEMBER _____

TERM/YEAR STUDY TO BE TAKEN _____

TITLE OF STUDY _____

COURSE DESCRIPTION:

NUMBER OF CREDIT HOURS _____

NUMBER OF CLOCK HOURS PER WEEK _____

DATE _____

FACULTY SIGNATURE _____

HEAD, DEPARTMENT SIGNATURE _____

Revised: 9/98

Reviewed: 2/00; 10/00; 9/01; 8/02; 8/03; 12/10

**VALDOSTA STATE UNIVERSITY
COLLEGE OF NURSING
BACCALAUREATE NURSING PROGRAM**

COURSE SYLLABUS TEMPLATE

COURSE NUMBER

COURSE TITLE

COURSE CREDITS

CONTACT HOURS

PLACEMENT IN THE CURRICULUM

PREREQUISITES AND/OR CO-REQUISITES

COURSE DESCRIPTION (MUST BE CONSISTENT WITH CATALOGUE)

COURSE FACULTY (Name, credentials, rank, contact information [office phone mandatory; cell and pager optional], office location and office hours)

COURSE OBJECTIVES

Upon completion of the course the learner will be able to:

Course Objective	Program Outcome to which the objective relates	AACN Essentials of Baccalaureate Nursing (2008) standard to which the objective relates

TOPICAL OUTLINE (Broad concepts and topics that must be included in the course)

TEACHING/LEARNING STRATEGIES THAT WILL BE USED IN THIS COURSE INCLUDE:

REQUIRED TEXT AND REFERENCES (in APA format)

REQUIRED EQUIPMENT/SOFTWARE (Specific model number and version)

IE Clickers

EVALUATION METHODS: The following strategies will be implemented to assess student learning:

TESTING POLICY

Depending on the course delivery method used for this course, written examinations requiring the use of scantron forms may be required. If in-class testing is used, all students must purchase the required scantron testing forms in the University Bookstore and bring the scantron to class at the scheduled test date (See course schedule). Students without scantron forms will not be allowed to take the test until they have acquired the scantron form. No additional testing time will be allowed to accommodate students who forget their forms.

ADA STATEMENT

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

HIPAA STATEMENT:

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) requires health care providers to abide by the regulations for privacy and confidentiality of protected health information and covers all individually identifiable health information whether the information is electronic, paper or spoken. All students are provided HIPAA guidelines and instructions for conduct regarding protection of patient/client information in each course and are responsible for implementing HIPAA standards and procedures as specified in each clinical setting in which student are placed. Violation of HIPAA may result in dismissal for the nursing program.

POLICY ON STANDARDIZED TESTING

Valdosta State University College of Nursing implements a comprehensive standardized testing program as a part of its curriculum. The standardized computer-generated tests are used to identify academic nursing performance consistent with national norms to support documentation of student mastery of essential content. This data is used for individual and group feedback remediation, and as part of data to make decisions on progression and graduation. Certain tests have been selected as measures for student progression; students must achieve a target score identified through psychometric analysis consistent with success in nursing in order to progress in the program. Other tests have been identified for student remediation and development. Students who are unsuccessful on standardized tests are referred to the Office of the Assistant Dean for participation in the Student Success Program, which includes a variety of options, including but not limited to online testing, audio review, face-to-face seminars, enrollment in coursework, academic counseling, tutoring and immersion clinical coursework.

SafeAssign:

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see [SafeAssign for Students](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml) (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

Gun Law SB 308

Students and faculty are bound by applicable federal laws, state laws, and clinical regulations of any clinical practice setting in which students are assigned.

DRUG TESTING AND CRIMINAL BACKGROUND CHECK STATEMENT:

All students and faculty are subject to the rules and regulations of the clinical facilities with which we affiliate. Students will submit to drug screening and criminal background checks as requested by clinical agencies at their own expense. Information regarding drug screen and criminal background check will be maintained by the requesting agency, who has the right to inform the College of Nursing of a student's eligibility to access that facility for student learning experiences. Inability to access clinical facilities due to drug screening or criminal background check may be grounds for dismissal from the program.

SPECIFIC STUDENT EXPECTATIONS (OPTIONAL)

- DRESS CODE
- STUDENT BEHAVIOR; PROFESSIONALISM
- CHEATING AND PLAGIARISM; HONOR CODE
- ANTICIPATED STUDY TIME NEEDED FOR COURSE
- WRITTEN AND ORAL COMMUNICATION STANDARDS
- OPERATIONAL GUIDELINES DIFFERENTIATING EXCELLENT, ABOVE AVERAGE, AVERAGE AND BELOW AVERAGE PERFORMANCE

Note: the following may be placed on the web site for the course or distributed as separate materials but are not required in the syllabus:

- Course schedule (REQUIRED)**
- Assignments and directions for the completion of papers
- Bibliography and references for course
- Detailed content outline
- Powerpoint presentations or other graphics
- Manuscripts and other readings

Appendix A

Computer and Information Technology Requirement

- Students must have access to a computer which meets the [minimum technology requirements](#) of VSU to access Blazeview and Live@VSTATE.
- Computer labs are available on campus. [Computer Lab Locations and information](#)
- Although not required, it is strongly recommended that students have their own computer. The Tech Shop has computers, which meet the [minimum VSU recommendations](#).*
- Clicker Response Units may be required by your course. They are available in the Book Store and are the Students responsibility. Mobile software may not be substituted.
- It is recommended that students locate and run the recommended browser check for Blazeview upon initiation of the program, when initiating any new or different computer and anytime difficulties with the program occur.
 - [Link to Tune UP](#)
 - It is important you take the time to assess and set up all of your individual systems.
 - You may need to contact your Internet service provider for connectivity issues.
 - Accessing the Help Desk to gain assistance with Blazenet and Live @VSTATE
 - [Help Desk](#)
 - 229-245-4357
 - Difficulties with any computer within the College of Nursing should be reported using the help form from that computer if possible. When immediate assistance is needed these problems should be reported to College of Nursing administrative staff.
- Students are responsible for safe computing.
 - [Safe computing guide](#)
 - [Information resources acceptable use policy](#)
 - [Information security policy](#)
- Microsoft Office® is the required software package.
- [ATI testing technical requirements](#) include Adobe Acrobat Reader, Internet Explorer (at least version 6) or [higher](#) or [Mozilla-Firefox](#) (at least version 3.5) or [Safari](#) (at least version 3)
- [Adobe Reader](#) may also be required for certain material in courses.

**COLLEGE OF NURSING
ELECTRONIC COURSE SITE**

All courses, whether taught in web format or not, must have at the minimum the syllabus and course schedule posted on the electronic course site (BlazeVIEW).

Reviewed: 12/10

**COLLEGE OF NURSING
FINAL GRADE PROCEDURE**

Final course grades will be calculated and submitted to the Registrar's office according to the Registrar's time frame submitted each semester.

Faculty must submit a hard copy of all course grades with the number grade (not letter grade) to the Administrative Coordinator at the end of the course.

Reviewed: 12/10

COLLEGE OF NURSING POLICY FOR INCOMPLETE GRADES

POLICY

According to the Valdosta State University catalogue, —"A report of I (incomplete) indicates that a student was doing satisfactory work at the end of the term but, for non-academic reasons, was unable to complete all requirements for the course. A report of **I** requires the subsequent completion of all course requirements within a time limit specified by the instructor, not to exceed one calendar year from the end of the term in which a grade of incomplete is assigned, regardless of the student's enrollment status during the period specified for completion. Students are responsible for making arrangements with their instructor for completion of course requirements within the time specified, in accordance with this regulation. If an **I** is not changed to a letter grade within one calendar year, it will be changed to the grade **F** [or **U**, if appropriate]."

*This policy does not apply to the grade of IP (in progress) which is assigned for courses scheduled for more than one semester.

PROCESS

It is the student's responsibility to request that a grade of "I" be assigned for a class. To request a grade of incomplete, students should use the following process:

- (1) The student should complete the student section of the "Request for Assigning a Grade of Incomplete" form and submit it to the instructor.
- (2) If the instructor chooses to allow the incomplete, the instructor and student will complete the remaining section, sign the form, obtain the department head's signature, and submit the form to the Registrar's Office.
- (3) The form should be submitted to the Registrar's Office before the instructor submits final grades.*
- (4) If the paperwork for an incomplete has been submitted, the grade of I will appear on the final grade sheet in BANNER. "I" will not be an option on the instructor's final grade sheet.*
- (5) That grade of "I" may remain on the student's unofficial transcript for up to one calendar year; however the Registrar's Office will send reminders at the midterm of each semester. When the coursework is completed (or if the student fails to complete the required work), the instructor must submit a change of grade form to the Registrar's Office. If no change of grade form is submitted, the Registrar's Office will change the grade to F after one calendar year.

* If a situation arises where it is not possible for the student and instructor to complete the form before the submission of final grades, the instructor should contact the Registrar's Office via

email to request assigning the "I." The instructor and student should then complete the appropriate paperwork as quickly as possible.

Students should remember that they should keep attending class, if possible, until the paperwork for the "I" is submitted. Additionally, their graduation dates will be adjusted if their incompletes are not resolved by their projected graduation date.

REQUEST FOR ASSIGNING A GRADE OF INCOMPLETE

To be completed before final grade submission by the instructor and submitted to the Registrar's Office. If possible, the student should continue attending class until the incomplete is approved.

To be completed by the student

STUDENT REQUESTING AN INCOMPLETE: _____
(please print)

STUDENT ID NUMBER: _____

CRN/COURSE/SECTION/SEMESTER/YEAR: _____

INSTRUCTOR: _____

NON-ACADEMIC REASON FOR REQUESTING AN INCOMPLETE (may attach appropriate documentation):

To be completed by the instructor

Did the student have a passing grade at the time of the request? Yes _____ No _____

Do you agree to the student's request for the incomplete? Yes _____ No _____

Continue only if the answer to both questions is yes

REMAINING ASSIGNMENTS TO BE COMPLETED AND DATE FOR COMPLETION:

Assignment Due Date

STUDENT SIGNATURE _____ Date: _____

INSTRUCTOR SIGNATURE _____ Date: _____

DEPARTMENT HEAD SIGNATURE _____ Date: _____

Reviewed: 12/10

COLLEGE OF NURSING ADVISING POLICY

EXPECTATIONS OF FACULTY ADVISING

Advising is considered one of the highest forms of teaching and is an important and valued role in the College of Nursing and throughout Valdosta State University. Academic and professional advising is the responsibility of all faculty members. The information and support you provide students through your advising must be accurate, timely and understood. Documentation of your advising provides evidence of teaching and service. Specific information is required that can be used in your absence to assure continuity and consistency of data used for decision-making regarding students.

Student files contain vital and protected information and you must maintain security while accessing student files. Only you or other authorized personnel are allowed to transport files to and from the file room. Undergraduate students are not permitted access to student files. Requests for copies of information in their files should be directed to the administrative staff.

The BANNER system is the electronic database where major student information resides. BANNER is accessible from BLAZENET or the HOMEPAGE to access class and student records and contact information.

It is your responsibility to inform your advisee of any activities, changes in policies or mandatory events in the College of Nursing. This is a very important component of your advising as you are a major source of information for students. Remind your advisees of resources on our website and instruct them how to access and interpret policies and procedures in the CON; review student handbooks. It is your responsibility to assist them in becoming accountable.

Encourage your advisees to join VANS (Valdosta State University Association of Nursing Students), attend professional meetings with you, and attend faculty committee meetings.

POLICY

Faculty will be assigned students for advisement. Advisee assignment notification to faculty members and students will be prepared and distributed from the office of the Dean. Advising assignments are updated each semester and posted no later than the second day of class. If you identify a student that is no longer enrolled in nursing, please notify the administrative coordinator who updates the student database.

PRE-NURSING ADVISING PROCEDURES

1. All pre-nursing students are advised by Dean-appointed advisors, either individually or in group sessions. Pre-nursing students should be referred to the advising sessions that are on the College of Nursing (CON) Calendar and scheduled throughout the semester.
2. Pre-nursing students will be updated on events and strategies for success with information posted on our website. You are encouraged to acquaint yourself with these resources and make recommendations for improvements!

NURSING STUDENT ADVISING PROCEDURES

The following protocol will be followed to facilitate student progression through the program of study:

1. Faculty should meet with their advisees at least *twice each academic term*.
2. Faculty will post a schedule for students to request advising appointments. A minimum of 15 minutes should be allocated for each advisee.
3. Faculty will be responsible to note the presence and completion of each of the following items in the student file if necessary:
 - a. transcripts from other institutions and the Registrar's evaluation and acceptance in view of VSU offerings (if applicable)
 - b. current and past advising notes
 - c. course of study planning and evaluation sheet
4. Always document each advising session in the student file, noting the following:
 - a. Any academic problems the student is experiencing; your recommendations and referrals; personal or behavioral problems
 - b. Any materials or resources you have provided the student, including written referral to the Associate Dean's office
5. Review and debrief on standardized test results, inform, promote and support purpose and process of standardized testing in the College. Provide oversight to remedial efforts. Insist that your advisees bring necessary documents when they present for advising such as copy of latest transcripts from BANNER, documentation of standardized testing and evidence of remediation as appropriate.

6. Faculty will be responsible for completing students' Request for Graduation before graduation. A COPY of the current Course of Study sheet as well as any course substitution sheets will accompany the application to the Registrar's Office.
7. Always return files to the file room as soon as possible after meeting with students. Do not retain student records in your office. ***Under no circumstances should you leave the building without returning the student file to the filing room.***

Please note:

- An assignment of a grade of "incomplete" should be accompanied by a written explanation of reason, current work completed, current grade on work completed and explicit instructions of how and when course expectations will be met. This is especially important if another faculty must assume responsibilities for removing the incomplete grade.
- All course substitution forms should be submitted as the student provides transcripts for transferred coursework. You should begin documentation immediately upon assuming advising responsibilities with each student. Do not wait until the student is ready to declare graduation.

Revised 3/10

Reviewed: 10/99; 10/00; 9/01; 8/02; 8/03; 3/04; 12/10

**COLLEGE OF NURSING
PROCEDURES FOR HANDLING INFRACTIONS OF HONOR CODE**

Reporting Suspected Infractions

1. Faculty members have a responsibility to help uphold the Honor Code at Valdosta State University. If you witness behavior which you suspect might be an Honor Code violation, you must address the problem beginning with a preliminary inquiry.
2. A report by faculty/staff/clinical instructor/preceptor of suspected infraction should first be reported to the faculty member in charge of the course. It may be necessary for the faculty member to report the infraction to the Dean of the College of Nursing.

Preliminary Inquiry

1. Preliminary inquiry is initiated between involved student(s) and faculty member(s). The faculty person to whom the report is made will initiate a preliminary inquiry into the suspected infraction. This inquiry will include discussion with all persons involved.
2. If, based upon the preliminary inquiry, it is determined that an honor code infraction may have occurred, and the matter is not resolved within the student-teacher relationship, then the matter is referred for peer review.

Peer Review

The College of Nursing Honor Council (CNHC) will notify the student five working days prior to the hearing by a hand delivered letter or a certified letter with return receipt. The letter will notify the students of their opportunity to appear at a hearing pursuant to the procedure outlined below. The notice shall include the date, time, location, nature of the charge, hearing procedures (including right of appeal and right to bring witnesses and an advisor), and possible sanctions (also see VSU Student Handbook, Student Code of Ethics, Appendix B, Section 1, Rights of Students).

Hearing

The hearing shall be conducted by a five party panel comprised of CNHC members (including at least three student representatives and one faculty representative). Also see VSU Student Handbook, Student Code of Ethics, Appendix B, Sections I - V.

Honor Code (Continued):

1. Students shall have an opportunity to appear before the hearing panel and present their case. Student may review all documents considered by the panel and may question any witnesses who appear before the panel. Students may present their own information and witnesses; however, the panel may limit testimony based on redundancy or lack of relevance.
2. Advisors to students may not participate directly in the proceedings.
3. The involved faculty/staff/clinical instructor/preceptor may provide relevant information and make recommendations regarding sanctions.
4. The panel will deliberate in private.
5. If the student fails or declines to appear before the panel, the panel will proceed to hear the case and make findings and recommendations without the student's participation. After reviewing the case, the panel will submit a report and recommendations for sanctions, if any, as well as a notice of the appeals process. The decision on sanctions will be made by a majority vote of the CNHC members. The student may submit a statement that will be appended to the report.

Appeal

The student may appeal the CNHC decision by using the student formal review process outlined in the student handbook (Appendix B of VSU Student Handbook).

Recording

A report of all findings shall be submitted to the Dean and other involved parties. If found that a student has committed an Honor Code infraction, recommendations for sanction shall be submitted to:

1. faculty member
2. Dean of the College of Nursing
3. Dean of the Graduate School (if applicable)
4. Director of Judicial Affairs
5. academic advisor
6. sanctioned student

Depending upon the quality of the information and severity of the offense it may be recommended that the student lose privileges (ex. use of the computer lab after hours). The most serious offenses shall be referred to the Director of Judicial Affairs, Valdosta State University.

Composition of College of Nursing Honor Council (CNHC)

The CNHC is composed of:

1. five undergraduate student members (three seniors and two juniors) and two graduate student members each of whom must maintain a cumulative grade point average of at least 3.0 for undergraduates and 3.5 for graduate students during their tenure on the Council; and,
2. three faculty members.

Selection of Members:

1. Student members shall be nominated by faculty and elected annually by students enrolled in nursing courses. Elections for student representatives to the Honor Council will take place as early as possible during Fall term
 - a. Faculty will nominate student representatives as early as possible during Fall term.
 - b. Elections will occur as soon as possible during Fall term.
 - c. Faculty liaison will prepare the ballot for elections.
2. Student members shall elect from their number a student chairperson and student vice-chairperson from the senior class or from students with graduate standing.
3. Should a vacancy occur in the student membership, student members shall select a student to fill the vacancy.
4. A CNHC co-chairperson shall be appointed from the faculty by the Dean of the College of Nursing for a three-year term.
5. Two other CNHC members shall be elected by the faculty of the College of Nursing to one-year terms.
6. Faculty members of the CNHC shall elect from their number a Recording Secretary.
7. If faculty members cannot serve out their terms, they shall be replaced, and either elected or appointed.

Hearing Committee of the CNHC

Function. The CNHC sits as a hearing panel that acts as an impartial review body between a student accused of violating the Honor Code and his or her accuser(s). The hearing panel shall weigh the information presented during the hearing and reach a decision as to whether or not the accused student has violated the Honor Code.

Honor Code (Continued):

Disqualification. A member of the CNHC shall disqualify self if said person believes that they cannot act on the weight of the information without bias or prejudice. If a student member of the CNHC disqualifies self prior to the hearing, the student chairperson may appoint a replacement selected from the class of the disqualified CNHC member. If a faculty member of the CNHC disqualifies self prior to the hearing, the faculty chairperson may appoint a replacement faculty member. The CNHC may by two- thirds vote, disqualify one of its members from sitting on a hearing panel, if the best interest of the student, College of Nursing, or University would be served by removal of said person.

Quorum. A quorum for a hearing panel is three members (at least two students and one faculty) of the CNHC.

(Excerpts were taken from the University of Michigan School of Nursing Student Code of Academic Conduct and the Constitution of the Baylor University Honor System.)

Sincere thanks to the nursing student task force members and authors: Beth Cauley, Michelle Jones, Wes Harper, Linda Kautzman, John Keglор, Sonja Morris, Sandi Newman, Lisa Reid, and Mary Vilayvong

Thanks are also extended to Dr. Kim Ballard, Equal Opportunity Programs and Mr. Richard Lee, Judicial Affairs at Valdosta State University.

Developed: 8/98

Revisions: 9/98, 10/98, 2/00, 01/02, 03/10

Reviewed 10/00, 09/02, 08/03,03/04; 12/10

COLLEGE OF NURSING MSN COMPREHENSIVE EXAMINATION

The Comprehensive Examination is given during or on completion of the last term of course work. The purpose of this examination is to provide the student with the opportunity to synthesize knowledge of interrelationships of man, environment, health, and advanced professional nursing; and to demonstrate proficiency in complex intellectual activities requiring a high degree of analytic skills which are applicable to practice and functional roles requiring specialized preparation.

Students are expected to submit the Request to Take Comprehensive Examination form (available from the College of Nursing MSN website) to the Graduate Coordinator at the beginning of the term in which they plan to take the test. This request enables the College to notify each student of the date, time, and place the exam will be given. There are four sections to the examination (research, theory, the clinical area, and the role area), and students are given 90 minutes to complete each section. Questions concentrate on global aspects of the areas being tested. Answers should address all aspects of the questions being asked, and authorities should be cited where appropriate. The questions will necessitate organization, problem solving, and conceptualization. Although students are encouraged to answer questions using a computer to work process and print their answers, they have the option to answer questions in writing using a separate Blue Book for each answer.

The examination is graded by faculty as Pass/Fail. In the event of failure in any of the areas, the student may retake the Comprehensive Examination in the deficient area(s) the following semester. In the event of failure on the repeat examination, the student will be required to register for Directed Study in the content area that was failed. On completion, the student may retake the deficient area during the following term. A student who fails the examination on this third attempt must re-take the course(s) before being given a final opportunity to pass the examination.

Nurse Practitioner students complete a Standardized Examination in lieu of the Comprehensive Examination. The passing score is based on norms determined by the test administrator for the semester in which the examination is taken.

Reviewed: 12/10

**COLLEGE OF NURSING
INITIATION OF NEW CLINICAL AGENCY CONTRACT**

POLICY

The College of Nursing must have ON FILE a MEMORANDUM OF AGREEMENT (contract) between a clinical facility and the College of Nursing in order for students to have clinical experiences in the facility. Requests for new facilities must occur AT LEAST three (3) months prior to the planned starting date of the clinical practicum. A list of agencies that have current MEMORANDA OF AGREEMENT with the College of Nursing is available through the Dean's office. The list will aid the faculty in determining sites that may be used for clinicals as well as the need for additional clinical facilities.

PROCEDURE

1. The faculty member requesting the new contract completes the form titled REQUEST FOR NEW CLINICAL AGENCY (CON Faculty Handbook, Section 4.6.1) and the form titled REPORT ON AFFILIATING AGENCIES (CON Faculty Handbook, Section 4.6.2).
2. The faculty submits both the REQUEST FOR NEW CLINICAL AGENCY form and the REPORT ON AFFILIATING AGENCIES form to the Dean's office for review and action.
3. The Dean's secretary notifies the faculty member when the finalized contract is ON FILE.
4. At that time, the facility may be used for clinical practicums.

Revised: 1998; 3/10

Reviewed: 12/10

**COLLEGE OF NURSING
REQUEST FOR NEW CLINICAL AGENCY**

Name of Agency:

Address:

Administrator of Agency:

Type of Agency:

To Be Used For:

Clinicals to Start:

Year Needed:

Name of Faculty Member Requesting Contract:

Date Requesting:

**COLLEGE OF NURSING
REPORT OF AFFILIATING AGENCIES**

1. Name of agency, address, telephone number:

2. The projected date of affiliation with the agency:

3. Office Manager:

4. Approval by Department of Human Resources Standards and Licensure or other accrediting, licensing or approval bodies:

5. Accreditation by Joint Commission on Accreditation of Hospitals or other accrediting body, if applicable (Please name the accrediting body):

6. Classification of health care agency:

7. Number clients/month

8. Specific clinical learning experiences available (services offered):

9. Proposed numbers of students to be assigned to each agency in any given semester:

10. What personnel, facilitates, resources are available to permit the planning implementation and evaluation of learning experiences?

**COLLEGE OF NURSING
FACULTY ON-SITE FACILITY REVIEW**

POLICY

Faculty members will complete the Faculty On-Site Clinical Facility Review forms for each clinical agency during Spring Semester each year.

PROCEDURE

1. The Undergraduate Coordinator will remind all faculty members of this responsibility at the January faculty meeting.
2. When several faculty members utilize the same facility, the Undergraduate Coordinator will assign one faculty member to complete the review for that facility.
3. Faculty members will complete the review and submit a written record to the Undergraduate Coordinator by April 1.
4. The Graduate Coordinator will verify that each review has been completed by matching against a list of existing contracts. Agencies not reviewed automatically based on Spring assignments will be assigned by the Undergraduate Coordinator to an appropriate faculty member for completion by May 1.

Developed: 10/98

Revised: 02/00; 03/10

Reviewed: 10/00; 09/01; 08/02; 08/03; 03/04; 12/10

COLLEGE OF NURSING
Faculty On-Site Clinical Facility Review

Name of Facility: _____
Street address: _____
City: _____ **State:** _____ **Zip code:** _____
Mailing address (if different) _____

Chief executive officer: (name and correct title) _____

Chief executive Nurse :(name and correct title AND license number) _____

Agency liaison with nursing education programs :(name and title) _____

- Facility is:**
- _____ **acute care**
 - _____ **skilled nursing care outpatient**
 - _____ **Day care**
 - _____ **Hospice**
 - _____ **Home care**

Check as many as apply and add any further description needed:

Facility is approved by:

- _____ **JCAHO**
- _____ **Other**

(Name) _____

Statistics:

- _____ **Number of licensed beds**
- _____ **Census on date of on-site visit**
- _____ **Average number of ambulatory clients' per** _____
- _____ **(Other appropriate measure)**

The process used to schedule students in this facility is

Describe the opportunities for students to engage in actual, interactive activities consistent with the course goals and objectives within this facility.

Describe the facilities, resources, and services which facilitate planning, implementation, and evaluation of learning resources within this facility.

Describe particular strengths of the personnel in this facility which enable students to achieve course objectives.

Describe the collaborative process used in this facility to select learning experiences: Particular strength of this practice setting are:

Identify any noted weakness of this practice setting for meeting the learning objectives:

Were student evaluations of this practice setting incorporated in your evaluation of this setting? ___Yes ___No Were these verbal___ or written _____. Based on _____. Accumulated responses for the past year _____, semester _____, current _____.

**On-site visit conducted by: _____
Date of visit: _____**

This facility is used for learning experiences of our: _____

(Check all that apply)

- Undergraduate students-generic _____
- Undergraduate students-RN to BSN or MSN _____
- Graduate students _____

COLLEGE OF NURSING CLINICAL PRECEPTORS

POLICY

Clinical preceptors may be used for UNDERGRADUATE students and GRADUATE students. The use of preceptors in any course, however, must be approved for that course.

PROCEDURE

1. The student shall be enrolled in the course in which the preceptor learning activities occur and shall not be reimbursed for nursing services by the agency during this time.

2. The selection, approval, and role development of preceptors shall be documented in writing pursuant to GBN rule 410-3-.06 (Learning Activities with Preceptors):
 - a. the preceptor shall be a registered nurse holding a current, valid license; it must be shown to the requesting VSU faculty member;
 - b. the preceptor shall have at least one (1) year of work experience, preferably be educated at the same or higher level as the student and be able to facilitate student learning;
 - c. the preceptor may be selected by a student or faculty but shall be approved collaboratively by the faculty and the director/designee of the clinical agency;
 - d. the preceptor shall be assigned no more than two (2) students at any given time;
 - e. each student and preceptor readily available, shall have a designated readily available faculty member who is responsible for the preceptor learning activities in compliance with GBN rules 410-3-.04 (Curriculum) and 410-3-.05 (Faculty);
 - f. the preceptor for a REGISTERED NURSE student may be a non-nurse provided that the designated faculty member serves as the co-preceptor;
 - g. prior to the preceptor experience, a preceptor orientation to the responsibility and role of the preceptor will be provided by the course instructor in which the preceptor experience occurs;
 - h. prior to and throughout the preceptor learning activities, faculty shall interact with preceptors, individually or in groups, to clarify roles and the nature of the learning activities;
 - i. all preceptors will complete the required forms indicating their agreement to serve as preceptors and their qualifications to do so (as required by the Georgia Board of Nursing). By February 1 each year all such forms are filed in the undergraduate secretary's office.
 - j. each course instructor using preceptors must provide the preceptor(s) with copies of course objectives and clinical objectives. These objectives will assist the preceptor in determining the preceptor expectation. Additionally, the instructors will provide the preceptor with a copy of GUIDELINES FOR FACULTY/STUDENT/PRECEPTOR RESPONSIBILITIES;
 - k. at the end of the preceptor experience, both student and preceptor will evaluate the learning experience and each other.

3. The course instructor will provide the clinical and course grades for the student.

Revised: 10/98; 03/10

Reviewed: 2/00; 10/00; 9/01; 8/02; 8/03; 3/04; 12/10

COLLEGE OF NURSING
GUIDELINES FOR FACULTY/STUDENT/PRECEPTOR RESPONSIBILITIES

RESPONSIBILITIES OF FACULTY

When supervising student preceptor clinical experiences, the faculty advisor will:

1. schedule a conference with students prior to the clinical experience to discuss course objectives, course requirements, and the evaluation tools;
2. make arrangements with the selected agency(ies) for the selection and orientation of preceptors;
3. send a confirmation letter to preceptor with name of student, date and time of clinical experience;
4. be available to student and preceptor during the clinical experience;
5. provide time for individual conferences with student;
6. visit clinical areas intermittently during the clinical experience;
7. serve as a resource person for student, preceptor, and clinical agency(ies);
8. evaluate student's written assignments and clinical progress (i.e. nursing process, clinical log, community assessment);
9. schedule a final conference with preceptor for evaluation of student's performance;
10. assume final responsibility for evaluating student's performance;
11. schedule a post clinical conference with the appropriate clinical agency personnel and preceptors to evaluate the clinical experience;
12. send letter and certificate of appreciation to preceptors and agencies.

RESPONSIBILITIES OF STUDENT

When working with a clinical preceptor, the student will:

1. review and utilize the objectives for the course/clinical experience;
2. maintain a daily log of experiences as required by the faculty advisor and incorporate periodic evaluation of achievement of course/clinical/individual clinical objectives and submit to faculty advisor;

3. select specific daily clinical learning experiences in cooperation with preceptor;
4. plan for appropriate care of clients with assistance of preceptor;
5. submit proof of professional liability insurance and current Basic Cardiopulmonary Life Support (and current Georgia license if a registered nurse) to faculty advisor;
6. make appointment with faculty advisor for evaluation of clinical experience as requested;
7. maintain open communications between preceptor and faculty advisor as to unusual circumstances (i.e. absence from clinical, illness, etc.);
8. complete assignments on time;
9. complete evaluation of the preceptor, clinical area, and practicum at the end of the clinical experience;
10. not work in clinical area if preceptor is not available;
11. notify preceptor, agency, and faculty advisor if unable to attend clinical (see student handbook).

RESPONSIBILITIES OF PRECEPTOR

While serving as a preceptor for students' clinical experiences, the preceptor will:

1. review the course requirements, objectives and evaluation tools with the responsible faculty;
2. orient the student to the clinical area;
3. assist the student in selecting specific meaningful daily learning experiences;
4. work with and/or observe the student;
5. provide guidance, direction, and appropriate teaching to student as needed;
6. serve as a resource person in the clinical area;
7. serve as a liaison between clinical agency and student;
8. be available to the student at all times during the clinical experience;
9. precept ONLY the assigned student(s);

10. review with the student the course/clinical objectives regarding the selected learning experiences;
11. provide the student and faculty advisor an ongoing evaluation of the student's clinical performance;
12. provide input into the student's evaluation via student evaluation tool;
13. meet with faculty advisor at conclusion of experience to evaluate learning experiences;
14. notify faculty advisor of any change(s), problem(s), or incidence(s) involving the student during the clinical experiences;
15. complete the appropriate preceptor qualification forms and provide faculty advisor with a copy of current nursing license.

Revised: 08/89; 01/92; 07/95; 10/98

Reviewed: 02/00; 10/00; 09/01; 08/02; 08/03; 03/04; 03/10; 12/10

**COLLEGE OF NURSING
PRECEPTOR ORIENTATION**

1. A preceptor orientation conference is conducted by the responsible faculty member.
2. Orientation consists of the discussion of:
 - A. Preceptorship and the responsibilities
 1. What is the role of the preceptor?
 2. What is effective modeling?
 3. How are the principles of teaching/learning used?
 4. How does the nursing process apply to the experience?
 - B. Prepared course objectives (copies provided);
 - C. Student and/or clinical objectives (copies provided);
 - D. Clinical evaluation tools;
 - E. Guidelines for the faculty advisor, students, and preceptors;
 - F. Type of clinical student experience according to course requirements and level of student;
 - G. Review of preceptor forms required by the College of Nursing (copies provided);
 - H. Questions/answers.

Revised: 08/89; 01/92; 07/95; 10/98

Reviewed: 02/00; 10/00; 09/01; 08/02; 08/03; 03/04; 03/10; 12/10

Work History to develop this area of expertise.

POSITION	AGENCY/Location	DATES

Preceptorship:

Name of affiliating nursing education program Valdosta State University College of Nursing

Please describe how the student's learning goals are/will be enabled by your education and/or expertise:

My signature (preceptor) below indicates my willingness to serve as a preceptor for the following

courses: _____

I have received a copy of the preceptor responsibilities and the course objectives. I understand the faculty member will provide me with student name(s), telephone number(s) and dates of student clinical experiences in writing. The faculty will also provide me with telephone numbers of faculty involved in the above courses. The agency/designee signature indicates acknowledgment and approval of the preceptor position for this employee.

PRECEPTOR SIGNATURE

DATE

AGENCY/DESIGNEE SIGNATURE

DATE

**COLLEGE OF NURSING
ANNUAL FACULTY EVALUATION**

POLICY

Faculty will be evaluated annually by the Dean or designee of the College of Nursing.

PROCEDURE

1. Faculty members complete an Annual Faculty Activity Report and Action Plan as described in the Faculty Evaluation Model at Valdosta State University.
2. The completed Activity Report is submitted to the Dean with a current curriculum vita by the end of the fall semester for each academic year.
3. The Dean or designee will schedule evaluation conferences with faculty during February of each academic year.
4. All faculty evaluation materials, including the Annual Faculty Evaluation form, will be submitted by the Dean to the Vice President for Academic Affairs.
5. The Annual Faculty Activity Report and Action Plan and Annual Faculty Evaluation form may be found at <http://www.valdosta.edu/academic/AcademicForms.shtml>

A complete description of the Faculty Evaluation Model at Valdosta State University, including guidelines for interpreting the Student Opinion of Instruction (SOI) results, may be found at <http://www.valdosta.edu/academic/documents/FEMfinal.pdf>

Revised: 06/98; 09/98; 03/00; 03/10

Reviewed: 10/00; 09/01; 08/02; 08/03; 03/04; 12/10; 09/11

COLLEGE OF NURSING
THE PROMOTION AND TENURE REVIEW PROCESS

Promotion or Tenure Review in the College of Nursing is completed to ensure that faculty members are appropriately evaluated in a timely fashion for promotion and/or tenure. The Four types of review are as follows: The Pre-Tenure Review, the Promotion Review, the Tenure Review, and the Post-Tenure Review.

The Promotion and Tenure Review Process for the CON may be found at <http://www.valdosta.edu/nursing/documents/PromotionandTenure.pdf>

Developed: 5/98-CON/FDPTC

Reviewed: 2/00; 09/01; 08/02; 08/03; 03/0; 03/10; 12/10; 09/11

Revised: 11/00

COLLEGE OF NURSING DEFINITION OF SCHOLARSHIP

The Valdosta State University College of Nursing (CON) ascribes to the tripartite roles of the nursing academician in higher education regarding teaching and learning, scholarship, and service. This document describes the interpretation of nursing scholarship according to the faculty and administration of the CON. The definition of scholarship is based upon documents prepared by the American Association of Colleges of Nursing (1999; 2006), the National League for Nursing (2005), and Sigma Theta Tau International Honor Society for Professional Nursing (1999). The standards that describe scholarship in nursing include teaching and learning, research and discovery, applications in clinical practice (professional services), and integration of ideas from nursing and other related disciplines. These areas support the values of a profession committed to both social relevance and scientific advancement (AACN, 1999).

The CON Definition of Scholarship document may be found at
http://www.valdosta.edu/nursing/documents/UTPCCON_Final_Version.pdf

Reviewed and approved by FDPT 1/15/11
Compilation document MCS based on faculty feedback 12/15/10
Developed MS/MW/10-15-10
Revised, edited, and reformatted JPH/11-8-10
Approved by FDPT/11-23-10

**COLLEGE OF NURSING
NURSE EDUCATOR COMPETENCIES**

1. Teaching: Transmitting, transforming and extending knowledge (NLN, 2005a).					
Standards of Performance:		Examples of Evidence:			
<ul style="list-style-type: none"> • achieve, sustain and increase teaching competency; • review and evaluate instructional techniques; • determine what aspects of teaching performance are in need of improvement and make the necessary modifications; • participate in the creation of new courses and/or new academic programs; • keep regular office hours as required by the College of Nursing and University System to be available to students for consultation; and, • incorporate innovative perspective. <p>Criteria:</p> <ul style="list-style-type: none"> • implement a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context; • ground teaching strategies in educational theory and evidence-based teaching practices; • recognize multicultural, gender, and experiential influences on teaching and learning; • engage in self-reflection and continued learning to improve teaching practices that facilitate learning; • use information technologies skillfully to support the teaching learning process • practice skilled oral, written, and electronic communication that reflects an awareness of self and others, along with an ability to convey ideas in a variety of contexts; • model critical and reflective thinking; • create opportunities for learners to develop their critical thinking and critical reasoning skills; • show enthusiasm for teaching, learning, and nursing that inspires and motivates students; 		<p>Instructor</p> <ul style="list-style-type: none"> • student and peer perception of instruction; • documentation of collaboration with senior faculty; • participation in professional development efforts; • lectures on pertinent topics • small group and individualized instruction in the clinical setting; and, • participation in course/curricular design/development and evaluation of program outcomes. 	<p>Assistant Professor</p> <ul style="list-style-type: none"> • peer evaluations of: course syllabi, study materials, lectures, AV materials, clinical and classroom teaching; • student evaluations of: classroom and clinical teaching, academic and research advisement • collaboration with clinical health partners; • modification of teaching/instructional strategies based on evaluations and student performance • contribution to curriculum and course development; and, • authored instructional materials. 	<p>Associate Professor</p> <ul style="list-style-type: none"> • peer evaluations indicating ability to bring expertise to students at a level appropriate to their stage of personal and professional development; • evidence of being sought by students for enrichment learning experiences, including thesis and dissertation committees; • student perception of instruction; • recognitions and awards for teaching; • peer evaluations of instruction-related scholarship; • course materials demonstrating integration of theory, practice, research, and technology; and, • initiation of refinements in curriculum. 	<p>Professor</p> <ul style="list-style-type: none"> • recognition as visiting professor, site visitor, or educational consultant; • recognition beyond the University of accomplishments in instruction-related scholarship, e.g., development of chapters, texts, media, CAI, etc.; • outstanding student and peer evaluations; • leadership which embraces social, educational, and nursing trends; • acknowledgment by students as a significant influence in their professional development; • educational innovations adopted by others beyond the College of Nursing;

<ul style="list-style-type: none"> • demonstrate respect for learners; • use personal attributes of caring, confidence, patience, integrity, and flexibility that facilitate learning; • develop collegial working relationships with students, faculty colleagues, and clinical agency personnel to promote positive learning environments; • maintain current professional practice knowledge; • role model professional nursing behavior and practice to facilitate learner socialization; and, • strive for continuous quality improvement in the nurse educator role through life-long learning. 				<ul style="list-style-type: none"> • positive evaluation of educational leadership from colleagues and subordinates; • participation in interdisciplinary teaching efforts; and, • documentation of mentoring colleagues' teaching effectiveness.
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2. Discovery: Disciplined investigation efforts leading to new knowledge (Boyer, 1990).				
Standards of Performance:	Examples of Evidence:			
<p>Instructor</p> <ul style="list-style-type: none"> demonstrate evidence of academic achievement; and, demonstrate evidence of effective engagement in scholarship activity and presentation of research and scholarship. <p>Instructor Criteria:</p> <ul style="list-style-type: none"> draw on current literature to design evidence-based teaching and evaluation practices; exhibit a spirit of inquiry about teaching and learning, student; development, evaluations methods, and other aspects of the role; design and implement scholarly activities in an established area of expertise; disseminate nursing and teaching knowledge to a variety of audiences through various means; and, demonstrate qualities of a scholar: integrity, courage, perseverance, vitality, and creativity. <p>Assistant Professor; Associate Professor; Professor</p> <ul style="list-style-type: none"> obtain the terminal degree; complete and publish original research and scholarship; apply for external grants supporting research and scholarship; present research and scholarship at academic conferences; and, participate in review panels, project review site teams, academic society offices and major committees (state and/or national), and consultantships. 	<p>Instructor</p> <ul style="list-style-type: none"> presentation of scholarly work to students and the public; documentation of investigative activities; and, application of new knowledge in the practice setting. 	<p>Assistant Professor</p> <ul style="list-style-type: none"> published abstracts, book reviews, or letters to the editor, manuscripts; scientific papers presented at local and regional meetings; dissemination of ideas and feedback received; and, participation in collaborative research activities. 	<p>Associate Professor</p> <ul style="list-style-type: none"> scholarly reports presented at local, regional, and national professional meetings; evidence that others have adopted/benefited from the product, service, or scholarly idea; acknowledgment by other professionals regarding scholarly contributions; list of types, sources, and amount of external funding, and, copies of scholarly publications. 	<p>Professor</p> <ul style="list-style-type: none"> external evaluations which substantiate the quality of scholarly contributions; editorships or membership on policy boards; awards and honors which reflect excellence in scholarship; consistent record of publications in refereed journals, monographs, and books, as well as other scholarly activities; and, citations about applicant's contributions towards accomplishing change based on new knowledge or technological innovations

<p>Assistant Professor Criteria:</p> <ul style="list-style-type: none"> • draw on current literature to design evidence-based teaching and evaluation practices; • exhibit a spirit of inquiry about teaching and learning, student development, evaluations methods, and other aspects of the role; • design and implement scholarly activities in an established area of expertise; • disseminate nursing and teaching knowledge to a variety of audiences through various means; • participate in proposal writing for initiatives that include, but are not limited to research, resource acquisition, program development, and policy development; • demonstrate qualities of a scholar: integrity, courage, perseverance, vitality, and creativity. <p>Associate Professor Criteria:</p> <ul style="list-style-type: none"> • draw on current literature to design evidence-based teaching and evaluation practices; • exhibit a spirit of inquiry about teaching and learning, student development, evaluations methods, and other aspects of the role; • design and implement scholarly activities in an established area of expertise; • disseminate nursing and teaching knowledge to a variety of audiences through various means; • demonstrate skill in proposal writing for initiatives that include, but are not limited to research, resource acquisition, program development, and policy development; • maintain a record of consistent publication in refereed journals or other peer-reviewed outlets; • critically review abstracts, manuscripts or grant applications of peers; • demonstrates qualities of a scholar: integrity, courage, perseverance, vitality, and creativity; 				
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<p>Professor Criteria:</p> <ul style="list-style-type: none"> • draw on current literature to design evidence-based teaching and evaluation practices; • exhibit a spirit of inquiry about teaching and learning, student development, evaluations methods, and other aspects of the role; • design and implement scholarly activities in an established area of expertise; • disseminate nursing and teaching knowledge; • demonstrate skill in proposal writing for initiatives including research, resource acquisition, program development, and policy development; • actively promotes the use of scholarly findings to effect changes in health care and/or nursing; • serve on editorial boards and/or as a reviewer for journals; • engage in interdisciplinary scholarship; • demonstrate qualities of a scholar: integrity, courage, perseverance, vitality, and creativity. 				
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<p>3. Application and Integration: Utilization of knowledge in implementation of the practice role and in services to larger communities. Active synthesis supporting development of connections across disciplines (Boyer, 1990).</p>					
<p>Standards of Performance:</p>		<p>Examples of Evidence*:</p>			
<p>Instructor</p> <ul style="list-style-type: none"> maintain licensure; function within both educational and community environments; demonstrate collegiality in the College and University; function as change agent and leader; implement change; model cultural awareness, sensitivity and competency; use knowledge to enhance the visibility of nursing; and, collaborate in interdisciplinary activities targeting healthcare and educational needs locally. <p>Instructor Criteria:</p> <ul style="list-style-type: none"> create and maintain community and clinical partnerships that support educational goals; participate in College and University governance; assist with student recruitment and orientation; provide high quality service to consumers as part of faculty workload; and, achieve and maintain appropriate certificate for practice. <p>Assistant Professor, Associate Professor, Professor</p> <ul style="list-style-type: none"> maintain licensure; attain and maintain advanced certification in an area appropriate to the primary course topics taught; 		<p>Instructor</p> <ul style="list-style-type: none"> documentation of participation and contributions, including service on College of Nursing, University, and community committees; recognitions of quality of contributions at the local level; reports from patients, peers, and supervisors; evaluations of practice performance; copy of certification; provide community service; present lectures, papers, and research in the community. 	<p>Assistant Professor</p> <ul style="list-style-type: none"> documentation of effectiveness of participation and quality of contributions; documentation of participation and contributions, including service on College of Nursing, University, and community committees; recognition of the quality of contributions at the state level of beyond; and, documentation of consultation activities. 	<p>Associate Professor</p> <ul style="list-style-type: none"> documentation of effective leadership in college university, professional organizations, and other health-related groups; documentation of awards, honors, and testimonials from constituencies; and, documentation of consultation provided to outside groups, such as school of nursing, profession, and health care organizations. 	<p>Professor</p> <ul style="list-style-type: none"> documentation of effective leadership in professional roles; documentation of public recognitions of service; documentation of request from other universities for professional expertise; and, documentation of service on expert panels, commissions, study sections, policy groups, etc.

<ul style="list-style-type: none"> • function within both educational and community environments; • demonstrate collegiality in the College and University; • function as change agent and leader; • implement change; model cultural awareness, sensitivity and competency; • use knowledge to enhance the visibility of nursing; and, • collaborate in interdisciplinary activities targeting healthcare and educational needs regionally, nationally, and globally. • attain and maintain advanced certification in an area appropriate to the primary course topics taught; • plan and present at seminars, conferences, workshops, and non-credit courses; • seek external funding and support; • provide public lectures, presentations, or community services related to the profession of nursing; • conduct paid or non-paid external consultantships/practice in professional nursing; and, • collaborate in interdisciplinary activities targeting health care and educational needs regionally (Assistant Professor), nationally (Associate Professor), and globally (Professor). <p>Assistant Professor, Associate Professor, Professor Criteria:</p> <ul style="list-style-type: none"> • assume a leadership role in various levels of institutional governance; • assist with student recruitment and orientation; • provide high quality service to consumers as part of faculty workload; achieve and/or maintain appropriate certificate for practice; and, 				
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<ul style="list-style-type: none"> develop networks, collaborations, and partnerships to enhance nursing influence with the academic and larger community. 				
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*A candidate may not fully "meet" each of the criteria but may be outstanding in other criteria, resulting in an overall balance.

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Approved by CONFO 1.25.07-1gf

Final draft 1.17.07 – Program Evaluation Committee (LGF)

Draft 9.25.06 – Program Evaluation Committee (LGF)

Developed: 9.22.06 – Program Evaluation Committee (MCS)

Developed: 10.31.05 – Program Evaluation Committee (LGF)

**COLLEGE OF NURSING
FACULTY EVALUATION OF COURSE**

POLICY

All faculty will submit a written evaluation of each course they teach during the academic year as needed. These evaluations will be used by the Nursing Academic Committee (NAC) for curriculum evaluation.

PROCEDURE

1. Each faculty is responsible for completing a Faculty Course Evaluation Summary (CON Faculty Handbook, Section 6.1.1) for each course they teach as needed. Forms are submitted to the Chair of NAC and Dean each Spring Semester. This summary must also include a review of course materials, including but not limited to, the syllabus, reference list, faculty assignments, practice settings, and strategies for evaluation.

Revised: 06/98; 09/98; 02/00; 03/10

Reviewed: 10/00; 09/01; 08/02; 08/03; 03/04; 12/10

FACULTY COURSE EVALUATION SUMMARY
SEMESTER 20

COURSE _____
FACULTY _____

Strengths of Course:

Weaknesses of Course:

Planned Changes for Next Semester:

Learning Activities Utilized in Course:

Rationale for Use of Selected Activities:

Additional Learning Activities for Possible Use:

Planned Changes in Present Learning Activities for Next Semester:

Revised: 4/98; 2/00

Reviewed: 10/00; 3/10; 12/10

COLLEGE OF NURSING
STUDENT EVALUATION OF FACULTY AND COURSES

POLICY

All students will be given the opportunity to evaluate simulations laboratory, clinical practice, courses, and faculty at the end of each course. Faculty will receive student evaluations after course grades have been submitted to the Registrar's Office. Students' evaluation will be part of the criteria used to evaluate faculty for merit raise, promotion, and tenure decisions.

PROCEDURE

1. Student Opinion of Instruction (SOI) surveys are available online at the end of each course.
2. Faculty will inform students of SOI availability after notification from the Vice President of Academic Affairs office.

Revised: 07/95; 09/98; 02/00; 03/10

Reviewed: 10/00; 09/01; 08/02; 08/03; 03/04; 12/10

COLLEGE OF NURSING FACULTY PEER EVALUATION

POLICY

Peer evaluations will be used as criteria for merit raises, promotion, and tenure decisions.

PROCEDURE

1. Faculty members will select a peer from the College of Nursing faculty to attend one class session they are teaching.
2. The peer faculty will complete the Peer Evaluation Tool (CON Faculty Handbook, Section 6.3.1)
3. The faculty member will submit the peer evaluation for inclusion in their Annual Evaluation.

Revised: 07/95; 09/98; 03/10

Reviewed: 02/00; 10/00; 09/01; 08/02; 08/03; 03/04; 12/10

**VALDOSTA STATE UNIVERSITY
COLLEGE OF NURSING
PEER EVALUATION TOOL**

Evaluatee: _____ School Year: _____

Evaluator: _____ Classroom date: _____

If there is a particular area to be evaluated, please indicate below.

Directions: Indicate presence (+) or absence (-) of teacher behavior or characteristic. Comment column may be utilized for qualification and/or classification of response.

Part I. Classroom Evaluation

Date: _____

Topic: _____

ITEM	+/-	COMMENTS
Introduction		
Organized		
Remained within purposed class content		
If teaching aids were used, they enhanced learning		
Teaching style was appropriate to class setting		
Handouts utilized were appropriate to meeting objectives of class		
Presentation paced for note-taking		
Time allowed for questions and/or discussion		
Student questions were answered in a positive manner		
Creativity could be seen in the approach		
Student participation was evident		

If problems arose, they were resolved in a positive manner		
Important material was emphasized during the summary presentation		
Content appeared well-mastered and current		
Implemented course/unit objectives		
Enunciation - clear		
Speech intelligible and clear		
Voice projected well		
Allowed for student questions and/or discussion		
Showed empathy towards students in efforts to understand material		
Facilitated students' application of didactic material		
Encouraged students to think for themselves		

Teacher expectations of students clarified		
Student attention maintained		
Neatly dressed		

Comments: If the evaluator has any other comments during the peer evaluation, comment below. Any general comments can also be written in this space.

SUMMARY:

Area(s) of strength:

Area(s) needing improvement:

General Impression:

Numerical Conversion:

Each positive (+) response is given a numerical score of 1. The total possible is 25.

Score _____ Part I

Part II. Clinical Evaluation

Date: _____

JUNIOR/SENIOR

Semester: Fall Spring

AGENCY SETTING: _____

	+ or -	Comments
1. Supervision style appropriate to level of student		
2. Communication appropriate with: student staff client		
3. Clinical time frame organized to meet both student and patient needs		
4. Knowledge base adequate to level of teaching		
5. Gave appropriate emotional support to student when needed		
6. Made corrections in a positive manner		
7. Helped students to identify holistic nursing care		
8. Made appropriate use of the nursing process in dealing with clients and students		
9. Assisted students in finding resources for patients		
10. Identified student learning needs		

Reviewed: 07/95; 09/98; 02/00; 10/00; 09/01; 08/02; 08/03; 03/04; 12/10

COLLEGE OF NURSING FACULTY OFFICE HOURS

POLICY

Faculty will be responsible for posting and observing regular office hours during the week to provide time on a systematic basis for student conferences and consultation with colleagues and visitors (Valdosta State University Faculty Handbook).

PROCEDURE

1. Faculty will post a FACULTY SCHEDULE on or near their office door so that it is easily observable to students, staff, and faculty.
2. Faculty who are unable to be in their office as posted will notify their secretary of the change and where they can be reached.
3. A copy of this schedule will be submitted to the Office of the Dean.
4. It is expected that full-time faculty will have a minimum of two (2) scheduled office hours per week.

Revised 08/95; 09/98; 03/10

Reviewed: 02/00; 10/00; 09/01; 08/02; 08/03; 03/04; 12/10

**COLLEGE OF NURSING
FACULTY CLASS ATTENDANCE POLICY**

POLICY

Faculty members are expected to conduct all classroom activities as scheduled. Make-up work will be required for classes that are cancelled.

PROCEDURE

1. Faculty will report on time to the designated class as scheduled.
2. If a faculty member is unable to attend class, he or she will implement the following:
 - A. Arrange for the notification of all involved students at least one hour prior to the class starting time.
 - B. Notify the office of the Dean of the situation and describe make-up arrangements that were made.
 - C. The faculty member may request temporary coverage from another qualified faculty member if mutually arranged.
 - D. Further make-up will be mutually arranged between the faculty member and the Dean.

Revised 03/10

Reviewed: 09/98; 02/00; 10/00; 09/01; 08/02; 08/03; 12/10

**COLLEGE OF NURSING
FACULTY CLINICAL ATTENDANCE POLICY**

POLICY

Faculty are expected to attend all clinical/laboratory experiences. Make up work will be required for clinical absences.

PROCEDURE

Faculty members are responsible for providing clinical experiences for the students. The following procedures are required for clinical attendance/absences.

1. Faculty will report on time to the designated clinical site each clinical day.
2. Faculty will wear appropriate clothing and identification for clinical experiences.
3. If a faculty member is unable to attend clinical, the following plan will be implemented:
 - A. Arrange for the notification of the involved students at least one hour prior to the start of the clinical day.
 - B. Notify the clinical facility of the situation.
 - C. Notify the office of the Dean of the situation and explain make-up arrangements that will be performed.
 - D. The faculty member may request temporary coverage from another clinically qualified faculty member if mutually arranged in order to prevent student absences for the clinical day.
 - E. Further make up will be mutually arranged between the faculty member and the Dean.

Revised: 1998; 03/10

Reviewed: 12/10

**COLLEGE OF NURSING
FACULTY CLINICAL ASSIGNMENT AND ARRANGEMENT OF CLINICAL
EXPERIENCE POLICY**

POLICY

Faculty members are expected to arrange student-client assignments prior to clinical experience to foster student preparation for the experience. Faculty are encouraged to seek a variety of clinical experiences for students to assure achievement of course objectives. In order to protect all parties concerned, Clinical Agreements and scheduling must be negotiated with the Agency before students participate in the clinical experience.

PROCEDURE

1. Faculty members are responsible for the selection and implementation of clinical experiences with various health care providers that best meet the objectives of the course.
2. Faculty members are responsible for verifying that Clinical Agreements are on file before assigning students to an agency.
3. Faculty members are responsible for submitting a proposed schedule for student experiences to the Clinical Site Coordinator and the Associate Dean each term for the following academic term.
4. The Dean or designee is responsible for initiation and maintenance of all Clinical Agreements.
5. Once students' clinical experiences have been arranged, changes will not be made except in cases of extreme emergency. The faculty must notify the Associate Dean before such changes are made.
6. Faculty will post assignments according to the process announced in class and approved by the clinical agency. Student autonomy with client selection may occur in senior level courses at the discretion of the faculty member responsible for the course. Guidance will be offered to the students for the completion of the assigned paperwork.
7. Students will be instructed regarding the time frame necessary for the completion of the clinical written work.
8. Evaluations will be completed for each student and documentation of the interaction with the student will be attached to the clinical evaluation tool utilized in the course.
9. The evaluation form and any attachments will be placed in the student file for future reference.

Revised: 1998; 03/10

Reviewed: 12/10

**COLLEGE OF NURSING
PROGRAM EVALUATION PLAN**

The College of Nursing has developed a rigorous evaluation plan, which addresses the program quality and effectiveness across the CON's mission and governance, institutional commitment and resources, curriculum and teaching-learning practices, and student performance and faculty accomplishments.

The CON Program Evaluation Plan may be found at

<http://www.valdosta.edu/nursing/documents/PROGRAM EVALUTION PLAN CONFO approved revisions of Aug. 12, 2010.pdf>

**Valdosta State University
College of Nursing**

Proposal for Change in

Problem addressed or Intended Goal:

Proposal:

Rationale: Review of Literature and/or evidence/data to support this proposal:

New resources required:

Recommended timeline:

Submitted by:

Date:

For action by: